

Recording Note

The beginning of this session will be recorded and be made publicly available.

If you would like to participate but prefer not to be recorded, please turn off your video and mute your microphone.

Crafting Course Learning Objectives

Seth Anderson (he/him/his)

Elise Mueller (she/her/hers)

Hannah Rogers (she/her/hers)

Learning Innovation Course Design Series

Developing Student-Centered Assessments

Thursday, December 3, 10-11:30 a.m.

Making Learning Active

Monday, December 7, 10-11:30 a.m.

Is My Course Ready?

Tuesday, January 12, 10-11:30 a.m.

Session Goals

- Connect with others in the Duke teaching community;
- Define learning objectives;
- Discuss why good learning objectives are key to a student-centered course; and
- Draft learning objectives

Writing Learning Objectives

At the end of this
course, my students will
be able to ...

Ask Yourself...

Why does my course matter?

What do I want my students to remember five years from now?

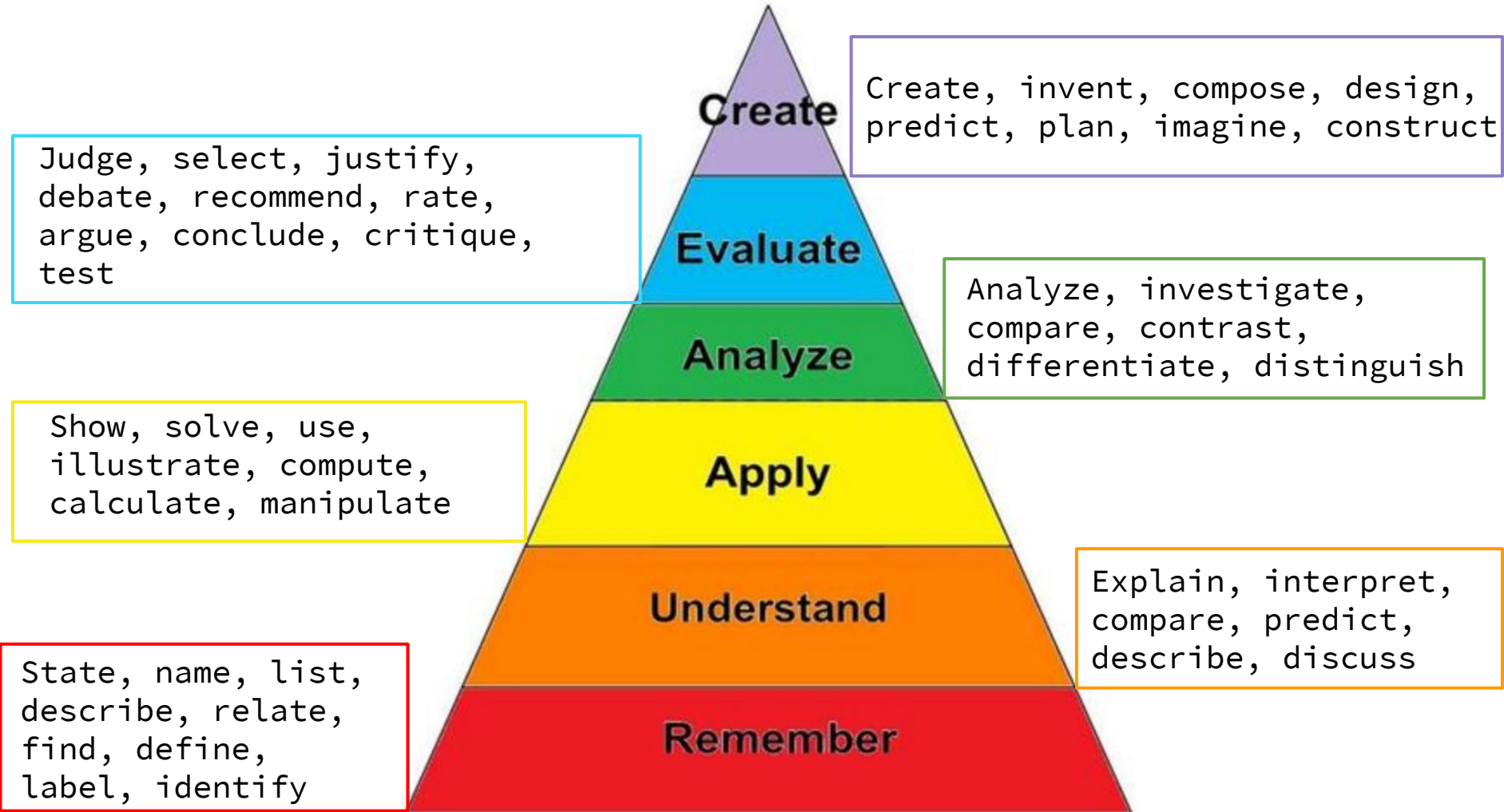
Take three minutes. Jot down your answers. You will be asked to share in breakout room sessions during introductions.

