

Lesson-Level Objectives Worksheet

E-Academy assumes you are starting with a mature course (one you have taught at least twice) that has both course objectives and module-level objectives. But what if you have a mature course without lesson-level (module-level) learning objectives? Believe it or not, this is very common! To develop objectives for individual lessons in a course where most of the content is pretty much “set” entails working backward. Most likely these objectives already exist but are not articulated. Looking at what you already have helps you to see the lesson-level objectives that are implicit in your lesson plan. Filling in this worksheet will help you to find out what they are.

Complete the Chart: This chart is for your own personal reference, so your shorthand descriptions need only make sense to you. In the first column, mark the lesson or module number, week number, or lesson name for reference. In the second column, fill the primary material, resource, or activity of that lesson. For a typical course this will include chapters in a text, lectures, or for more applied courses can include activities like conducting interviews. Whatever you put in this column, it is the main source of whatever skill or knowledge students are expected to draw from this lesson. In the third column, list the topics covered in that resource.

Create Objectives: You will need the handout *Bloom’s Taxonomy of Action Verbs* to create the objectives. Create the objectives by translating the topics covered each module into a statement in the form: At the end of this module students will be able to *[action verb]*.... As you go through each module, also open any existing module-level assessments to help you. For example, if you ask students to post in a discussion forum or an assignment in each module, then using the questions they are asked along with this chart will help you to develop your objectives.

Example:

Lesson/ Module	Source (Materials/Resources/Activities)	Topics Covered
2	Ball Reading	Kinds of definitions Consequences and problems with definitions Defining gangs
2	Defining Gangs Lecture	Overview of definitions used in research/prac. Illegality in definitions Assn 4 results Coming up with a def for research Gang typologies (thrasher, vigil...)
4	Esbensen and Melde reading	Description of gang demographics (race, age, sex, etc) Why join, and why stay?
4	Demographics Lecture	4 main questions demog answers:

		Gang v nongang Why join Why get more involved Why stay versus leave
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Your Course:

Lesson/ Module	Source (Materials/Resources/Activities)	Topics Covered