



PIE Summer 2021

▶ Bootcamp Day 1

Facilitated by Caity Kelly, M.S.

Presented via the Program for Instructional Excellence (PIE)

May 4, 2021

Welcome! 😊

- Caity Kelly, PIE Assistant Director
 - B.S. in Psychology
 - M.S. in Instructional Systems and Learning Technologies

Today's Structure

- 1 hour of content presentation
 - Lecture + short activity
- 30 minutes of workshop time
 - Application + Q&A

Zoom Session Guidelines

- Please mute your microphone when you are not speaking
- Be aware that other attendees can see you if your webcam is turned on
- If you are having trouble seeing our screenshare, try selecting the gallery view on Zoom
- Try not to talk over other attendees if you are making comments/asking questions; please use the hand raising function or inform us in the chat that you would like to speak
- Please silence your phone/email as other participants may be able to hear notifications

Today's Agenda!

Learners will be able to:

- Select suitable learning outcomes for their individual online courses.
- Create measurable learning objectives containing all three components of a well-written objective.

Guiding Questions

What are learning objectives?

What makes a learning objective worthwhile and well-written?

The Concept of Objectives

Learning objectives are:

- Intended outcomes of instruction
- Applicable to real contexts or precede complex outcomes
- Broad and/or narrow
- Quantifiable goals

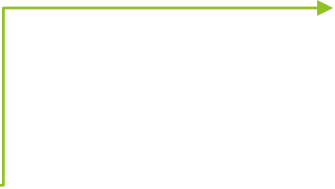


Robert Gagne

Gagne's 9 Events

1. Gain learner attention
2. State objectives
3. Stimulate prior knowledge
4. Content presentation
5. Learner guidance (scaffolding)
6. Facilitate student practice
7. Give feedback on practice
8. Assess performance
9. Facilitate retention and transfer

Learning Objectives



Gagne's Outcomes

Verbal Information

- Statements of learning
- Facts, rules, summaries of information

Intellectual Skills

- Higher-order cognitive skills
- Applying rules/concepts
- Compare/contrast
- Problem solving

Gagne's Outcomes

Attitudes

- Attitudes, beliefs, perceptions, etc.

Cognitive Strategies

- Decision-making
- Metacognitive techniques

Motor Skills

- Physical activities

More Information:

<https://www.instructionaldesign.org/theories/conditions-learning/>

A Question on Performance

Students should know....

Students should understand....

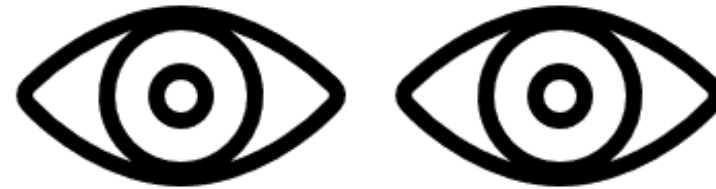
Students should be familiar
with....

What is the common problem with these
statements?

Components of Learning Objectives

Performance

- Action word (verb)
- Describes an easily observable action/competency



*Learners will be able to **create** measurable learning objectives containing all three components of a well-written objective.*

Improve These Examples: Performance

Students *will be familiar with* major psychological theorists.

Students will *understand* how to balance a chemical equation.

Components of Learning Objectives

Condition

- Lists resources learners have access to when they perform
- Typically refers to any items/info given to students in the objective



*Learners will be able to create measurable learning objectives containing all three components of a well-written objective. **(Lecture implied)***

Improve These Examples: Condition

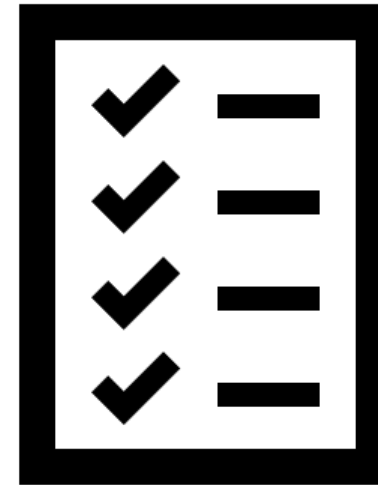
Students will be able to create an infographic.

