General Education and competency: Workshop 2

With many thanks to Constance Shriner
MAPPING STUDENT LEARNING OBJECTIVES TO THE COMPETENCIES

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With many thanks to Constance Shriner
Agenda

- Review Student Learning Objectives
- Locate and recall Ohio Transfer Module (OTM) learning outcomes
- Select primary and secondary competency
- Write Student Learning Objectives that map to competency
- Review relationship of course to columns of competency
- Design instruction to assist student learning
- Lay groundwork for assessment of achievement
Learning Objectives

1. Frame your course, provide a foundation for:
   - what you teach,
   - how you teach it and
   - what students are expected to do, to know by the end of the course

2. Facilitate compliance with the State of Ohio initiatives:
   - Accountability / Student Learning
   - Transfer and Articulation
Learning Objectives

CHARACTERISTICS

Learning Objectives are not:

- Descriptions of instructional activity
- Descriptions of what you will do in class
- Broad statements of what students will accomplish or do during your course
Learning Objectives

CHARACTERISTICS

Instructional/Course Goals are:

- Global statements of the intent of instruction
- Broad descriptions of your course
- General descriptions of course activities or requirements
Learning Objectives

CHARACTERISTICS

Learning Objectives are:

- Descriptions of what learners will be able to do as a result of instruction
- Statements of observable behavior
- Measurable because they are observable

* Also known as learner objectives, course objectives, performance objectives, behavioral objectives, outcomes, competencies.....
Learning Objectives

1. Written in terms of what students will be able to do as a result of participation in the course

2. Are observable (action verbs)

3. Student mastery of these objectives can be assessed, measured
Learning Objectives

STUDENTS WILL BE ABLE TO:

- Describe...
- List...
- Recognize...
- Critique...
- Analyze...
- Apply...
- Explain...
- Predict...
- Present...
- Evaluate...
- Demonstrate...
- Compare...
- Contrast...
- Perform...
- Interpret...
- Justify...
Learning Objectives

Knowledge (KNOW) vs. Understanding (UNDERSTAND)
<table>
<thead>
<tr>
<th>Not this</th>
<th>But this</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Students will become acquainted with the major economic theories</td>
<td>● Students will be able to describe three of the major economic theories</td>
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</tbody>
</table>
### Examples

- Students will learn to think critically about current events
- Students will be able to analyze a news report and describe the relationship between various sources of information in it.
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student will become sensitive to cultural biases.</strong></td>
</tr>
<tr>
<td><strong>Students will be able to generate examples of cultural bias in language and images.</strong></td>
</tr>
</tbody>
</table>
The successful College Algebra student should be able to:

1. **Functions** *
   1.1 Represent functions verbally, numerically, graphically and algebraically, including linear, quadratic, polynomial, rational, root/radical/power, exponential, logarithmic and piecewise-defined functions.*
   1.2 Determine whether an algebraic relation or given graph represents a function.*
   1.3 Perform transformations of functions – translations, reflections and stretching and shrinking.*
   1.4 Perform operations with functions – addition, subtraction, multiplication, division and composition.*
SLOs and the OTM

http://regents.ohio.gov/transfer/modules/index.php

http://regents.ohio.gov/transfer/otm/otm-learning-outcomes.php
SLOs and Bloom’s Taxonomy
Taxonomy of Cognitive Skills

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Bloom et al, 1965
SLOs and the Competency Rubric

• Opening assessment can help you determine where student learning fits

• Movement should be from right to left

• First year courses should move students to column 2, may move students further

• Student assessments may plot unevenly
Create a Student Learning Outcome

- Select a primary and secondary competency
- From those choose one or more rows to address
- Write a student learning objective linked to that competency you expect students in your course to achieve
- Course learning objectives may exceed competency
- Learning objectives
Design Instruction to Achieve the Outcome

• Design for active and deep learning

  Students must engage in the material---writing, discussing, Responding, reflecting

  Strong initial learning lays the foundation for transferable knowledge

  Build for metacognition
Coming Soon

Core Competency Workshop 3
Friday, September 2, 8:30-10
SU2591

Repeats Tuesday, September 6, 3:30
SU 2582