

# Course Code XXX: Course Title

## Some things to keep in mind:

- 3 credit course @ 7.5 weeks = 18-24 hours per week
- 3-credit course @ 16 weeks = 8.4 hours per week (135 total hours per course)
- Student engagement: (1) Students engaged with content, (2) Students engaged with instructor, (3) Students engaged with each other
- Writing outcomes - see end of document for more information

## Course Learning Outcomes:

(At the end of this course, students will be able to...)

- X
- X
- X
- X

<b>Module / Unit / Week</b>	<b>Outcomes</b> (At the end of this module/unit/week, students will be able to...) • X • X • X	<b>Learning Materials</b> (Lectures, readings, videos, etc.) • X • X • X	<b>Activities/Assignments/Assessments</b> (Low-stakes assessments, high-stakes assessments, discussions, projects, etc.) • X • X • X
<b>Module / Unit / Week</b>	<b>Outcomes</b> • X • X • X	<b>Learning Materials</b> • X • X • X	<b>Activities/Assignments/Assessments</b> • X • X • X
<b>Module / Unit / Week</b>	<b>Outcomes</b> • X • X • X	<b>Learning Materials</b> • X • X • X	<b>Activities/Assignments/Assessments</b> • X • X • X
<b>Module / Unit / Week</b>	<b>Outcomes</b> • X • X • X	<b>Learning Materials</b> • X • X • X	<b>Activities/Assignments/Assessments</b> • X • X • X
<b>Module / Unit / Week</b>	<b>Outcomes</b> • X • X • X	<b>Learning Materials</b> • X • X • X	<b>Activities/Assignments/Assessments</b> • X • X • X



<b>Module / Unit / Week</b>	<b>Outcomes</b>	<b>Learning Materials</b>	<b>Activities/Assignments/Assessments</b>
	<ul style="list-style-type: none"><li>• X</li><li>• X</li><li>• X</li></ul>	<ul style="list-style-type: none"><li>• X</li><li>• X</li><li>• X</li></ul>	<ul style="list-style-type: none"><li>• Student Presentations Due</li><li>• X</li><li>• X</li></ul>

# Writing Learning Outcomes

## **Meaningful and Measurable**

Crafting meaningful and measurable outcomes lays the foundation for the course. When outcomes are meaningful, they describe the learning in specific and concrete terms that tell students what they will be learning. When outcomes are measurable, instructors can observe the learning through assessments and activities that are likely to occur within the time frame of the course. When outcomes are written in a way that is not meaningful and measurable, it is difficult for students to really understand what they are being asked to do. This also makes it difficult to ensure that your course is delivering what you want it to.

## **Course Level Outcomes vs. Module Level Outcomes**

Course level outcomes describe the learning that students should achieve by the end of the course in terms that are specific and measurable. They tell students the big picture of what they can expect to be able to do by the end of the course. Module level outcomes also describe what students learn in terms that are specific and measurable, but module level outcomes are intended to divide the learning into smaller and more distinct chunks. They address, from week to week, what students will do in the short term that contributes to their achievement of the larger course goals.

## **Learner Perspective**

Both course and module level outcomes should be written from the perspective of the learner. Outcomes should be written using specific terms and language that is clear and free of jargon. Since it's important that students understand what they are going to be learning and how they will be required to demonstrate that learning, they need to be able to understand these statements.

## **Alignment**

Alignment, put simply, means that your course is set up in a way that allows students to do what you are asking them to do. Said differently, alignment means that you are setting clear goals for student learning and achievement; giving students concrete ways to demonstrate that they have met those goals; and have provided the tools (content, technology, etc.) they need, to be able to achieve them.

Meaningful and measurable learning outcomes at the course and module level, centered on student outcomes, are the foundation of alignment in an online course. Assessments and activities are directly related to helping students practice and then showing mastery of the outcomes. Course technology, tools, and materials are also selected with intention and care to help students meet the outcomes.

# Bloom's Taxonomy / Verb Wheel

See the image below!

