

## Learning Plan

# Charting a Course to Quality Student Learning

### Overview/Purpose

Measurable outcomes and alignment are two essential concepts six of the eight standards of the Quality Matters rubric. In this session we will demonstrate, in an abbreviated format, a process for developing measurable course and module level objectives with aligned learning activities and assessments.

### Target Course Competencies

1. Design an aligned curriculum that meets QM standards

#### Assessment Strategies

- 1.1. Group Assessment

#### Criteria

*Performance will meet expectations when:*

- 1.1. you differentiate between competencies, assessment strategies, criteria, learning objectives, and learning activities
- 1.2. you develop competencies that are measurable and begin with a single verb
- 1.3. you identify an assessment strategy that aligns with the competency
- 1.4. you develop criteria that describe mastery of the competency
- 1.5. you develop learning objectives that break the competency into smaller components that help learners achieve the criteria
- 1.6. you identify learning activities in each quadrant of the learning cycle that teach to the learning objectives

#### Learning Objectives

- 1.a. Identify course components
- 1.b. Develop competencies
- 1.c. Identify assessment strategies
- 1.d. Develop criteria
- 1.e. Develop learning objectives
- 1.f. Select learning activities

### Learning Activities

1. Once you find your seat, log into Poll Everywhere (details provided on board) and identify common pitfalls that keep you from meeting the Essential Standards. Compare the responses provided to those often seen at other colleges.
2. Review the session objectives and meet the facilitators.
3. Examine an instructional design model and tool for designing learning and assessment.
4. Review the characteristics of a competency.
5. Develop competencies for a fishing trip.
6. Review the characteristics of assessment strategies.
7. Identify an assessment strategy for one competency.

8. Review the characteristics of criteria.
9. Develop criteria for a competency.
10. Review the characteristics of learning objectives.
11. Develop learning objectives for a competency.
12. Review the characteristics of learning activities.
13. Identify learning activities for a competency.
14. Discuss how charting course design as presented can improve the learning experience for your student. Examine how WITC meets the QM Essential Standards using WIDS Software as the tool for charting the course design process.

### **Assessment Activities**

1. Use the Charting a Course to Quality Student Learning Assessment Task and Scoring Guide in your provided packet as a self-check for our fishing course and for designing your own instruction.



# Course Map

## Sample Course Map

<b>Course Title:</b> <i>Pre-Employment Seminar (6-week course)</i>	
Week(s) <i>1</i> Module Title or Topic <i>Finding a Job</i>	Week(s) <i>2-3</i> Module Title or Topic <i>Writing Resumes</i>
Week(s) <i>4</i> Module Title or Topic <i>Completing a Job Application</i>	Week(s) <i>5-6</i> Module Title or Topic <i>Interviewing Skills</i>

## My Course Map

**Course Title:**

Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic

Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic
Week(s) _____ Module Title or Topic

# Learning Plan Worksheet Template

## Course Title:

### Learning Cycle

**Motivation:** Learning activity(ies) that find out what the student already knows, introduces the topic, and/or creates curiosity about the topic.

**Comprehension:** Learning activity(ies) that teach the content (Each learning objective should have at least one comprehension activity)

**Practice:** Learning activity(ies) that let students practice the content

**Apply/Assess:** Learning activity(ies) that have students apply the content to a work/life scenario or project (should align with the assessment strategy listed on the COS with competency criteria assessed)

### Learning Plan 1: Title

#### Introduction/Overview

Why are students learning this? How does it tie to the rest of the course? Program? Future career?

Competency and Learning Objectives	Learning Activities	Assessment(s)/ Performance Standards
<b>1. Competency</b> 1.a. Learning Objective 1.b. Learning Objective 1.c. Learning Objective 1.d. Learning Objective 1.e. Learning Objective 1.f. Learning Objective 1.g. Learning Objective 1.h. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	<b>Assessment Strategy</b> 1.1. criterion 1.2. criterion 1.3. criterion 1.4. criterion 1.5. criterion 1.6. criterion 1.7. criterion 1.8. criterion








### Learning Plan 2: Title

#### Introduction/Overview

Why are students learning this? How does it tie to the rest of the course? Program? Future career?

