##### **Worksheet 2.1a - Outcomes**

You may want to mind-map or brainstorm everything you want students to be able to accomplish at the end of the course. From this, group the items into topics (potential outcomes) and sub-topics (potential objectives) and draft the sequence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course title / term |  | | | |
| Identify and group topics | | | | |
| Based on Worksheet 1.1, what are the 5-6 ***major*** topics you need to include. (**B2**) | | | | |
|  | | | | |
| Based on your student demographics, list additional topics needed to support all learners. (Worksheet 1.2) (**A2, A3, A4, B1**, A6, C2) | | | | |
|  | | | | |
| Group the topics into high-level goals | | | | |
|  | | | | |
| What other learning goals have you identified? | | | | |
|  | | | | |
| Identify Learning Outcomes (**A6, C2,** A3) | | | | |
| For the first topic; | | | | |
| Reviewing Bloom’s taxonomies, which taxonomy is appropriate and, within that, what level? (**A6**) | | | | |
|  | | | | |
| If this is in the Cognitive taxonomy, which knowledge level is appropriate? | | | | |
|  | | | | |
| Write an outcome statement that includes descriptive, integrated, holistic and enduring characteristics (**C2**) | | | | |
|  | | | | |
| For the next topic;  (Use the small ‘+’ in the right side to repeat section) | | | | |
| Reviewing Bloom’s taxonomies, which taxonomy is appropriate and, within that, what level? (**A6**) | | | | |
|  | | | | |
| If this is in the Cognitive taxonomy, which knowledge level is appropriate? | | | | |
|  | | | | |
| Write an outcome statement that includes descriptive, integrated, holistic and enduring characteristics (**C2**) | | | | |
|  | | | | |
| (Add rows as necessary for each topic) | | | | |
| Outcomes Summary | | | | |
| Add your complete outcomes here: (Use the small ‘+’ in the right side to repeat section) | | Dimension | Bloom’s Tax/Level | Sequence |
|  | |  |  |  |
| Based on what you know about your course (Worksheet 1.1), students (Worksheet 1.2), and the time available, are these outcomes realistic and complete? Comment below on any challenges, potential problem areas or advantages, etc. | | | | |
|  | | | | |
| If students can demonstrate their ability to complete each of these outcomes, will they have met all the course requirements (from Worksheet 1.1)? | | | | |
|  | | | | |

Suggestions:

* If you are having trouble identifying and grouping outcomes, complete worksheet 2.1d to help identify all the skills, knowledge, and attitudes needed.
* Share your learning outcomes with the faculty from pre- and post-requisite courses. Their insights can help validate your learning outcomes.

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##### **Worksheet 2.1b -Measurable Objective Format**

Reference Chapters: (**A6, A9, B1, C2**)

To ensure your objectives are SMART (specific, measurable, achievable, realistic, and time-based), complete the following for each.

For each outcome, identify all possible objectives. If you have trouble identifying objectives, consider completing Worksheet 2.1d to identify all the SKAs first.

Number your objectives here for quick reference later. Use a simple numbering convention such as 1.1, 1.2, 1.3 to indicate the first, second and third objectives of the first outcome: 2.3 would then indicate the third objective for the second outcome, etc.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course title / term |  | | | | |
| Outcome # | Objective # | Outcome’s Bloom’s Taxonomy/Category | | | |
|  |  |  | | | |
| At the end of… (course, unit, session, etc.) | | | | | |
|  | | | | | |
| we will be able to (use action verb): | | | | | |
|  | | | | | |
| under the following conditions: | | | | | |
|  | | | | | |
| with the following equipment: | | | | | |
|  | | | | | |
| to an accuracy of (competency level): | | | | | |
|  | | | | | |
| within the following timeframe(s) (include confidence level): | | | | | |
|  | | | | | |
| Pre-requisite skills (Include when/how student will learn these): | | | | | |
|  | | | | | |
| What level of Bloom’s Taxonomies does this meet? For cognitive objectives, what knowledge level? | | | | | |
|  | | | | | | |
| Is this objective SMART? | | | | | |
| Specific | Measurable | | Attainable | Relevant | Timely |
|  |  | |  |  |  |
| Complete wording for objective based on above: | | | | | |
|  | | | | | |
| Ideas on how you will measure this: | | | | | |
|  | | | | | |

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##### **Worksheet 2.1c –Outcomes to Objectives**

