Aligning Outcomes:
# Program, Course & Lesson

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Bobbe Baggio

information is cheap...understanding is priceless

advantage learning technologies
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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?

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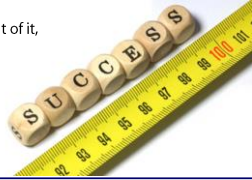
What is instruction?
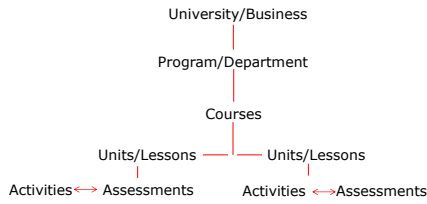

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Learning is change

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

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Building Instruction

Objectives

Outcomes

Competencies

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University/Business

Program/Department

Courses

Units/Lessons ——— Units/Lessons

Activities ⟷ Assessments   Activities ⟷ Assessments

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Why do we assess & evaluate?
Competencies, Outcomes, Objectives

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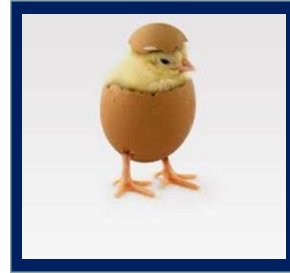
Competencies, Outcomes, Objectives

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)

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Program Level . . . .on the web site

**Analyze Content
Ben was right!**

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

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Program Level

undergraduate business & communications majors

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Course Level ….on the syllabus
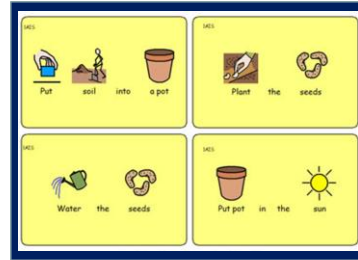

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Course Level

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. Beware 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

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Single Dimension Assessment …vs.

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

Formative

Summative

Authentic

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Classroom Assessment Techniques

CATs….. Just pick one!

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How can we be sure students won't cheat?

Multidimensional Assessment

Knowledge

Skills

Attitudes

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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

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

Close the loop

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Document it!

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Results must be used to make it better!

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Is it good enough?

That depends on how you assess & evaluate it!

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Competencies, Outcomes, Objectives

Program:
1.
2.
3.

Course:
1.
2.
3.

Lesson:
1.
2.
3.

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Questions ?

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