

# **Aligning Outcomes: Program, Course & Lesson**



# Bobbe Baggio

information is cheap...understanding is priceless



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# How do we know they know?

What is instruction?

Why do we assess & evaluate?

How do we develop competent assessments?

How can we be sure students won't cheat?

How can we be sure they are getting out of it,  
what we want them to?



# What is instruction?



# Learning is change

Teaching is taken to mean a set of activities that makes learning possible....



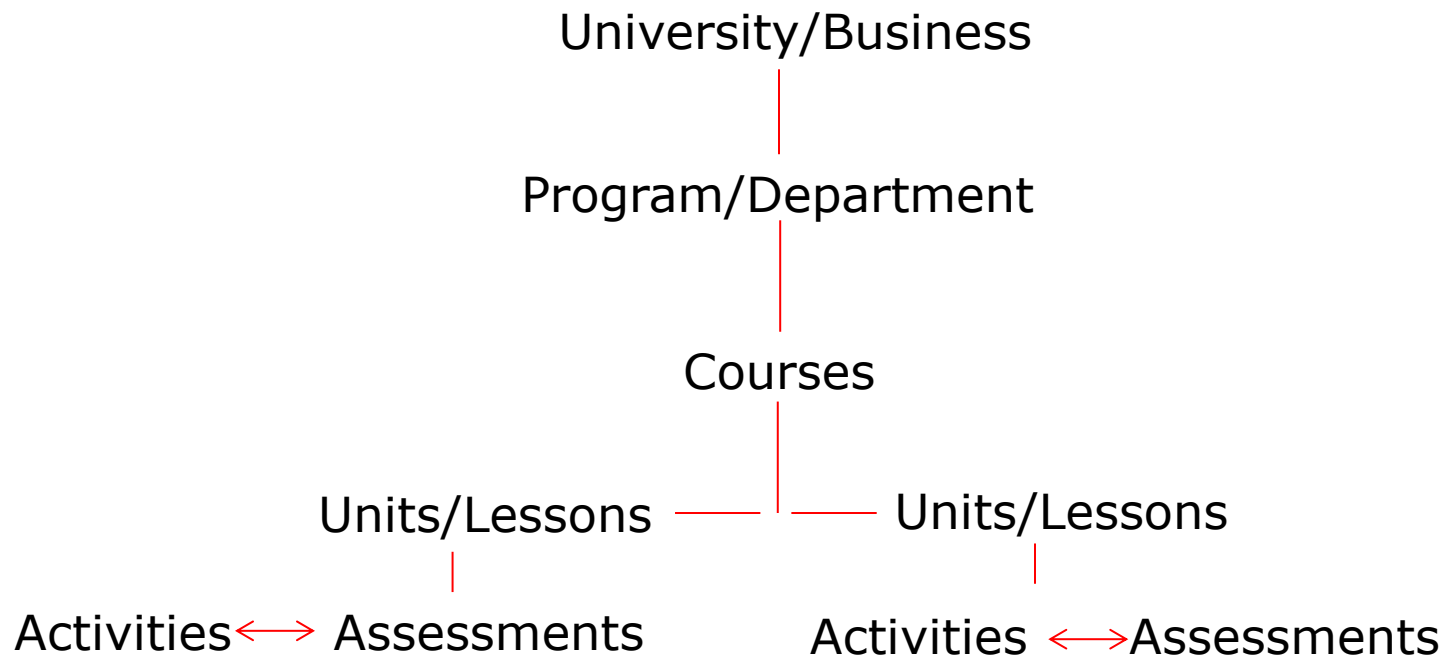


# Building Instruction

Objectives

Outcomes

Competencies



Why do we assess & evaluate?

# Competencies, Outcomes, Objectives





# **Competencies, Outcomes, Objectives**

What do they need to know?

How can we effectively define it?

What are the possible issues?

What events do you anticipate during the course that might call for accommodation on your part and what do you need to do?

What would be useful to know about this specific learner population and how would that information help you to determine how to more effectively reach your goals?

