Title: Writing a Learning Objective: A Recipe for Success
Date: November 20, 2020

COURSE OBJECTIVES & GOALS (CLO's)	
Enduring Understandings *(What do I want students to remember in 5 years?)* Learning objectives (LOs) should be measurable and specific so as to unite the congruence of educational goals, activities, and assessments.	**Essential Questions** *(What questions will my students consider?)* ● What role do LOs play in designing teaching and learning? ● How might I leverage LOs to enhance my teaching and learning practices?

LEARNING OBJECTIVES (LO's)	
Students will know… …that a learning objective includes an action verb, specific skill or content, and some degree of measurability.	**Students will be able to…** …create effective LO statements utilizing Bloom's revised taxonomy for their class(es) in semester 1.

ASSESSMENTS & EVIDENCE OF LEARNING	
Performance Tasks *(How will students demonstrate skill and content mastery?)* ● Completed LO chart based on Bloom's Taxonomy from the case study. ● Written LO statement for their class(es) that occurred during semester 1.	**Other assessment evidence** *(What they know and what they can apply – and differentiate?)*

LEARNING PLAN & ACTIVITIES

(Who's doing the work and thinking in these activities? Do my students know what they are doing and why they are doing it? How do I keep their engagement and attention?)

WHOLE GROUP
Introduction - 15 minutes
(6 mins)   Welcome and Framing
(9 mins)   Hook (GBBS/GGG mashup): Watch and Ponder
1. With which character in the clips did you most identify and why?
2. What process that you saw in the clips related most to your approach to curriculum design and development?

Direct Instruction (Appetizer: Why Curriculum Mapping?) - 15 minutes
- Each person should spend 5-7 minutes reading/watching one or more of the resources in the Choice Board below on Coursetune and/or curriculum mapping.
- Then, bring the group together in your breakout room to share 2-3 key ideas that you read/saw in the resources you selected as well as your reaction to the hook video. For example, you might consider these prompts:
  - What did you notice?
  - What are the top 2-3 ideas?
  - What did it make you wonder?

Choice Board:

What is CourseTune?	Why Curriculum Mapping?
CourseTune: BluePrint for Learning Design (4 minutes) CourseTune Introduction (2 minutes) CourseTune Answers the What, Why, When, and How of Learning (article)	The Curriculum has stopped breathing. Heidi Hayes Jacobs walks through 3 essential questions of curriculum mapping specifically during the pandemic. (4 minutes) TEDxNYED Heidi Hayes Jacobs What year are we preparing our kids for? Answers why we need to look deeply at our curriculum. (16 minutes but sooo good. Even if you just watch the first 4 minutes) Designing Curriculum to improve student outcomes Dr. Maria Andersen, CEO, Coursetune shares how designing curriculum can improve student outcomes. If you can get the curriculum right, relevant, and in the right context for students, students tend to be more engaged and learn better. (2 minutes) Universal Design for Learning at a Glance CAST gives an overview of designing for all learners including links to neuroscience and highlighting how to eliminate common barriers for learning. (5 minutes)

Activity/Application (Course 1: Bloom's Taxonomy) - 40 minutes
- Remaining in the breakout rooms, each person should pick one or more of the resources in the Choice Board below to read/watch independently. We want you to either refresh your memory and/or deepen your understanding of Bloom's Taxonomy in order to apply it to a case study in the next step. The reading/watching should take approximately 10 minutes. Be sure to appoint a timekeeper or use this timer to bring everyone together for the next part of this activity.

Choice Board:

Articles on Bloom's Taxonomy	Videos on Bloom's Taxonomy
Using Bloom's Taxonomy to write Effective Learning Objectives Article by University of Arkansas (in depth article)	Revised Bloom's Taxonomy Explained Sketch video with a straightforward explanation of each level of Bloom's Taxonomy with clear simple visuals. (6 minutes)
Bloom's Taxonomy Explained Vanderbilt University Center for Teaching (introductory article)	Use Blooms to Think Critically Interview Dr. Saundra McGuire of LSU Center for Academic Success explaining each level of Bloom's Taxonomy. (4 minutes)
Effective Teaching Practices with Bloom's Taxonomy Iowa State University (lots of charts and graphs)	Critical Thinking Skills: Bloom's Taxonomy This presentation walks through each level of understanding with associated words. Provides examples of questions at each level. Language Arts example (9 minutes)

- As you return to your breakout room, read the Gallowater Case Study.
- Then, based on the case study, complete the chart activity as a group. (Note: you can answer it aloud or create a copy to write in)
- After completing the chart activity, discuss (click here for great discussion tips) the following questions together:
    1. What does the collective placement of JR's learning objectives tell you about the unit's teaching and learning goals in terms of Bloom's Taxonomy?
    2. To what extent do you feel that learning occurred? Explain.
    3. What were possible course-wide learning goals this unit encompassed?
    4. What feedback might you provide to JR about his unit's learning objectives?

Activity/Application (Course 2: Learning Objectives) - 25 minutes
- Begin by taking a look at this Bloom's Poster. Debrief your observations with each other using See-Think-Wonder as a guide for organizing your discussion.

- Creating Learning Objectives
  - Using either this generator or this generator, each group member should create 2 learning objective statements from a unit already completed this year. Copy and paste these learning objective statements into your group's Google Document listed in the chart below (click here if you forgot your group number). If you are having access issues, please ensure that you are logged into your Galloway Google account.

● Group 1	● Group 6	● Group 11
● Group 2	● Group 7	● Group 12
● Group 3	● Group 8	● Group 13
● Group 4	● Group 9	● Group 14
● Group 5	● Group 10	● Group 15

  - After everyone in your group has pasted their learning objective statements from the generator into the group's Google Document, follow the directions at the top of the document to complete the peer review process.

WHOLE GROUP
Closure and Reflection (Dessert) - 10 minutes
(3 mins) Check-in
(7 mins) Closure and Reflection on Today's Sessions

Looking Ahead - 10 minutes
(10 mins) Long-Term & Logistics

Materials:
- Scratch paper
- Writing Utensil
- Headphones with a microphone (if sharing a space with another participant)

Notes & Reflections:

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