Students will be able to critique a social work case.

Components of Learning Objectives

Criteria

- Denotes the degree of accuracy needed for mastery
- Accuracy, time limit, quality, etc.



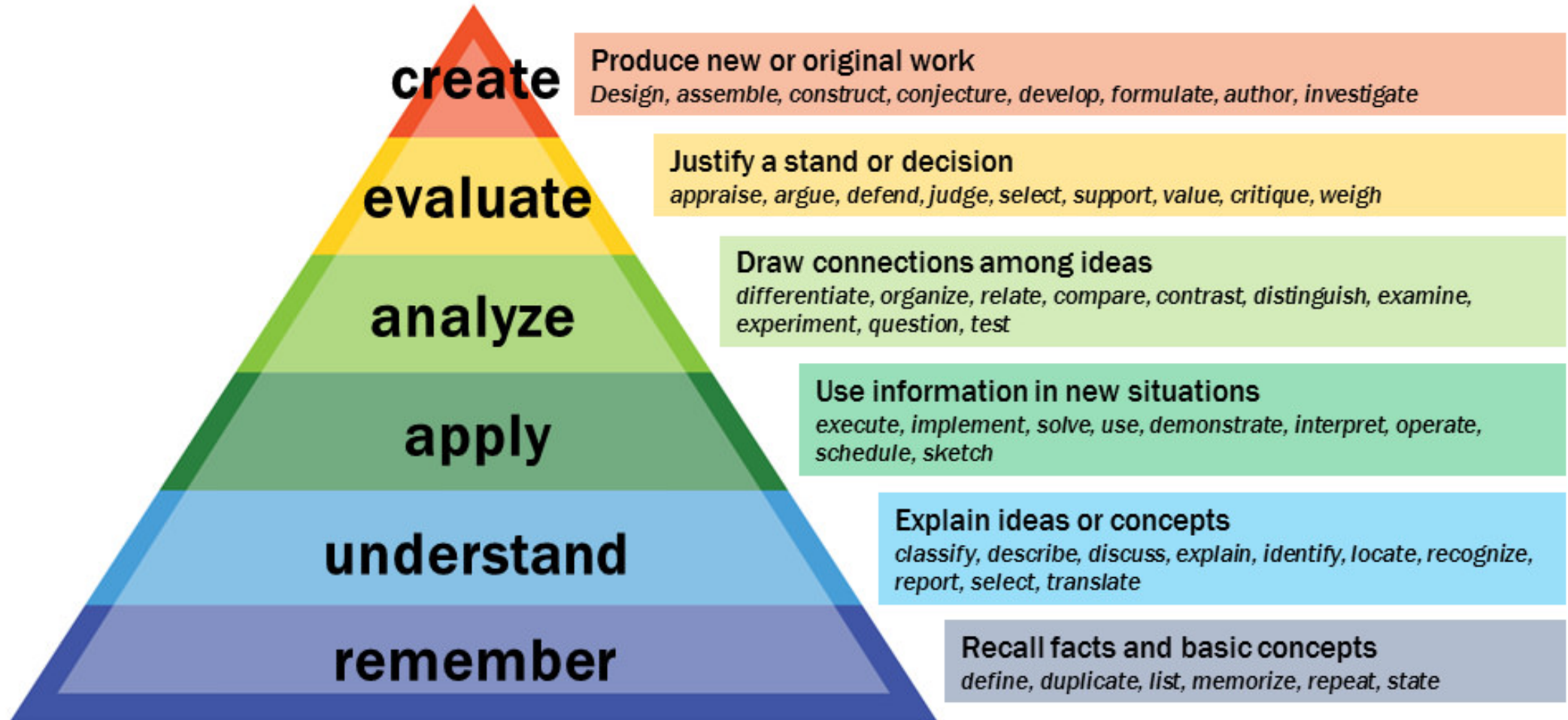
*Learners will be able to create measurable learning objectives containing **all three components** of a well-written objective.*

Improve These Examples: Criteria

Students will be able to diagram the scientific method.

Given a kit, students will be able to assemble a wardrobe.