What would you like to review and learn about the course content to help you plan? (These are learning and/or instructional design issues)

# Program Level ....on the web site



**Analyze Content  
Ben was right!**



# Program Level



undergraduate business &  
communications majors

# Course Level....on the syllabus

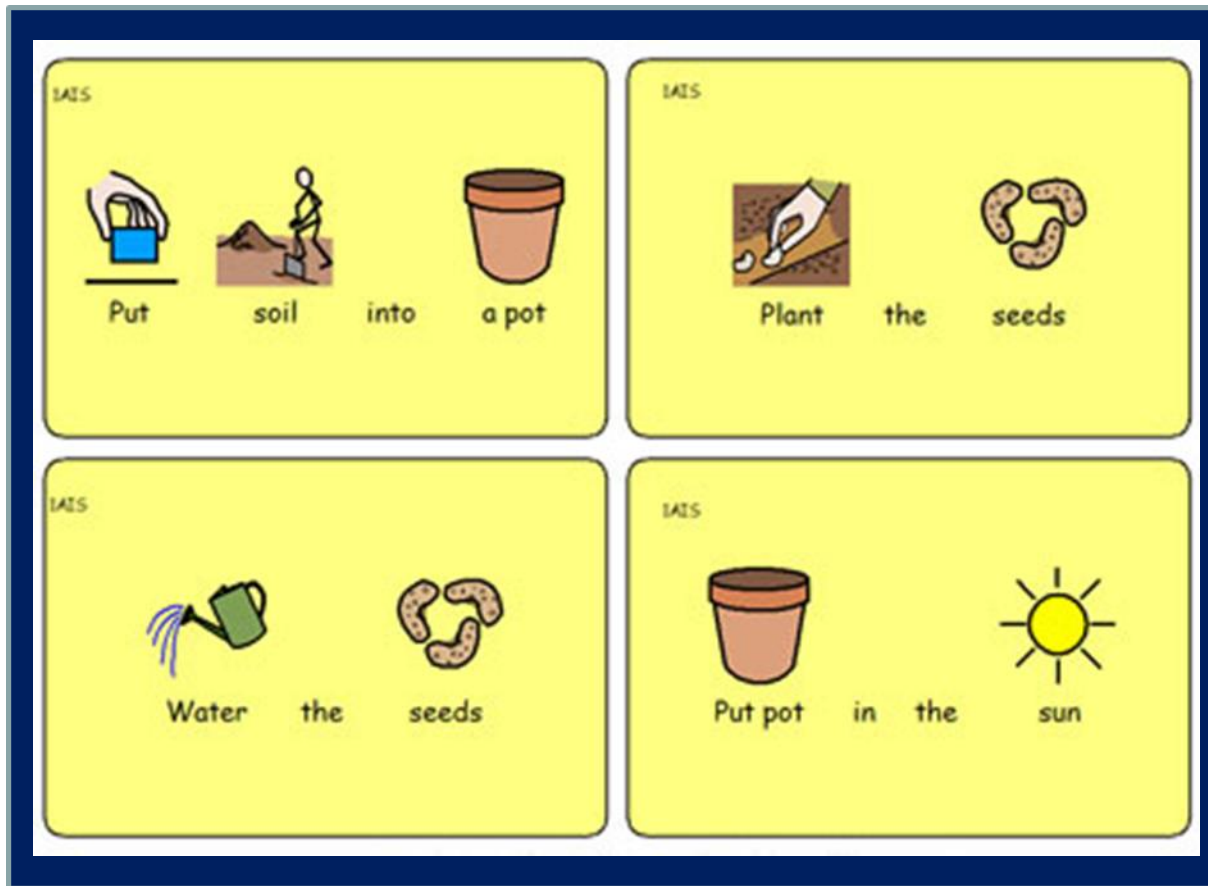


# Course Level



public speaking course  
in a blended format

# Lesson Level ...on lesson plan



Activities & Assessments

# Lesson Level



Researching &  
preparing an  
informative speech

How do we develop competent assessments?

