

Learning Objectives Activity

	Learning Objective	Specific	Measurable/ Observable	Student Centered	Outcome- based	Re-write
1	Students will learn how to develop a well-designed argument.	Y N	Y N	Y N	Y N	
2	Students will list five ways that GIS is being used to address real-world problems.	Y N	Y N	Y N	Y N	
3	Students will know why checks and balances are important.	Y N	Y N	Y N	Y N	
4	Students will use computer dietary analysis to assess a 2-day dietary intake and interpret results.	Y N	Y N	Y N	Y N	
5	The student will know the names and symbols of elements on the periodic table.	Y N	Y N	Y N	Y N	
6	The teacher will demonstrate how to use a graphing calculator to find the limit of a function.	Y N	Y N	Y N	Y N	
7	The student will demonstrate an understanding of the battles that occurred during the American Revolution including the Battles of Lexington and Concord, the Battle of Quebec, the Battle of Saratoga, and the Battle of Yorktown.	Y N	Y N	Y N	Y N	
8	Our program provides students with opportunities to learn about contemporary problems in the field of biology.	Y N	Y N	Y N	Y N	
9	Students will participate in a Facebook conversation about affordances of social media.	Y N	Y N	Y N	Y N	
10	Students will calculate the probability that two sample means will differ by more than 5%.	Y N	Y N	Y N	Y N	

Learning Objectives Activity (Facilitator Guide)

	Learning Objective	Specific	Measurable/ Observable	Student Centered	Outcome-based	Re-write
1	Students will learn how to develop a well-designed argument.	N "well-designed"	N "learn"	Y	Y	Students will develop an argument with a thesis statement, supporting evidence, analysis and conclusion.
2	Students will list five ways that GIS is being used to address real-world problems.	Y	Y	Mostly	Y	GIS=Geographic Information Systems
3	Students will know why checks and balances are important.	N no context	N "know"	Y	Y	The student will be able to explain how the checks and balances of the three branches of government work.
4	Students will use computer dietary analysis to assess a 2-day dietary intake and interpret results.	Y	Y	Y	Y	
5	The student will know the names and symbols of elements on the periodic table.	N How many?	N "know"	Y	Y	The student will be able to identify the names and symbols of the first 20 elements on the periodic table.
6	The teacher will demonstrate how to use a graphing calculator to find the limit of a function.	Y	Y	N "teacher"	Y	Students will use a graphing calculator to find the limit of a function.
7	The student will demonstrate an understanding of the battles that occurred during the American Revolution including the Battles of Lexington and Concord, the Battle of Quebec, the Battle of Saratoga, and the Battle of Yorktown.	N Overly long, Too specific	N "demonstrate and understanding"	Y	Y	Students will be able to describe the significance the major battles of the American Revolution.
8	Our program provides students with opportunities to learn about contemporary problems in the field of biology.	N Vague	N "opportunity to learn"	N "program"	N no outcome	Students will evaluate the challenges associated with solving a contemporary biological problem.
9	Students will participate in a Facebook conversation about affordances of social media.	Y	can you measure participate?	N "affordances"	N activity, not outcome	Students will be able to discuss the benefits and drawbacks using of social media as a news source.
10	Students will calculate the probability that two sample means will differ by more than 5%.	Y	Y	Y	Y	

Specific – Does learning objective provide enough detail or context for a student to determine when it is met?

Measurable/observable – Does the learning objective use a measurable verb? (e.g., explain instead of know)

Student-centered – Is the learning objective written from the point of view of the student using terminology that the student will understand?

Outcome-based – Does learning objective describe an outcome or product of the instruction? (for example, #9 describes the activity that the students will do in class rather than an outcome)

Instructions

1. Break participants up into small groups.
2. Assign groups approximately 3 learning objectives to evaluate.
3. Give participants 10-15 minutes to discuss and rewrite objectives
4. Debrief as whole group reviewing the objectives. If time is limited, pick a few to highlight. Possible discussion points:
 - a. Is "well-designed" specific enough? (#1)
 - b. Why are "know", "understand", and "learn" not the best verb choices? (#1, 3, 7, 8)
 - c. Can an objective be too specific? (#7)
 - d. What the difference between an activity and an outcome? (#9)
 - e. Are there any examples jargon or terminology that student might not understand? (#2 & #9)