Bloom's Taxonomy



Levels of Objectives

Overall Course Objectives

- Broader learning objectives
- Cover the scope of the entire course

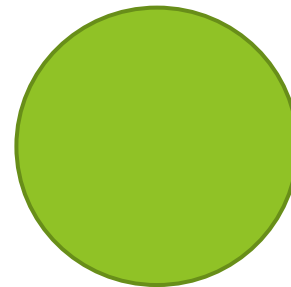
Learners will be able to create an online course that illustrates clear alignment with its learning objectives.

Module-Level Objectives

- Small, specific objectives
- Cover weekly topics and work toward the overall course objectives

Learners will be able to identify all three components of a well-written objective.

Objective Alignment



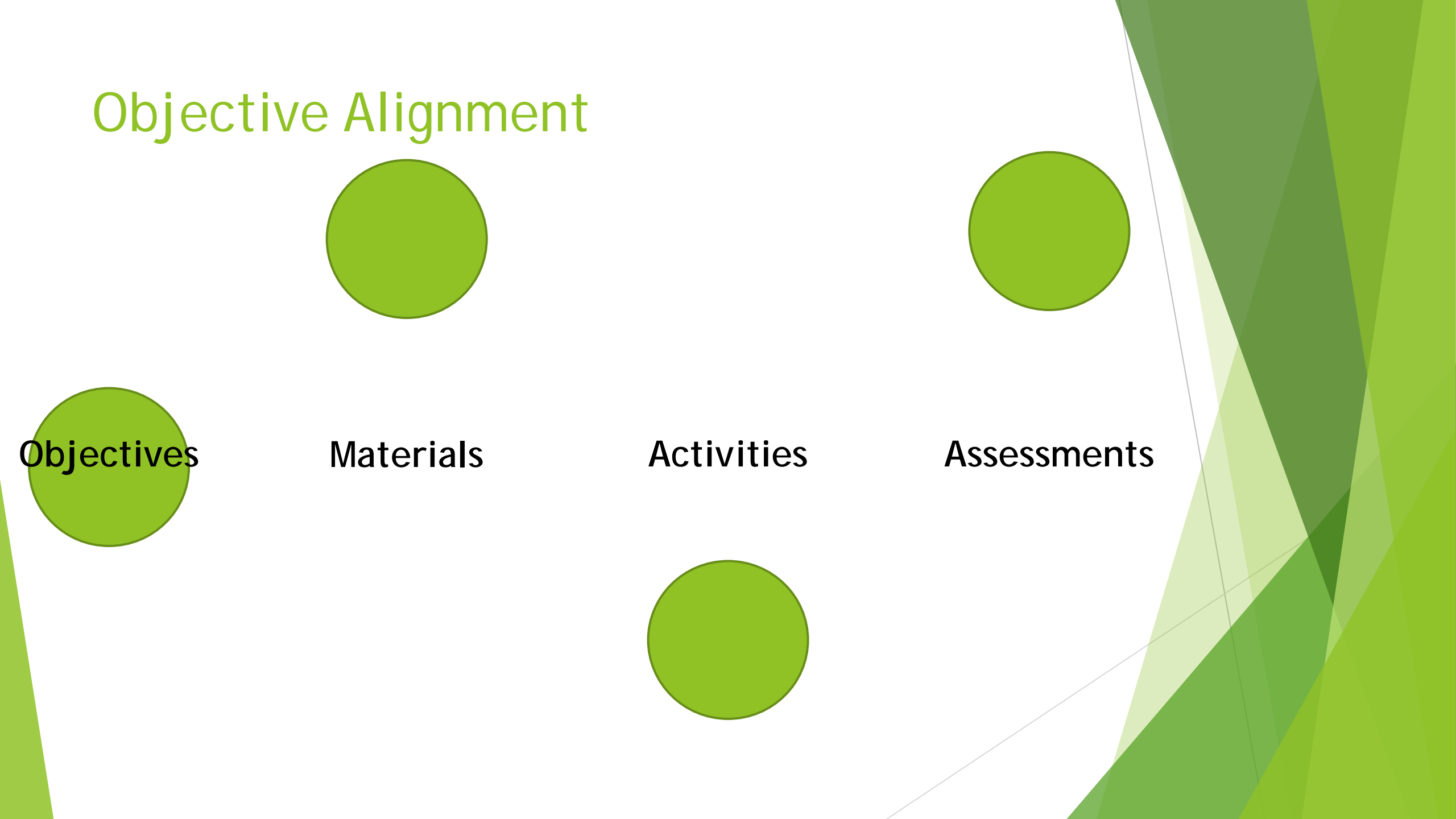
Materials

Activities

Assessments



Objectives



Activity!

