UNIVERSITY of SOUTH FLORIDA

LEARNING OBJECTIVES/OUTCOMES
USF Quality Online Rubric Standards 2.1, 2.2, 2.3

Digital Learning Course Designers use a rubric developed for USF to assess the quality of delivery for an online course. This doesn't assess the content, just the best practices for how an online course is delivered. This document covers learning objectives/outcomes to address the rubric standards below:

2.1 The course learning outcomes describe outcomes that are measurable.

2.2 The module/unit-level learning outcomes describe outcomes that are measurable and consistent with the course-level outcomes.

2.3 Course and module/unit-level learning outcomes are clearly stated, are learner-centered, and are prominently located in the course.

INTRODUCTION

When developing objectives/outcomes, there are three things to keep in mind: measurability, alignment, and learner perspective. Following is some useful terminology when discussion objecitves and/or outcomes.

Course Objectives: (instructor perspective) topics that describe the content the instructor would like to teach, often presented as a numbered list. Note: these are known as "Course Objectives" in the state course numbering system.

Student Learning Outcomes: (student perspective) Knowledge and skills the students are expected to be able to demonstrate upon completion of the module.

Course/Module Assessment: Any assessment method (e.g., a quiz, a reflective journal, a recital, a synthesis paper, etc.) used to determine the extent of attainment of the stated student learning outcome.

NOTE
Students like to know what they'll be getting out of a course, so framing objectives so that they explain what's being measured, align to the overall objectives of the course, and speak directly to the student, takes care of both their need to know and your need to formulate goals for your instruction and activities.

This chart is based on Bloom's Taxonomy, a practical tool for determining objectives and the level of cognition being measured.

Lower level thinking			Higher level thinking		
Remembering	**Understanding**	**Applying**	**Analyzing**	**Evaluating**	**Creating**
Students can recall or recognize previously learned information.	Students can organize compare, translate, interpret, and state main ideas or facts.	Students can use or apply acquired knowledge, facts, techniques and rules in new situations.	Students can examine and break information into parts.	Students can make judgments according to a set of standards.	Students can put diverse elements or parts together to form a whole.
Action Verbs choose, define, identify, label, list, locate, match, memorize, name, order, outline, recognize relate, recall, repeat, reproduce, select, show, state, write	**Action Verbs** classify, convert, compare, demonstrate, distinguish, explain, give example, illustrate, indicate, infer, interpret, paraphrase predict, summarize, translate	**Action Verbs** apply, associate, build, calculate, classify, compute, develop, discover, interpret, operate perform, plan, produce, select, solve, teach, transfer, use, write	**Action Verbs** analyze, calculate, categorize, compare, contrast diagram, distinguish, examine, investigate, model, organize, rank, research, separate, subdivide, sort survey	**Action Verbs** appraise, argue, assess, critique, criticize, conclude, debate, defend, estimate, evaluate, judge, justify, measure, rate, recommend, test, value	**Action Verbs** adapt, build, change, combine, design, develop, elaborate, formulate, invert, make up, modify, propose, solve, support, theorize
Example Objective Identify the five important themes from the course materials.	**Example Objective** Demonstrate themes of aging as portrayed in film by completing a short essay for the given film.	**Example Objective** Apply knowledge of the portrayal of cross-cultural representations ofa ging in film through a written assignment.	**Example Objective** Analyze the portrayal of formal care for older adults in given films.	**Example Objective** Defend the concept of modernity as it relates to film, as well as how aging is portrayed in the modern world.	**Example Objective** Formulate your opinion on aging in a modern world using thematic analysis from the previous assignments on films, short stories and additional readings.
Example Assessment Quiz in which students will list the five important themes discussed	**Example Assessment** Short essay identifying the most significant theme in a given film, "The Curious Case of Benjamin Button"	**Example Assessment** Essay about what the two main characters have in common, despite representing different cultures in the given film, "Gran Turino"	**Example Assessment** Using a provided chart and given movie, compare the negative portrayals, positive portrayals, and themes addressed in relation to formal care.	**Example Assessment** Discussion board to argue how the film "The Curious Case of Benjamin Button" reflects modernity and aging.	**Example Assessment** Final paper, bringing together all previous response assignments, that explores, and makes conclusions about, a major theme found across modern films.

The following are examples of course and module-level objectives, along with examples of aligned assessments to measure those objectives.

Aging and Modern Films - Course

Objectives

By the end of this course, you will be able to:
- Identify how aging is represented in the modern film
- Analyze issues of aging such as gender, ethnicity, class, caregiving, family relationships, mental health, and physical changes in modern films

Assessment

Develop a Web-quest on the issue of aging. Provide a different section for each issue: gender, ethnicity, class, caregiving, family relationships, metal health, and physical changes in a recent selected film.

Aging and Modern Films - Module

Student Learning Outcomes

By the end of this course, you will be able to:
- List the similarities and differences of aging in two characters with respect to the issue of gender depicted in a selected modern film
- Discuss these similarities and differences with classmates
- Apply the information gained in producing a comparison and contrast essay

Assessments

Discussion board: Post at least one similarity and one difference between two characters in a selected modern film and respond to at least two classmates, discussing their choices.

Essay: Compare and contrast the aging process in two characters with respect to gender in a selected film.

Technology for Educators - Course

Objective

By the end of this course, you will be able to demonstrate effective integration of different technology pieces into teaching

Assessment

Create a unit plan that demonstrates effective integration of different technology pieces into teaching built on at least one of the educational theories covered.

Technology for Educators - Module

Student Learning Outcomes

By the end of this course, you will be able to:
- Identify specific technology pieces for special needs students
- Evaluate these technology pieces in terms of their affordances
- Evaluate sample activities
- Create at least one activity using one technology piece for special education students
- Evaluate and give constructive feedback to each other's work

Assessments

Group Activity: Present one activity integrating one specific technology piece for special education students to your group, then critique the activities of the members of your group.