Take the outcomes and objectives from worksheets 2.1a and 2.1b and summarize here.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course title / term | | |  | | |
| Outcome 1 | |  | | | |
| Objectives: | | | | | |
| 1.1 |  | | | | |
| 1.2 |  | | | | |
| 1.3 |  | | | | |
| 1.4 |  | | | | |
| If students can demonstrate each of the above objectives, will they have demonstrated the full outcome? | | | | Yes | No\* |
| Outcome 2 | |  | | | |
| Objectives: | | | | | |
| 2.1 |  | | | | |
| 2.2 |  | | | | |
| 2.3 |  | | | | |
| 2.4 |  | | | | |
| If students can demonstrate each of the above objectives, will they have demonstrated the full outcome? | | | | Yes | No\* |
| Outcome # | |  | | | |
| Objectives: | | | | | |
| .1 |  | | | | |
| .2 |  | | | | |
| .3 |  | | | | |
| .4 |  | | | | |
| If students can demonstrate each of the above objectives, will they have demonstrated the full outcome? | | | | Yes | No\* |
| (Use the small ‘+’ in the right side to repeat above section) | | | | | |
| If students can demonstrate each of the above objectives, will they have demonstrated the full outcome? | | | | Yes | No\* |
| If students can demonstrate all of the above outcomes, will they have met all course requirements? | | | | Yes | No\* |
| Can all of this be completed during the term / time allowed? | | | | Yes | No\* |
| \* If you answered No to any of the demonstrate questions, what needs to be changed? | | | | | |
|  | | | | | |

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##### **Worksheet 2.1d – SKA Identification**

If you are having trouble identifying the objectives for an outcome, for each outcome, identify the skills, knowledge and attitudes required to demonstrate the outcome and the needed competency level. You may want to list these or create a mind-map.

|  |  |
| --- | --- |
| Course title / term |  |
| Topic: | |
|  | |
| What skills, knowledge, and/or attitudes do students need to be able to demonstrate at the end of this course? | |
|  | |
| Do any of these SKAs have pre-requisite abilities (Perhaps SKAs they should have learned before this course, or SKAs that they will need to learn here to be able to accomplish the SKAs)? | |
|  | |
| Topic: | |
|  | |
| What skills, knowledge, and/or attitudes do students need to be able to demonstrate at the end of this course? | |
|  | |
| Do any of these SKAs have pre-requisite abilities (Perhaps SKAs they should have learned before this course, or SKAs that they will need to learn here to be able to accomplish the SKAs)? | |
|  | |
| Topic: (Use the small ‘+’ in the lower right side to repeat this section) | |
|  | |
| What skills, knowledge, and/or attitudes do students need to be able to demonstrate at the end of this course? | |
|  | |
| Do any of these SKAs have pre-requisite abilities (Perhaps SKAs they should have learned before this course, or SKAs that they will need to learn here to be able to accomplish the SKAs)? | |
|  | |

Other SKAs

|  |
| --- |
| Do you have any threshold, metacognition, cognitive load, inclusivity, and other concepts for this course? Anything from the Teaching Goals Inventory (Angelo & Cross, 1993)? |
|  |

From the above list of SKAs, group them under the appropriate outcomes. Modify your outcomes if needed.

|  |
| --- |
| Do all SKAs still fit? Are all needed? |
|  |
| Are you doing too much / too little? Adjust your outcomes and SKAs as needed and make a semi-final list. |
|  |

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##### Worksheet 2.1e - Syllabus Checklist

Review Chapter C3 for required/recommended sections & statements.

|  |  |  |  |
| --- | --- | --- | --- |
| Course title / number | Click or tap here to enter text. | Yes | No |
| Does your institution have a syllabus template? If yes, where can you access it? (Not sure? Check with your teaching and learning center and/or faculty senate) | |  |  |
| Keep an instructor’s course calendar that includes reminders for yourself on scheduled events such as last drop-date, course reading order-dates, mid-term course evaluations, final marks due date, etc. You may want to color code this to indicate what items to share with students. | |  |  |
| Did you use standard Word formatting, including headers, bullets, and column headers to support accessibility?  If you have questions on accessibility and Word, consult with your accessibility/disability department and/or see the example at the University of Cincinnati https://www.uc.edu/content/dam/refresh/accessibility-62/syllabus/AccessibleSyllabusExample.pdf). | |  |  |
| Did you include your preferred name and pronouns?  (What do you want your students to call you?) | |  |  |
| Did you provide details on how to contact you and when students can expect a reply? Try to provide multiple means of contact (email, office meetings, chats/messages, phone, etc.). | |  |  |
| Did you include the course learning outcomes & objectives? | |  |  |
| Do you have information about a class discussion group for students to post questions so you can provide answers to everyone? | |  |  |
| Do you have a statement about your PC and smart phone policies?  Consider that, unless used for class, these can increase cognitive load for all students, not just those using them (Ormrod et al., 2019, p.202). | |  |  |
| Consider graphically representing your course outcomes to the assessments. | |  |  |
| Do you have ‘class rules for interaction’? | |  |  |
| Do you have information about your learning model? How will this impact your expectations, the type of work they will be doing, etc.? | |  |  |
| Do you have all statements your organization has asked that you include in your syllabus?  These may include mandatory statements about inclusivity, academic honesty, etc. The institute’s teaching and learning center and the faculty senate may be able to help identify these. | |  |  |
| Does the syllabus calendar include all assessment, assignment, and reading dates? Does it include last-drop date, final assignment date, and other dates important to students? | |  |  |
| Other (Use the small ‘+’ in the lower-right side to repeat this section) | | | |
|  | |  |  |
| Do you have any additional statements you want to include? For example, you may want statements about inclusivity, expectations around respect and consideration for others, academic dishonesty, etc. | | | |
|  | | | |
|  | | | |

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