On the following slide, you will see an example of a bad psychology lesson plan. Use the Padlet link to write down your critiques of the learning objectives and alignment of this lesson plan. What problems do you see? How might you improve the lesson plan and/or learning objectives? What works well with this lesson plan? Do you see any additional issues with the lesson plan?

You may also use the space to ask questions and share resources as you desire.

Padlet Link:

<https://padlet.com/cnkelly1/pytck44m7nvkbcqr>

Objectives

Students will be able to

- Be familiar with psychology.
- Understand a psychologist's work.
- Understand other people's points of view and behavior.

Learning Materials

- Textbook Chapter 2: Major Psychological Theorists
- Inkblot activity materials (paper, watercolors)

Learning Activities

- Students will practice painting their own inkblot designs. They will then pair up with one another and provide their own interpretations of what they see in their partner's inkblot.

Assessment

- Students will have 10 minutes at the end of class to write a 1-paragraph response describing the psychological inkblot test. They should identify who created it and how it is used in the field.

Class Sequence

Target Audience: General Psychology students (college freshman)

1. Introduce objectives
2. Present Lecture: Define the field of psychology and introduce the inkblot test
3. Use materials to conduct activity
4. Perform assessment

Let's get started! 😊

*We will reconvene shortly and
discuss your responses.*

Objectives Organization

- Clarity is key
- Objectives should be easily findable
- Using a code may be helpful

Module 1 Overview

☆ MODULE DESCRIPTION

Welcome to the first unit of the course! In this module, we will be exploring books, articles, and videos that provide helpful insight into the overall nature of graduate school processes as well as activities you can be doing in your undergraduate years to give you a competitive edge. Use the required and optional materials as resources to guide your thinking, both in the discussion board and the Voicethread comments. Share your own thoughts and experiences with your colleagues as well.

📖 MODULE LEARNING OBJECTIVES

At the completion of this module students will be able to:

1. Discuss opportunities and professional relationships that will contribute to graduate school efforts (CO 2, 3).
2. Utilize career search tools online (CO 1).

📖 MODULE MATERIALS

For this module, you must complete the following material:

Required

- (Chapter 1 only) Seligman, A. I. (2012). *Is Graduate School Really for You?: The Whos, Whats, Hows, and Whys of Pursuing a Master's or Ph.D.* Baltimore, Md: Johns Hopkins University Press. Retrieved from <http://search.ebscohost.com.proxy.lib.fsu.edu/login.aspx?direct=true&db=nlebk&AN=597687&site=eds-live&scope=site>
- Voicethread Overview: <https://voicethread.com/share/13104096/>
 - [Voicethread 1 Transcript.docx](#)
- Getting into graduate school video: Vorehees, J. [Major Prep]. (2017, November 17). How to get into graduate school [Video file]. Retrieved from [How to Get Into Graduate School \(Ft. Jake Voorhees\)](#)

Additional Resources

Quality Matters

- <https://www.qualitymatters.org/>

Learning Outcomes Provost Office

- <https://provost.fsu.edu/student-learning-outcomes/>

FSU Liberal Studies Instructor Handbook Chapter 2

- <https://liberalstudies.fsu.edu/documents/Chp2ODLLearningOutcomes.pdf>

Let's Review!

Learning objectives are quantifiable goals of a lesson or course.

There are several different learning outcome types such as verbal, intellectual skills, and motor activities.

Learning objectives consist of a performance, a condition, and criteria.

There are different levels of learning objectives—overall and module-level.

Bloom's Taxonomy is a hierarchy of learning performances.

All elements of a course should be aligned with learning objectives.

Learning objectives should be especially clear and findable.

Thanks for watching! 😊

Questions?