What do I want to learn?

...And how will I do it?

Stage 2 Writing good learning objs.

➢ *OBJ 1: After this session, participants will have produced a list of learning objectives that fit their individual learning goals*

Goals = overall purpose, general terms, does not provide guidance on how to achieve them

Objectives = describe specific outcomes and are a benchmark by which to measure progress towards achieving goals

Task description (45 mins)

Create a set of learning objectives from stage 1 discussions using the framework in the google drive (sheet 3):
https://docs.google.com/spreadsheets/d/1OPzw-G9e_DZd0mWD1qHp5nA8AsLnYRMu1c4RU2VcaHY/edit?usp=sharing

Components of Learning Objectives
Robert Mager

Breaking down each goal by:

Standard: What level of proficiency do I want to achieve in each?

- knowledge: to remember information
- comprehension: to understand information
- application: to use learned concepts in concrete new situations
- analysis: breaking down material learned
- synthesis: re-building material learned in a new way to create something new
- evaluation: using specific criteria to make judgments

Behaviour: Choose an action verb which best describes the specific type of behavior you would like to demonstrate

Condition: include specific performance criteria

Action verds for objective setting

EXAMPLE:
At the end of this C activity, two/thirds of the staff members in the library will be informed about the project as a direct result of the internal communication strategy I chose to use

Break it down:
— I will have identified 3 different internal communication strategies appropriate to reach staff members in the library
— I will have explained these 3 different internal communication strategies to other members of the group
— I will compare these 3 different internal communication strategies using a matrix
— I will evaluate these 3 different internal communication strategies and determine which is most suitable

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The wheel diagram (Bloom's Taxonomy wheel):

Knowledge: match, restate, paraphrase, rewrite, give example, express, illustrate — describe, memorize, recognize, identify, locate, recite, state, label
Outer: events, people, recordings, newspapers — magazine articles, television shows, radio, text readings, films/videos, plays, filmstrips

Comprehension: explain, defend, distinguish, summarize, interrelate, interpret, extend
Outer: drama, skit, cartoon, story, tape recording — speech, photograph, diagram, graph, own statement — model, conclusion, implication based on idea, causal relationships, summary — analogy, outline, compare

Application: organize, generalize, dramatize — prepare, produce, choose, sketch — apply, solve, show, paint
Outer: map, project, forecast, diagram, illustration, paper that follows an outline — solution, question, list, project, drama, painting, sculpture

Analysis: compare, analyze, classify, point out, distinguish, categorize, differentiate, subdivide — infer, survey, select
Outer: report, survey, graph — parts of propaganda, questionnaire, argument, word defined — statement identified, conclusion checked, syllogism broken down

Synthesis: compose, originate, hypothesize, develop — design, combine, role play, construct, produce — plan, create, invent, organize
Outer: article, invention, report, set of rules, set of standards — experiment, game, song, machine, alternative course of action — play, book, question, formulation of hypothesis

Evaluation: judge, relate, weigh, compare — criticize, support, evaluate, recommend, summarize, appraise, consider, critique
Outer: conclusion, self-evaluation, recommendation, valuing — court trial, survey, evaluation — standard compared, standard established, group discussion