<b>2. Competency</b> 2.a. Learning Objective 2.b. Learning Objective 2.c. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b>	<b>Assessment Strategy</b> 2.1. criterion 2.2. criterion 2.3. criterion
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	3. <b>Apply/Assess</b> 4.	
<b>Learning Plan 3: Title</b>		
<b>Introduction/Overview</b> Why are students learning this? How does it tie to the rest of the course? Program? Future career?		
<b>3. Competency</b> 3.a. Learning Objective 3.b. Learning Objective 3.c. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	<b>Assessment Strategy</b> 3.1. criterion 3.2. criterion 3.3. criterion
<b>Learning Plan 4: Title</b>		
<b>Introduction/Overview</b> Why are students learning this? How does it tie to the rest of the course? Program? Future career?		
<b>4. Competency</b> 4.a. Learning Objective 4.b. Learning Objective 4.c. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	<b>Assessment Strategy</b> 4.1. criterion 4.2. criterion 4.3. criterion
<b>Learning Plan 5: Title</b>		
<b>Introduction/Overview</b> Why are students learning this? How does it tie to the rest of the course? Program? Future career?		
<b>5. Competency</b>	<b>Motivation</b>	<b>Assessment Strategy</b>

5.a. Learning Objective 5.b. Learning Objective 5.c. Learning Objective	1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	5.1. criterion 5.2. criterion 5.3. criterion
<b>Learning Plan 6: Title</b>		
<b>Introduction/Overview</b> Why are students learning this? How does it tie to the rest of the course? Program? Future career?		
<b>6. Competency</b> 6.a. Learning Objective 6.b. Learning Objective 6.c. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	<b>Assessment Strategy</b> 6.1. criterion 6.2. criterion 6.3. criterion
<b>Learning Plan 7: Title</b>		
<b>Introduction/Overview</b> Why are students learning this? How does it tie to the rest of the course? Program? Future career?		
<b>7. Competency</b> 7.a. Learning Objective 7.b. Learning Objective 7.c. Learning Objective	<b>Motivation</b> 1. <b>Comprehension</b> 2. <b>Practice</b> 3. <b>Apply/Assess</b> 4.	<b>Assessment Strategy</b> 7.1. criterion 7.2. criterion 7.3. criterion

# Cognitive Domain Verbs

Verbs in **boldface** appear in more than one column.

Creating	Abstract	Compose	Develop	<b>Generalize</b>	Join	Portray	Reorganize
	Animate	<b>Construct</b> Cope	Devise	Generate	Lecture	<b>Prepare</b>	Report
	Arrange	Correspond	Dictate	<b>Handle</b>	Model	<b>Prescribe</b>	Revise
	Assemble	Create	Discuss	Hypothesize	<b>Modify</b>	<b>Produce</b>	<b>Rewrite</b>
	Budget	Cultivate	Enhance	Import	Network	Program	Schematize
	Categorize	Debug	<b>Explain</b>	Improve	Organize	Rearrange	Specify
	Code	Depict	Facilitate	Incorporate	<b>Outline</b>	Reconstruct	<b>Summarize</b>
	Combine	Design	Format	Integrate	Overhaul	Refer	Support
	Compile		Formulate	Interface	Plan	<b>Relate</b>	Write
	Compare						
Evaluating	Appraise	Conclude	<b>Defend</b>	<b>Explain</b>	Justify	Rate	Support
	Argue	<b>Contrast</b> Counsel	<b>Determine</b>	Grade	Measure	Recommend	Test
	Assess	Criticize	<b>Discriminate</b>	Hire	<b>Predict</b>	Release	Validate
	Choose	Critique	<b>Estimate</b>	<b>Interpret</b>	<b>Prescribe</b>	<b>Select</b>	Value
	<b>Compare</b>		Evaluate	Judge	Rank	<b>Summarize</b>	Verify
Analyzing	Analyze	<b>Compare</b>	Diagram	<b>Explain</b>	Inventory	Organize	<b>Select</b>
	Appraise	Confirm Contrast	<b>Differentiate</b>	<b>Explore</b>	<b>Investigate</b>	Outline	Separate
	Audit	Compare	<b>Distinguish</b>	Figure out	Lay out	Point out	Size up
	Blueprint	Correlate	<b>Discriminate</b>	File	Manage	Prioritize	Subdivide
	Breadboard	Criticize	Dissect	Group	Maximize	Proofread	<b>Summarize</b>
	Break down	Deduce	Document	<b>Identify</b>	Minimize	Query	Test
	<b>Characterize</b>	Detect	Ensure	<b>Illustrate</b>	Optimize	Question	Train
	Choose	Diagnose	<b>Examine</b>	<b>Infer</b>	Order	<b>Relate</b>	Transform
	<b>Classify</b>		Experiment	<b>Interrupt</b>			
Applying	Acquire	Calculate	Depreciate	<b>Explore</b>	Manipulate	<b>Produce</b>	Simulate
	Adapt	Capture	Derive	Expose	<b>Modify</b>	Project	Sketch
	Allocate	Change	<b>Determine</b>	<b>Express</b>	Operate	Protect	Solve
	Alphabetize	Choose	Diminish	<b>Factor</b>	Personalize	Provide	Subscribe
	Apply	<b>Classify</b>	Discover	Figure	Plot	<b>Relate</b>	<b>Tabulate</b>
	Ascertain	Complete	Dramatize	Graph	Practice	Round off	Transcribe
	Assign	<b>Compute</b>	<b>Draw</b>	<b>Handle</b>	<b>Predict</b>	Sequence	<b>Translate</b>
	Attain	<b>Construct</b>	Employ	<b>Illustrate</b>	<b>Prepare</b>	Schedule	Use
	Avoid	Customize	<b>Examine</b>	Interpret	Price	Show	Write
	Back up	Demonstrate	Exercise	<b>Investigate</b>	Process		
Understanding	Add	<b>Compare</b>	Detail	<b>Explain</b>	<b>Identify</b>	Paraphrase	<b>Rewrite</b>
	Approximate	<b>Compute</b>	<b>Differentiate</b>	<b>Express</b>	<b>Infer</b> Interact	Picture graphically	Select
	Articulate	<b>Contrast</b>	Discuss	Extend	Interpolate	<b>Predict</b>	Subtract
	Associate	Convert	<b>Distinguish</b>	Extrapolate	<b>Interpret</b>	<b>Recognize</b>	<b>Summarize</b>
	Characterize	<b>Defend</b>	Elaborate	<b>Factor</b>	Locate	<b>Report</b>	<b>Translate</b>
	Clarify	Demonstrate	<b>Estimate</b>	<b>Generalize</b>	Observe	<b>Review</b>	Visualize
	<b>Classify</b>	<b>Describe</b>	Example	Give			
Remembering	Cite	<b>Duplicate</b>	Label	Name	Recall	Reproduce	Study
	Count	Enumerate	List	<b>Outline</b>	Recite	<b>Review</b>	<b>Tabulate</b>
	Define	<b>Identify</b>	Match	Point	Recognize	<b>Select</b>	Trace
	<b>Describe</b>	Index	Meet	Quote	Record	Show	<b>Write</b>
	<b>Draw</b>	Indicate	Memorize	Read	Repeat	State	

