

Linking the Beginning with the End: Writing Objectives to Foster High Quality Assessment

Let's Start with a Video...

<https://www.youtube.com/watch?v=aIhk9eKOLzQ>

What's going on here?

What went wrong at MIT?

Objectives

at the end of this session, participants should:

- Want to apply “backward design” in their educational activities
- Write educational objectives that require high-order thinking and behaviors

Food for Thought #1

You want to add animation to a powerpoint slide, and you don't know how to do this. You are in luck, though, since you have a friend who knows how to animate slides. Your friend offers to meet you and "teach" you how to do it. Of the following, which way will be **MOST LIKELY** to result in you remembering (long term) how to animate powerpoint slides? In other words, which of the following will produce knowledge that is **MOST LIKELY** to "stick"? Feel free to draw upon past experience, educational theory, or any other sources to arrive at an answer. Your group should reach consensus on **ONE ANSWER** and be prepared to explain why you like that answer better than the others.

- A. Your friend sits down at your computer and clicks through the necessary steps, explaining what they do as they go.
- B. Your friend explains the steps and you take notes, then you go to your computer and figure it out, using the help menu if you get stuck.
- C. Your friend tells you what to click, and you click through the steps as they talk.
- D. After doing it one time, you show a different friend how to animate a slide.

A, B, or C? Which Objective goes best with the answer your group chose?

At the end of this session, you should:

- A. "Know the necessary steps to animate a powerpoint slide"
- B. "Be able to use a variety of effects to animate a powerpoint slide"
- C. "Be able to figure out how to animate slides in programs other than powerpoint"

- Your friend sits down at your computer and clicks through the necessary steps, explaining what they do as they go.
- Your friend explains the steps and you take notes, then you go to your computer and figure it out, using the help menu if you get stuck.
- Your friend tells you what to click, and you click through the steps as they talk.
- After doing it one time, you show a different friend how to animate a slide.

The End is the Beginning:

- The principle of **BACKWARD DESIGN**:
 - What is it I hope the students will have learned, that will still be there and have value, several years after the course is over?
- Or more simply:
 - What should the students be able to DO when this course (or session) is over?

From: L Dee Fink, *Creating Significant Learning Experiences*

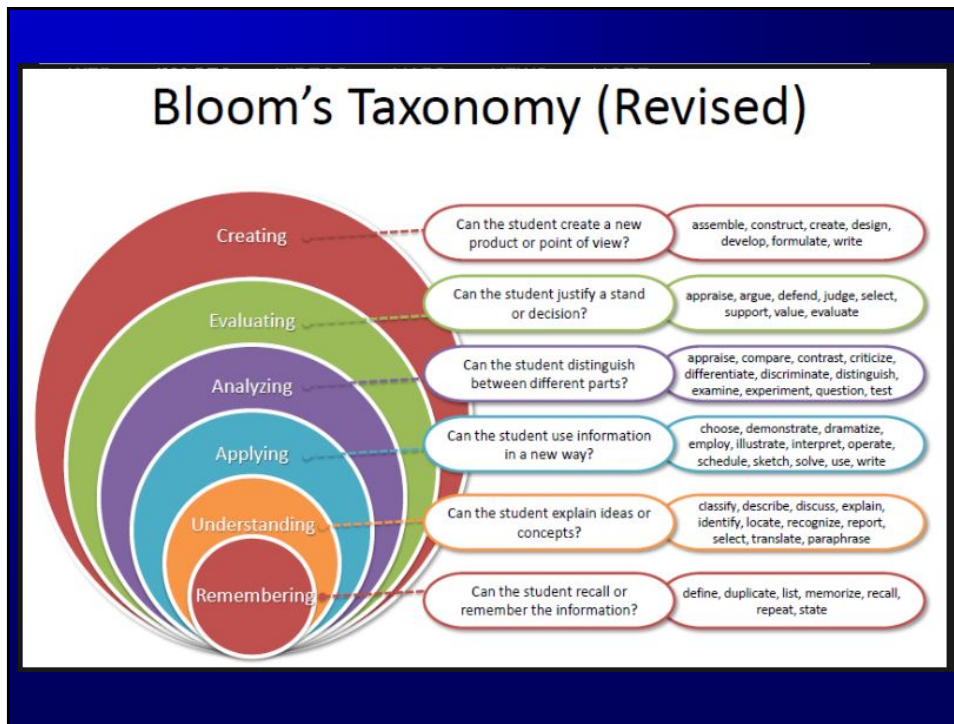
Food for Thought #2

You are teaching a cooking course with adult students who are interested in learning cooking theory and skills. One of your modules is on Italian food, and, in particular, making homemade sauce. Of the following objectives, which one, if achieved, will lead to the **GREATEST PROFICIENCY** in cooking?

Your team should reach consensus on **ONE ANSWER** and be prepared to explain why you like that answer better than the others.

“at the end of this module, students will be able to:”

- A. Define the ingredients and techniques used in making sauce
- B. Evaluate differences in ingredients between their own sauce and three other students' sauces, based on a taste test
- C. Discuss the reasons for including common ingredients (such as a carrot) in sauce
- D. Prepare, from scratch, a batch of sauce

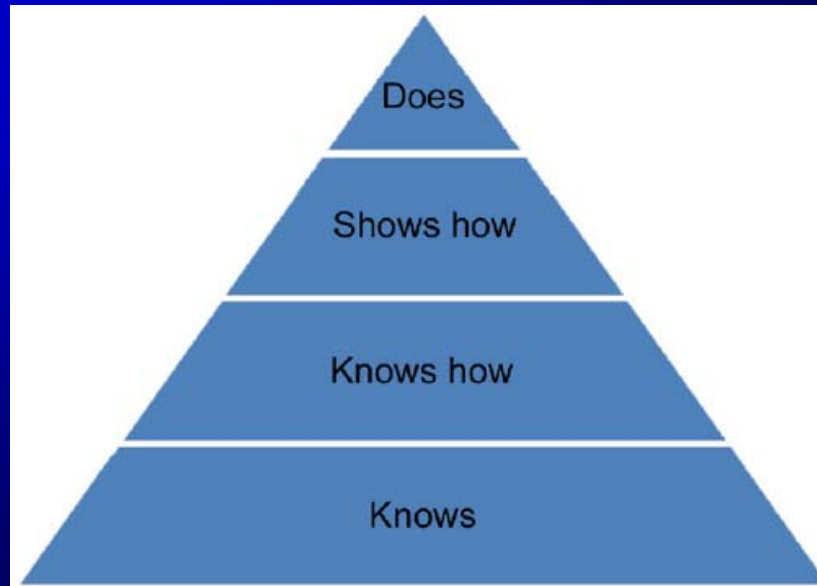


Bloom's Taxonomy Verbs

When developing curriculum for your class, keep this list nearby. This will help you determine the level of response you are anticipating from your students.

Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select,

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Miller's Pyramid: Assessment Framework

Journaling Time....

- Think of the course or session you teach
- Write ONE OBJECTIVE for your session
 - What do you want learners to be able to DO (not know) when they complete the session or course?
 - Use Bloom's verbs to guide your objective
 - Your objective should "broadcast" to domains of doing BEYOND just the specific task of the objective (e.g., educational TRANSFER)

In Summary

- Use “Backward Design” to focus your educational efforts – decide on the end (i.e., the objective) before deciding on the means (i.e., the course content and methods)
- Aim High on Bloom’s taxonomy when writing objectives
- Use objectives to drive decisions about content, method, and transfer