Developing a Course Map & Writing Measurable Learning Objectives

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Upon completion of this workshop, participants will be able to:

- Develop a comprehensive Course Map.
- Discuss how a course map is helpful for course design.
- Select measurable verbs from Bloom’s taxonomy to be used in student learning objectives.
What is a course map?

What’s the point?

How is it structured?

Where can I find examples?

http://ecok.libguides.com/faculty/QM
Learning Objectives

- What is a learning objective?
- You should have Course Level Objectives AND Module Level Objectives
- Objectives should
  - Be measurable
  - Be easy to understand
  - Relate to the course activities
  - Be suited to the level of your course
2.1 The Course Learning Objectives describe outcomes that are measurable.

2.2 The module/unit-leave learning Objectives describe outcomes that are measurable and consistent with the course-level objectives.
“Good” versus “Bad”

<table>
<thead>
<tr>
<th>“Bad”</th>
<th>“Good”</th>
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<tbody>
<tr>
<td>amplify</td>
<td>Generate</td>
</tr>
<tr>
<td>appreciate</td>
<td>Evaluate</td>
</tr>
<tr>
<td>be acquainted with</td>
<td>Explain</td>
</tr>
<tr>
<td>be aware</td>
<td>Define</td>
</tr>
<tr>
<td>be(come) familiar with</td>
<td>Discuss</td>
</tr>
<tr>
<td>explore</td>
<td>Research</td>
</tr>
<tr>
<td>gain insight</td>
<td>Discuss</td>
</tr>
<tr>
<td>improve</td>
<td>Design</td>
</tr>
<tr>
<td>increase</td>
<td>Calculate</td>
</tr>
<tr>
<td>know</td>
<td>Create</td>
</tr>
<tr>
<td>learn</td>
<td>Prove</td>
</tr>
<tr>
<td>realize</td>
<td>Interpret</td>
</tr>
<tr>
<td>understand</td>
<td>Write</td>
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Course Level Objectives (syllabus view)

2.3 Learning objectives are stated clearly, are written from the learner’s perspective, and are prominently located in the course.

Course Map:
1. KIN 5303: Sports Administration is divided into four (4) units: Unit A, Unit B, Unit C, and Unit D.

2. Each unit addresses one of the four (4) course objectives (CO):
   - **Unit A**: Students will be able to **IDENTIFY** the foundations of Sport Administration (CO-A)
   - **Unit B**: Students will be able to **DESCRIBE** the various industries of Sport Administration (CO-B)
   - **Unit C**: Students will be able to **ANALYZE** the various components of Sport Administration (CO-C)
   - **Unit D**: Students will be able to **SUMMARIZE** the numerous challenges of Sport Administration (CO-D)
Module Level Objectives (syllabus view)

2.3 Learning objectives are stated clearly, are written from the learner’s perspective, and are prominently located in the course.

3. Each unit has four (4) topic objectives (TO):
   - Unit A: Students will be able to **IDENTIFY** the foundations of Sport Administration (CO-A)
     - Topic Objectives:
       1. Students will **IDENTIFY** and **LIST** managerial leadership components necessary for athletic administrators (TO-1)
       2. Students will **ANALYZE** historical aspects of the business industry by comparing positive and negative aspects of sports commercialization (TO-2)
       3. Students will **DISCUSS** technological influences in sports and the impacts of those for the future (TO-3)
       4. Students will **EXPLAIN** and **INTERPRET** leadership skills necessary in sports administration (TO-4)
   - Unit B: Students will be able to **DESCRIBE** the various industries of Sport Administration (CO-B)
     - Topic Objectives:
       5. Students will **REFLECT** on past experiences and **Interpret** positive and negative characteristics of professionals within sports leadership roles (TO-5)
       6. Students will **COMPARE** and **CONTRAST** the various philosophies of the divisions of the NCAA (TO-6)
       7. Students will **CREATE** and **DISCUSS** a plan for conflict resolution between personnel within a sports administration setting (TO-7)
       8. Students will **IDENTIFY** the components that make up various sports industries, including community, youth, interscholastic, intercollegiate, and professional sports (TO-8)
2.3 Learning objectives are stated clearly, are written from the learner’s perspective, and are prominently located in the course.

<table>
<thead>
<tr>
<th>Topic 1: Overview of Sports Administration</th>
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<tbody>
<tr>
<td><strong>Topic 1 Objective:</strong> Students will <strong>IDENTIFY</strong> and <strong>LIST</strong> various managerial leadership components necessary for athletic administrators (TO-1)</td>
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<thead>
<tr>
<th>Topic 2: Historical Aspects of Sports Administration</th>
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<tr>
<td><strong>Topic 2 Objective:</strong> Students will <strong>ANALYZE</strong> historical aspects of the business industry by comparing positive and negative traits of sports commercialization (TO-2)</td>
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<th>Topic 3: Management Strategies</th>
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<tr>
<td><strong>Topic 3 Objective:</strong> Students will <strong>DISCUSS</strong> technological influence in sports and the impacts of those in the future (TO-3)</td>
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<th>Topic 4: Leadership Strategies</th>
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<tbody>
<tr>
<td><strong>Topic 4 Objective:</strong> Students will <strong>EXPLAIN</strong> and <strong>INTERPRET</strong> leadership skills necessary in sports administration (TO-4)</td>
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</table>
2.4 The relationship between learning objectives and learning activities is clearly stated.

2.5 The learning objectives are suited to the level of the course.
#1: Students will understand the American criminal justice system.

#2: Students will understand elements of editing.

#3: Students will learn about the basic elements of sociological concepts.

#4: Students will know about the differences between angle of incidence and angle of reflection.
Are you signed up for our next workshop?

Assessments and Learning Materials in the Online Classroom

September 17th at 3:00

ecok.libguides.com/faculty

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