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## CSU Teacher-Scholar Summer Institute 2000

### Rethinking Our Courses

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**A. Course Events:** attendance, lecture, assignments, reading, test/quiz, research, writing, presentations, discussions, question and answer.

**B. Events Occur:** asynchronously, synchronously, or limited synchronously; self-paced or group-paced; mediated by people or mediated by technology.

**C. Sources:** Faculty, students, content/information: book, web, library, ?.

**D. Expectations:** classroom etiquette vs. online etiquette, rubrics, technology requirement, technology literacy, use of the tools, information literacy, use of information.

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1. Specify the course you would like to put online. What are the 3 (or so) main objectives that students should know or be able to do after participating in your course?

## Instructional Goal & Performance Objectives

Clearly stated performance objectives, and overall goals, provide the course designer with the necessary plan to plot out a successful course. Performance objectives should cover three basic areas: (Mager, 1984)

**Condition:** Under what condition(s) do you want the learner to be able to do it?

**Performance:** What should the learner be able to do?

**Criterion:** How well must it be done?

### Example:

From memory describe how improvements in transportation technology affected patterns of settlement in the United States in a short essay that includes the following concepts: site-situation, accessibility, land use, trade.

**Condition:** From memory;

**Performance:** Describe how improvements in transportation technology affected patterns of settlement in the United States;

**Criterion:** In a short essay that includes the following concepts: site-situation, accessibility, land use, and trade.

### What do you want your students to know, think, feel, and/or do?

“Performance objectives can be written for three domains, the cognitive, the psychomotor, and the affective. The cognitive domain refers to the intellectual processes involved in a job or content area. These can range from simple recall of information to higher order problem solving. The psychomotor domain refers to skills that require the use and coordination of the body in physical activity such as opening a container or moving a box. The affective domain refers to attitudes, beliefs, values, and emotions such as enjoying or appreciating.

Writing performance objectives for the psychomotor domain is generally straightforward, e.g., "the trainee will put on safety goggles and gloves before opening a container of any chemical substance." Writing performance objectives for the cognitive or affective domain can be much more difficult. Therefore, a list of verbs that can help you write better objectives in these domains is provided below.”  
- Georgia Tech Research Institute

## Observable Verbs in the Cognitive Domain

**Level 1** - Knowledge or the ability to recall information.

arrange	label	memorize	recognize	reproduce
define	list	name	recall	
duplicate	match	order	repeat	

**Level 2** - Comprehension or interpreting information in one's own words.

classify	describe	discuss	explain	express
identify	indicate	locate	recognize	report
restate	review	select	sort	tell
translate				

**Level 3** - Application or using knowledge in a novel situation.

apply	choose	demonstrate	dramatize	employ
illustrate	interpret	operate	prepare	practice
schedule	sketch	solve	use	

**Level 4** - Analysis or breaking down knowledge into parts and showing interrelationships.

analyze	appraise	calculate	compare	contrast
criticize	diagram	differentiate	discriminate	distinguish
examine	experiment	inventory	question	test

**Level 5** - Synthesis or bringing together parts of knowledge to form a whole and solve a problem.

arrange	assemble	collect	compose	construct
create	design	formulate	manage	organize
plan	prepare	propose	set up	synthesize
write				

**Level 6** - Evaluation or making judgments on the basis of criteria.

appraise	argue	assess	attack	choose
compare	defend	estimate	evaluate	judge
predict	rate	score	select	support
value	agree	argue	assume	attempt
attend to	avoid	challenge	cooperate	defend
disagree	engage in	help	join	offer
participate	praise	resist	share	volunteer



6. Design, develop and implement. (Now you can begin work on the computer.)

Who can help you design?

Who and when can you get trained?

Who can help you develop/implement your course events?

Can you maintain what has been developed?

What is your development plan?

(Hint: You didn't get your Ph.D. in one semester. Most of you didn't fully develop a course in one semester without fine tuning it the next time.)

7. Test, evaluate and refine

How will you test that your events work for the students?

When will you evaluate what works and what doesn't?

Have you used enough different types of events to reach students with different learning styles?

When will you refine?

NOTE: Duplicate these last 2 pages as many times as you need to repeat steps 2 thru 7 until course is complete.

## Managing our Online Courses

1. What's the difference between a totally online course and an online supplemental course?
2. How often do you expect your students to check-in online? Where and how do they check-in? Where do they find the latest course announcements?
3. Where should students ask questions about the course? Bulletin Board? E-mail? How often can students expect that you will check-in and how will you do that?
4. Where, when and how should students participate in the online course? If this is a supplemental online course, what do they expect to do online that's different than what they expect to do in class? Why should they participate online? (i.e. motivation?)
5. What format should they turn things in and where? What is evaluated and what isn't? How do we best evaluate a student in an online course? (Constant events along the way.)
6. Where should they go for help and/or support? Phone support? When? Where should they go for training? When?