Why Are Learning Objectives Important?

- Learning objectives guide designing assessments and classroom activities
- Learning objectives keep focus on teaching goals
- Learning objectives set students' learning expectations

Good Learning Objectives

1. Begin with action verbs
2. Tell students what they will be able to do at the end of the course
3. Are measurable



Create

Create, invent, compose, design, predict, plan, imagine, construct

Evaluate

Judge, select, justify, debate, recommend, rate, argue, conclude, critique, test

Analyze

Analyze, investigate, compare, contrast, differentiate, distinguish

Apply

Show, solve, use, illustrate, compute, calculate, manipulate

Understand

Explain, interpret, compare, predict, describe, discuss

Remember

State, name, list, describe, relate, find, define, label, identify

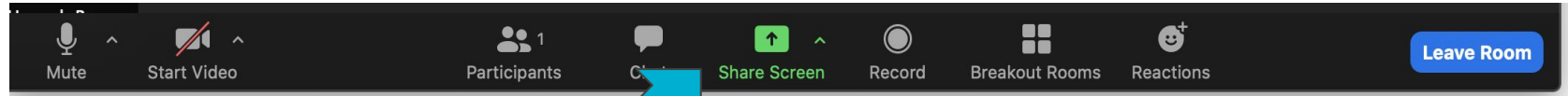
Learning Objective Examples

1. **List** the bones composing the human skeleton
2. **Interpret** statistical results correctly, effectively, and in context without relying on statistical jargon
3. **Solve** algebraic problems using the quadratic equation
4. **Analyze** the cogency of philosophical arguments
5. **Evaluate** the different theories that explain the decline of the Roman Empire
6. **Compose** learning objectives for your spring course

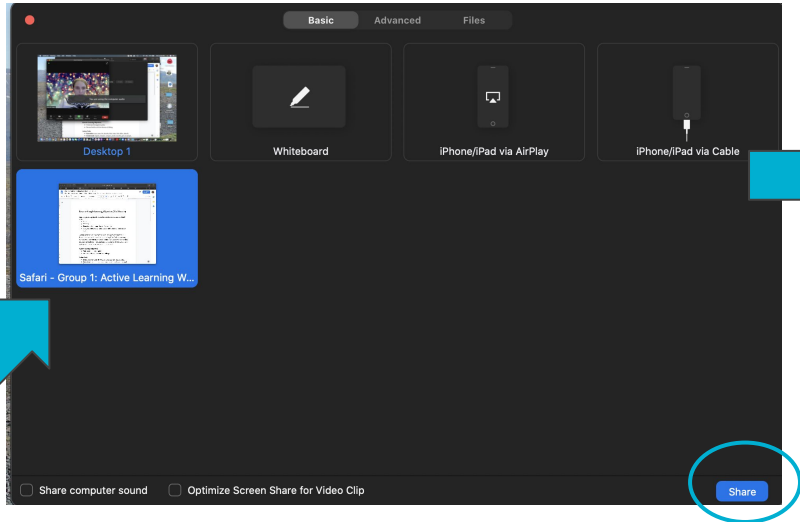
**Breakout Room Activity One:
Rewrite Sample Learning Objectives
(Ten Minutes)**