## **The ID Grid**

I= Introduce

R =Reinforce

E=Emphasize

D=Demonstrate



## Program Level

Learning Objectives/ Outcomes	ITM600	ITM605	ITM610	ITM615
1. Evaluate the foundation of instructional design principles, methods, and techniques.	I, R, E, D	I,R,E,D	R	E,D
2. Understand adult learning theory as it relates an increasingly global workforce.	R, E, D	E, D	R	E, D
3. Evaluate software, applications, programs, and methods in the context of the corporate training environment.			I,R,E,D	I,R,E,D
4. Design, build, and implement e-learning modules and teach online classes geared to a corporate, organizational or government global workforce.				I,R,E,D

I= Introduce, R =Reinforce, E=Emphasize, D=Demonstrate

## ITM615 Course Level

Learning Objectives/ Outcomes	Unit 1	Unit 2	Unit 3	Unit 4
1. Identify best practices in visual design for learning with technologies.	I, R	I,R,E,D	R	I,RE,D
2. Be aware of a variety of tools and technologies and compare and contrast the strengths and weaknesses.		I,R,E,D	R	E, D
3. Identify basic web and cloud technologies, usability and the interface			I,R,E,D	I,R,E,D
4. Design slides for live and virtual presentations and training sessions	I,R,E,D	I,R,E,D	I,R,E,D	I,R,E,D

I= Introduce, R =Reinforce, E=Emphasize, D=Demonstrate

# Peer to peer review



## Comments & Suggestions Based on Outcomes Matrix Review

1. Excellent coverage of project management topics.
2. Clearly identify “course objectives” and “course outcomes” on syllabus.  
Separate “outcomes” as skills, attitudes and knowledge.
3. Use action verbs such as “evaluate” in syllabus instead of the present continuous “evaluating” currently used.
4. Include a weekly sheet for Units 8, 14, 15.
5. Replace “mid-term exam” with an assignment or activity that will assess what participants have learned up to the midway point, yet prepare them to be successful with the final project.
6. Introduce the PM Software earlier in the course.
7. Introduce “document lessons learned and closing out the project a bit earlier to allow for further reinforcement.
8. Provide more details about final project in syllabus.
9. There was no evidence of the following two program outcomes:
  - “Evaluate the foundation of instructional design principles, methods and techniques”
  - “Understand adult learning theory as it relates an increasingly global workforce.”

While it is not necessary (as per Bobbe Baggio) for the course to touch on all program outcomes, participants of this course would benefit greatly if they also discussed communication and concerns related to project management that may arise from a culturally diverse team.

**We use  
suggestions  
& redesign**

# Single Dimension Assessment ...vs.



How can we be sure they are getting out of it, what we want them to?

**Formative**

**Summative**

**Authentic**



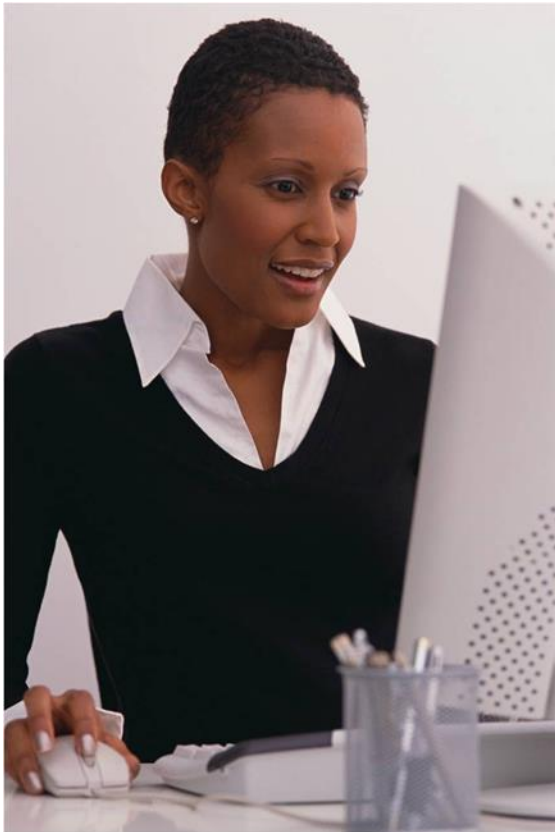
# Classroom Assessment Techniques



**CATs**..... Just pick one!

How can we be sure students won't cheat?

