

LEARNING OBJECTIVES/OUTCOMES

QM STANDARDS 2.1, 2.2, 2.3 (EACH STANDARD IS WORTH 3 PTS)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.

Introduction

When developing objectives/outcomes, there are three things to keep in mind: measurability, alignment, and learner perspective.

Here is some useful terminology when discussing objectives/outcomes:

Course Objectives: (instructor perspective) topics that describe the content the instructor would like to teach, often presented as a numbered list. Note: these are known as "Course Objectives" in the state course numbering system.

Student Learning Outcomes: (student perspective) Knowledge and skills the students are expected to be able to demonstrate upon completion of the module.

Course/Module Assessment: Any assessment method (e.g., a quiz, a reflective journal, a recital, a synthesis paper, etc.) used to determine the extent of attainment of the stated student learning outcome.

NOTE

Students like to know what they'll be getting out of a course, so framing objectives so that they explain what's being measured, align to the overall objectives of the course, and speak directly to the student, takes care of both their need to know and your need to formulate goals for your instruction and activities.

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This chart is based on Bloom's Taxonomy, a practical tool for determining objectives and the level of cognition being measured.

| REMEMBERING | | UNDERSTANDING | | APPLYING | | ANALYZING | | EVALUATING | | CREATING | |
|---|-----------|--|------------|--|----------|---|-------------|---|-----------|--|----------|
| Lower level thinking skills | | | | | | Higher level thinking skills | | | | | |
| Students can recall or recognize previous learned information. | | Students can organize, compare, translate, interpret, and state main ideas or facts. | | Students can use or apply acquired knowledge, facts, techniques and rule in new situation. | | Students can examine and break information into parts. | | Students can make judgments according to a set of standards. | | Students can put diverse elements or parts together to form a whole. | |
| Action Verbs | | | | | | | | | | | |
| Choose | Outline | Classify | Illustrate | Apply | Operate | Analyze | Investigate | Appraise | Evaluate | Adapt | Invert |
| Define | Recognize | Convert | Indicate | Associate | Perform | Calculate | Model | Argue | Judge | Build | Make up |
| Identify | Relate | Compare | Infer | Build | Plan | Categorize | Organize | Assess | Justify | Change | Modify |
| Label | Recall | Demonstrate | Interpret | Calculate | Produce | Compare | Rank | Critique | Measure | Combine | Propose |
| List | Repeat | Distinguish | Paraphrase | Classify | Select | Contrast | Research | Criticize | Rate | Design | Solve |
| Locate | Reproduce | Explain | Predict | Compute | Solve | Diagram | Separate | Conclude | Recommend | Develop | Support |
| Match | Select | Give example | Summarize | Develop | Teach | Distinguish | Subdivide | Debate | Test | Elaborate | Theorize |
| Memorize | Show | | Translate | Discover | Transfer | Examine | Sort | Defend | Test | Formulate | |
| Name | State | | | Interpret | Use | | Survey | Estimate | Value | | |
| Order | Write | | | Write | | | | | | | |
| Example Objectives | | | | | | | | | | | |
| Identify the five important themes from the course materials. | | Demonstrate themes of aging as portrayed in film by completing a short essay for the given film. | | Apply knowledge of the portrayal of cross-cultural representations of aging in film through a written assignment. | | Analyze the portrayal of formal care for older adults in given films. | | Defend the concept of modernity as it relates to film, as well as how aging is portrayed in the modern world. | | Formulate your opinion on aging in a modern world using thematic analysis from the previous assignments on films, short stories and additional readings. | |
| Example Assessments | | | | | | | | | | | |
| Quiz in which students will list the five important themes discussed. | | Short essay identifying the most significant theme in a given film, "The Curious Case of Benjamin Button." | | Essay about what the two main characters have in common, despite representing different cultures in the given film, "Gran Torino." | | Using a provided chart and given movies, compare the negative portrayals, positive portrayals, and themes addressed in relation to formal care. | | Discussion board to argue how the film "The Curious Case of Benjamin Button" reflects modernity and aging. | | Final paper, bringing together all previous response assignments, that explores, and makes conclusions about, a major theme found across modern films. | |

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The following are examples of course and module-level objectives, along with examples of aligned assessments to measure those objectives.

Aging and Modern Films

Course Objectives

By the end of this course, you will be able to:

- Identify how aging is represented in the modern film
- Analyze issues of aging such as gender, ethnicity, class, caregiving, family relationships, mental health, and physical changes in modern films.



Course Assessment

Develop a Web-quest on the issue of aging. Provide a different section for each issue: gender, ethnicity, class, caregiving, family relationships, mental health, and physical changes in a recent selected film.

(Useful info on Web-quests: <http://www.webquest.org/>
http://www.educationworld.com/a_tech/tech/tech011.shtml)

Module

Student Learning Outcomes

By the end of this module, you will be able to:

- List the similarities and differences of aging in two characters with respect to the issue of gender depicted in a selected modern film
- Discuss these similarities and differences with classmates
- Apply the information gained in producing a comparison and contrast essay

Module Assessments

Discussion board: Post at least one similarity and one difference between two characters in a selected modern film and respond to at least two classmates, discussing their choices.

Essay: Compare and contrast the aging process in two characters with respect to gender in a selected film.

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Technology for Educators

Course Objectives

By the end of this course, you will be able to demonstrate effective integration of different technology pieces into teaching.

Course Assessment

Create a unit plan that demonstrates effective integration of different technology pieces into teaching built on at least one of the educational theories covered.



Module

Student Learning Outcomes

By the end of this module, you will be able to:

- Identify specific technology pieces for special needs students
- Evaluate these technology pieces in terms of their affordances
- Evaluate sample activities
- Create at least one activity using one technology piece for special education students
- Evaluate and give constructive feedback to each other's work

Module Assessments

Group Activity: Present one activity integrating one specific technology piece for special education students to your group, then critique the activities of the members of your group.

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