How to Share Your Screen in Zoom

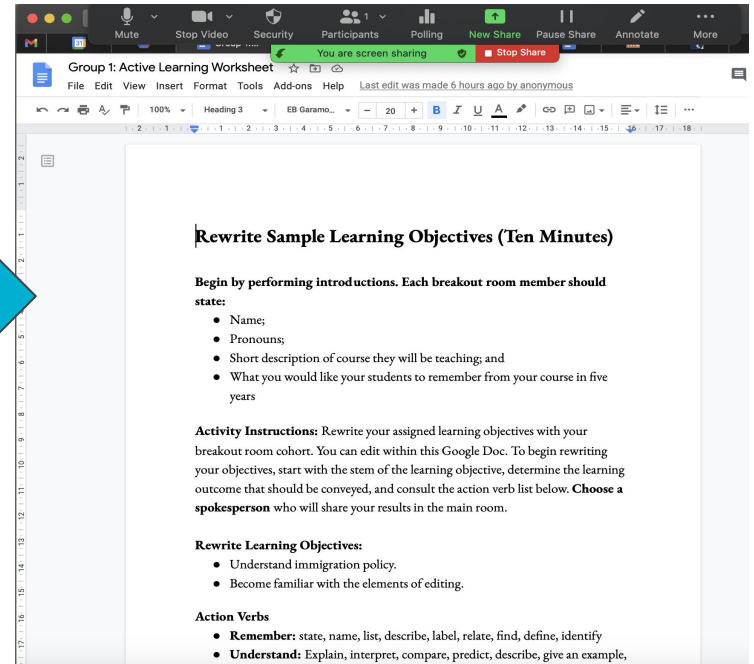
1.



2.



3.



Activity One: Share Answers and Rationale

Learning Objectives You Rewrote

1. Understand immigration policy.
2. Become familiar with the elements of editing.
3. List types of abnormal pulmonary functions.
4. Describe and create a marketing plan for your organization.
5. Learn to write better short stories.
6. Become familiar with human diseases.

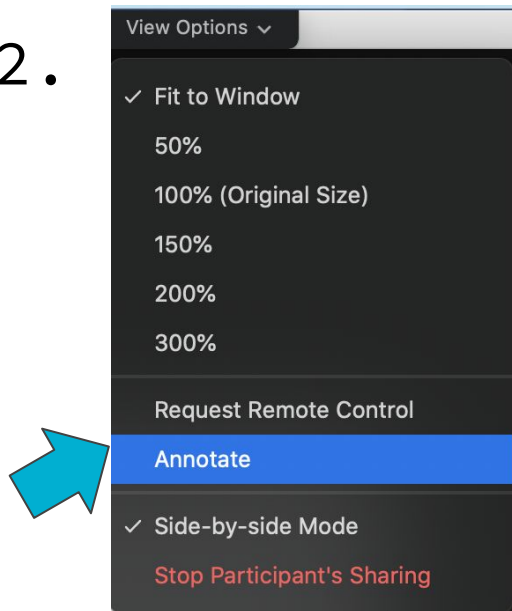
**Breakout Room Activity Two:
Syllabus Examples Review
(Ten Minutes)**

Annotating on a Zoom Whiteboard

1.

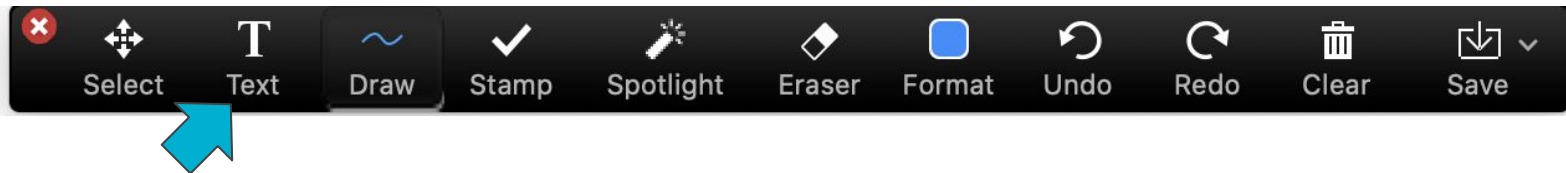


2.

