# Learning Assessment Research Consortium (LARC)

## Module: Goals and Objectives

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| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
| **Introduction** |  | This video is 1 minute and 31 seconds long. It can be shown to the class, or the facilitator can give their own introduction. | N/A |
| **How are Goals and Objectives Defined?** | **Warm Up Activity:** Please complete the warm up activity. If you aren’t sure about the differences between Goals and Objectives take your best guess, then use this activity for your reflection later.  **Activity: What is Your institutional Hierarchy?** Using the handout provided, fill out the pyramid and then consider those answers in the context of the institutional mission of your organization.  **Final Reflection:** Answer the three question, and save these for later use. | **Warm Up Activity:** Have the participants draw an image that represents the questions asked.  **Activity: What is Your institutional Hierarchy?** You can have the students complete this individually by handing out the worksheet, or as a group effort with the facilitator filling out the sections on a white board.  **Final Reflection:** Have the participants answer the three questions. You can use small group or individual work here. | (2)  (9)  (10) |
| **What Are Goals and Objectives?** | **Warm Up Activity:** Read through the examples given and answer the questions. Hold onto those answers for future use.  **Activity: Your Institutional Goals:** You will need a copy of your institutions mission and goals statements to complete this activity.  **Activity: Find Your Program Goals:** Using the handout from the last activity, have the students fill out the Program Goals section.  **Activity: Find Your Program Outcomes:** Again referring to the Institutional Alignment Handout, have the students fill out their program outcomes. Do these align with the institutional and program missions and program goals.  **Activity: Find Your Course Goals and Outcomes:** Refer the participants back to the Institutional Alignment Handout once again, and answer the two questions provided.  **Activity: Find Your Learning Objectives:** Answer these three short questions and check your answers.  **Final Reflection:** Think about the material you have gone through in this sub module, and reflect on the questions asked. Save these for later use. | **Warm up Activity:** Go over the descriptions given in the material about the ‘big picture’, and then have the students answer the two questions.  **Activity: Your Institutional Goals:** Have a copy of your institutions mission and vision statements available for the participants to reference for this activity. Have the students fill out the institutional goals.  **Activity: Find Your Program Goals:** Using the handout from the last activity, have the students fill out the Program Goals section. The three questions should be considered when filling out the worksheet, and can then be used for group discussion.  **What are Program Outcomes**: The Becknell University link in the material can be handed out or projected for the students to refer to.  **Activity: Find Your Program Outcomes:** Again referring to the Institutional Alignment Handout, have the students fill out their program outcomes. Do these align with the institutional and program missions and program goals.  **Activity: Find Your Course Goals and Outcomes:** Refer the participants back to the Institutional Alignment Handout once again and discuss the two questions with the participants.  **Activity: Find Your Learning Objectives:** This is only three questions, we would suggest you ask the students the questions and then go over the answers.  **Final Reflection:** This is a good opportunity for group discussion and active learning. | (5)  (7)  (9)  (10)  (11) |
| **What are the Benefits of Having Course Goals, Outcomes, and Learning Objectives?** | **Warm Up Activity:** Take 30 seconds and see how many goals, outcomes and learning objectives you can.  **Activity: Reflecting on Shared Experiences:** Think about the video you have just watched, and answer the four questions. Once completed, compare it to your warm up activity and add to that sheet any new ideas you may have now.  **Activity: How Learning Objectives / Outcomes Benefit Different Roles:** Fill out the sheet as asked, once done, take a look at the Sample Answer sheet provided. How do yours compare?  **Final Reflection:** Refer back to your warm up activity sheet, what have you realized during this sub module? | **Warm Up Activity**: a 30 second activity asking the students to individual come up with goals, outcomes, and learning objectives.  **Activity: Reflecting on Shared Experiences:**  Use this as a group activity. Once this is done, you may allow the participants to go back to their warm up activity sheets and add any additional ideas they now have.  **Activity: Is This Statement Broad or Narrow:** You will need to print off the activity from the link here and hand it out to the students.  **Activity: How Learning Objectives / Outcomes Benefit Different Roles:**  Print off the worksheet and have it available for the participants.  **Final Reflection:** Have the participants refer to their warm up activity, small group or whole class discussion is appropriate here. | (1)  (3)  (4)  (8)  (9)  (10) |