## Psychomotor Domain Verbs

activate	change	design	hook	nail	replace	sharpen
adjust	clean	dismantle	identify	operate	rotate	set
align	close	drill	load	paint	sand	sew
apply	combine	fasten	locate	press	transfer	sketch
arrange	compose	fix	loosen	produce	troubleshoot	start
assemble	connect	follow	make	pull	tune	stir
balance	construct	grind	manipulate	push	turn on/off	use
break	correct	grip	mend	remove	type	weigh
down	create	hammer	mix	repair	saw	wrap
build	demonstrate	heat				
calibrate						

## Affective Domain Verbs

<b>Receiving</b>	ask choose	follow give	hold select	show interest
<b>Responding</b>	accept responsibility answer assist be willing to	comply conform enjoy greet	help obey perform practice	present report select tell
<b>Valuing</b>	associate with assume responsibility believe in be convinced	complete describe differentiate have faith in initiate	invite join justify participate propose	select share subscribe to work
<b>Organization</b>	adhere to alter arrange	classify combine defend	establish form judgments identify with	integrate organize weigh alternatives
<b>Internalization</b>	act change behavior develop code of behavior develop	philosophy influence judge problems/issues listen	propose qualify question	serve show mature attitude solve verify





*Experience. Success.*

## Performance Assessment Tasks

# Charting a Course to Quality Student Learning

### Directions

At the end of the presentation and as you develop future courses, use the checklist to assure you are developing aligned curriculum.

### Target Course Competencies

1. Design an aligned curriculum that meets QM standards

### Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

### Scoring Standard

You must receive a rating of "met" on each criterion to develop aligned courses.

### Scoring Guide

	Criteria	Ratings
1.	you differentiate between competencies, assessment strategies, criteria, learning objectives, and learning activities	Met Not Met
2.	you develop competencies that are measurable and begin with a single verb	Met Not Met
3.	you identify an assessment strategy that aligns with the competency	Met Not Met
4.	you develop criteria that describe mastery of the competency	Met Not Met
5.	you develop learning objectives that break the competency into smaller components that help learners achieve the criteria	Met Not Met
6.	you identify learning activities in each quadrant of the learning cycle that teach to the learning objectives	Met Not Met