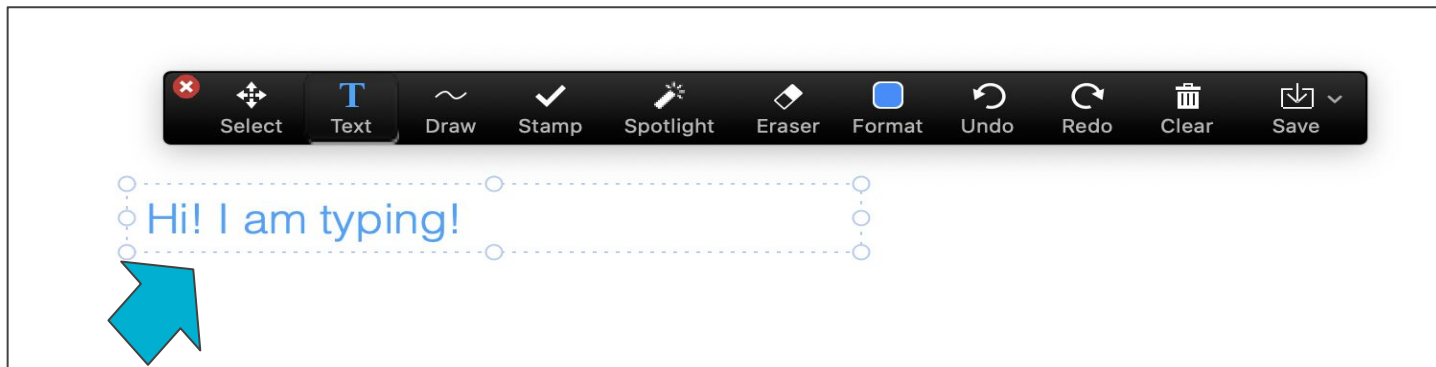


Annotating on a Zoom Whiteboard

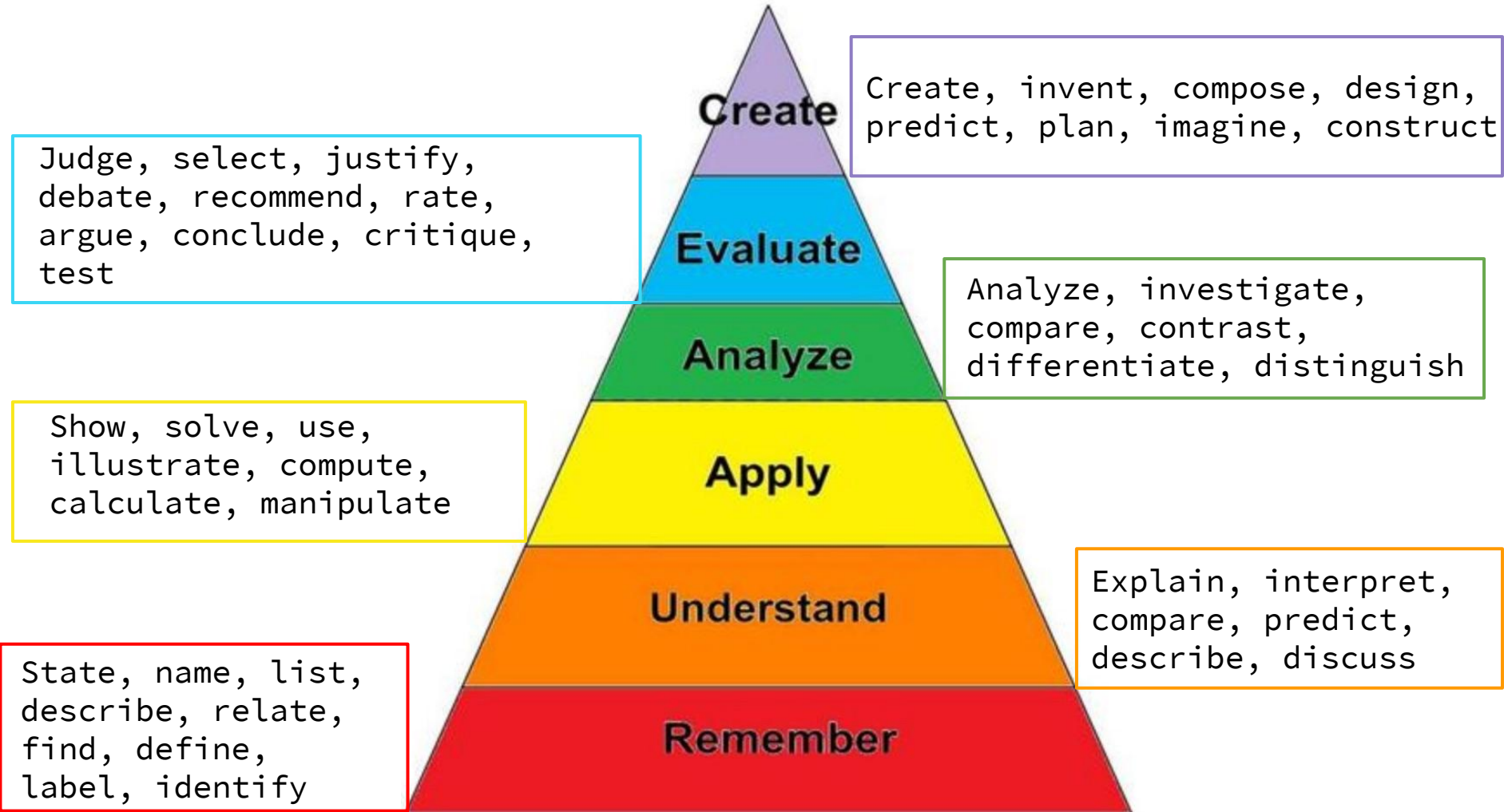
3.