| **How are Goals and Learning Objectives Created?** | **Warm Up Activity:** Take a look at the worksheet, and compare it to your Goals and Objectives.  **Activity:** **Create a Goal Statement for Your Program or Course:** answer the questions in this section and hold onto those answers for later use.  **Activity: Create Learning Objectives:**  Develop three learning objectives for a course, and follow the flow of the worksheet.  **Final Reflection:** Give yourself a couple of minutes to think about these, then answer these two questions. | **Warm Up Activity:** You can project this table and have a short period of discussion with the participants.  **Activity:** **Create a Goal Statement for Your Program or Course:** Using the approaches from the last section, have the participants individually answers these questions.  **Activity: Create Learning Objectives:**  Depending on the class make-up, this can be individual or group work. If you have participants who are working on the same courses, it makes sense to have them work together here.  **Final Reflection:** It can be good to pair up the participants here and have them answer these two questions. After this is complete, you have the opportunity for large group discussion. | (6) |
| **How Do I Know If My Learning Objectives are Appropriate?** | **Warm Up Activity:** Take a look at these issues and concerns, identify which one resonates with you and hold onto this sheet for later use.  **Activity: Recognizing Effective Objective Statements:** Answer the three questions and check your answers. Take note of the correct answers.  **Final Reflection:** Use your own learning objectives and compare them to the learning objective checklist. | **Warm Up Activity:** You can read these to the participants, or hand them out to them on a sheet. Have them identify which resonates most with them.  **Common Pitfalls When Crafting Learning Objectives:** There are a couple of documents and a checklist in this section that will need to be made available to the participants.  **Activity: Recognizing Effective Objective Statements:** There are three questions in the material that you can ask the students to answer for this activity.  **Final Reflection:** Have the participants use the learning objective checklist and compare it to their own learning objectives. | (6) |
| **What are the Differences Between Learning Objectives at the Course Level and Learning Outcomes at the Program Level?** | **Warm Up Activity:** Take a look at the 4 links provided, and find a couple of take-away points for your own courses.  **Activity: Writing Goals and Outcomes for the Course, Program, and Institution:** Place the five statements into the correct areas, then download the *check your answers* sheet and see if they match up.  **Activity: Writing Goals and Outcomes for the Institution, Program, and Course:** You will need access to their institutional, programmatic and course level goals and objectives to complete this activity.  **Final Reflection:** Answer the two questions provided. | **Warm Up Activity:** There are different links for the participants to use in this activity. If you have computer access for the participants, you can break them into groups to look at one site each. If not, you can choose which ones you would like to present to the larger group and have some discussion.  **Alignment at the Course, Program, and Institutional Level:** There is a link to the AAC&U’s VALUE Rubrics here. You should go over a couple of the Rubrics with the students and give them the link for them so they can explore them on their own later.  **Activity: Writing Goals and Outcomes for the Course, Program, and Institution:** The participants will need the worksheet for this activity. This should be a short activity that only takes a couple of minutes to complete.  **Course-Level Learning Objectives Aligned with Curriculum Sequence:**  There are three links that are available in this section. If you have allotted enough time, it would be valuable for the participants to be able to read through all three (perhaps distribute to them prior to the class day). If not you could summarize them and make the links available.  **Activity: Writing Goals and Outcomes for the Institution, Program, and Course:** The participants will need access to their institutional, programmatic and course level goals and objectives to complete this activity. Print out and have the worksheet available for individual work; if there is faculty working on the same courses, they could work in teams here as well.  **Final Reflection:** Have the participants work with a partner and answer the two questions. This can be brought back into a final overall module discussion in the conclusion section that follows. | (6)  (9) |
| **Conclusion and Resources** |  |  |  |

**References:**

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