# Multidimensional Assessment



Knowledge

Skills

Attitudes



# Continuous Improvement

At every level.....all the way up the ladder

1. Establish objectives & outcomes
2. Provide learning & training opportunities
3. Collect & analyze data
4. Improve instruction



How can we be sure they are getting out of it, what we want them to?

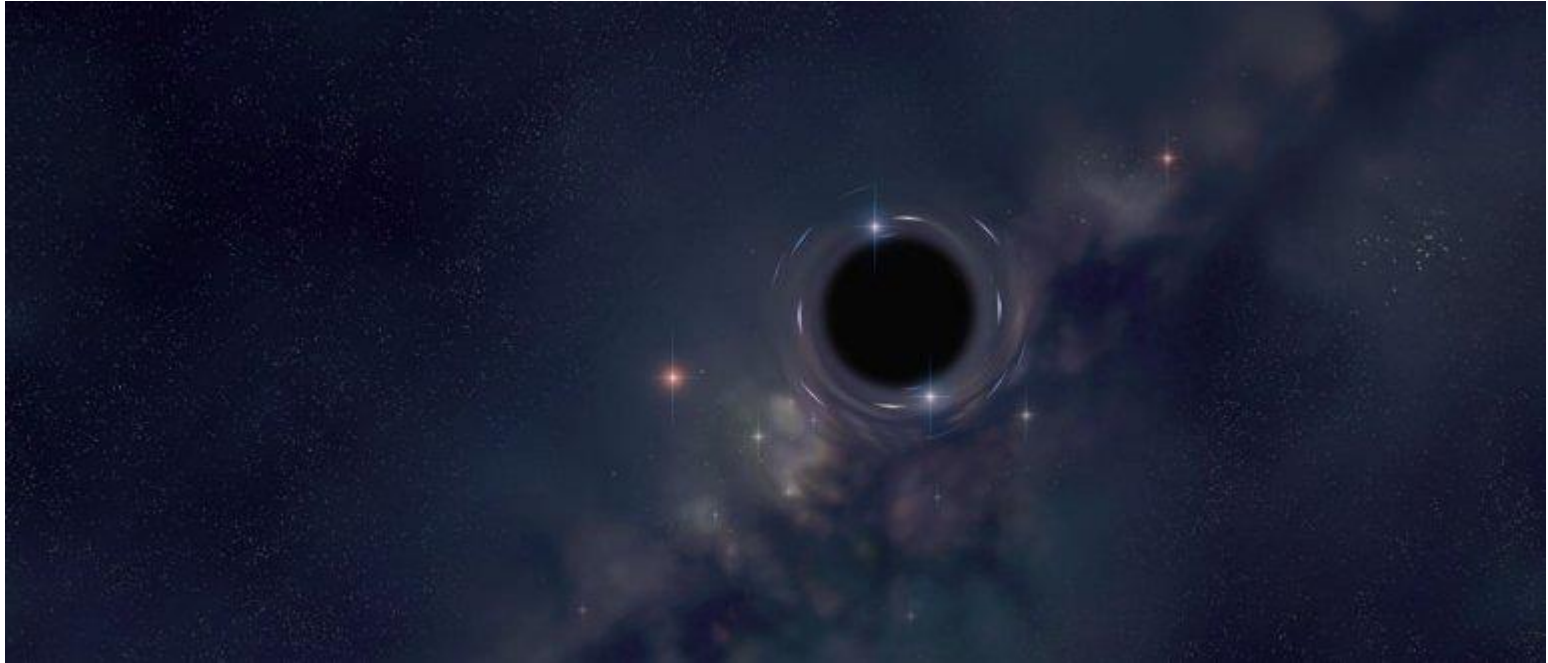


**Close the loop**

**Document it!**



# Results must be used to make it better!



# Is it good enough?



That depends on how you  
assess & evaluate it!

# Competencies, Outcomes, Objectives

Program:

- 1.
- 2.
- 3.

Course:

- 1.
- 2.
- 3.

Lesson:

- 1.
- 2.
- 3.

# Questions ?

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