4.



**Activity Three:
Write Your Own Learning Objectives
(Ten Minutes)**



Create

Create, invent, compose, design, predict, plan, imagine, construct

Evaluate

Judge, select, justify, debate, recommend, rate, argue, conclude, critique, test

Analyze

Analyze, investigate, compare, contrast, differentiate, distinguish

Apply

Show, solve, use, illustrate, compute, calculate, manipulate

Understand

Explain, interpret, compare, predict, describe, discuss

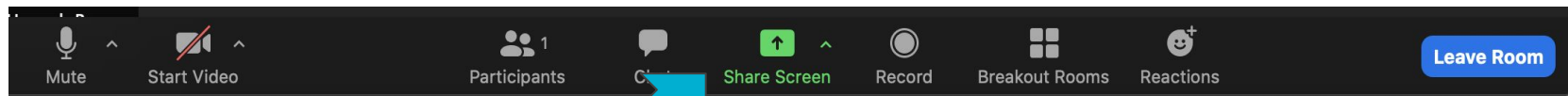
Remember

State, name, list, describe, relate, find, define, label, identify

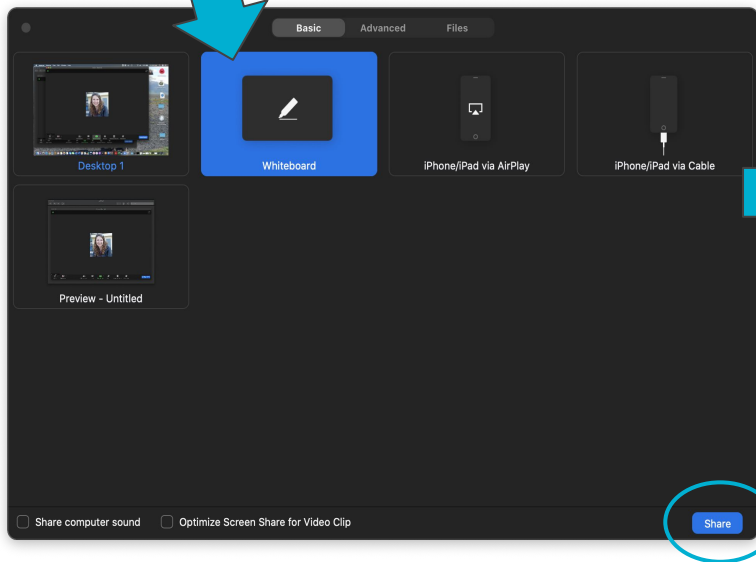
**Breakout Room Activity Three:
Peer-Review Learning Objectives
(Ten Minutes)**

Sharing a Whiteboard in Breakout Room

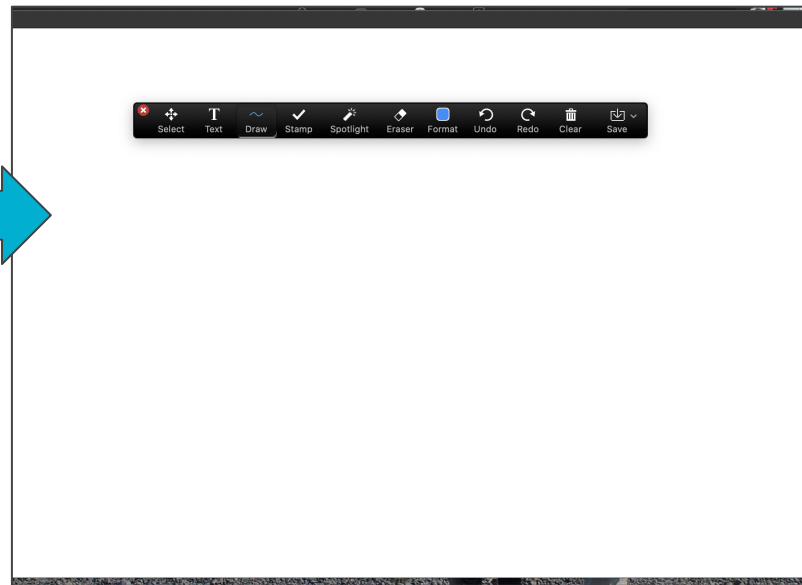
1.



2.

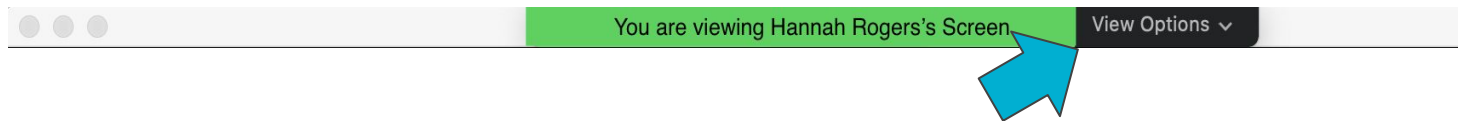


3.

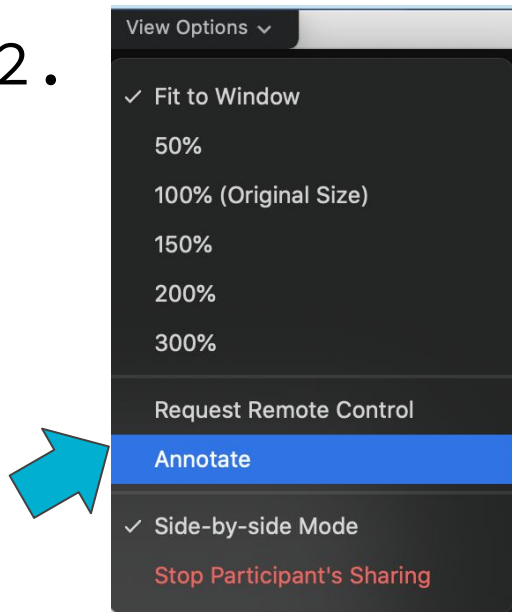


Annotating on a Zoom Whiteboard

1.



2.



Peer Feedback Instructions

- **Introductions** (name, pronouns, course, and what students should remember in 5 years)
- Using Zoom Whiteboard, **display your learning objectives** to your group.
- **Provide feedback** to partner(s) based on:
 - Is the L0 specific and measurable?
 - Does the L0 have a goal for students to achieve by the end of the course?

Session Goals

- Connect with others in the Duke teaching community;
- Define learning objectives;
- Discuss why good learning objectives are key to a student-centered course; and
- Draft learning objectives for your spring course

Next Steps

- Finish learning objectives and description
- Visit [Flexteaching.li.duke.edu](https://flexteaching.li.duke.edu)
- Design assessments and activities with your learning objectives in mind
 - Assessments Workshop, Thursday, Dec. 3
 - Activities Workshop, Monday, Dec. 7

Need Help?

- Learning Innovation Zoom Open Office Hours
Monday, Wednesday, and Thursday, 1-3 p.m.
duke.zoom.us/my/dukelearninginnovation
- You can also contact us via email at
learninginnovation@duke.edu
- See [Events Calendar](#) for more workshops!

Citations

Bloom's Taxonomy: Image source: Anderson, Krathwohl et al., 2001:

<https://jennylyngriffiths.files.wordpress.com/2013/05/blooms.jpg>

Learning Objectives: Examples Before & After:
University of Arkansas

<https://tips.uark.edu/learning-objectives-before-and-after-examples/>

Duke Flexible Teaching, flexteaching.li.duke.edu

Thanks for coming!