

What do we hate? Learning  
outcomes!! Why do we hate  
them? WASC!!





# **FACULTY CENTER**

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## **for Professional Development**

# Learning objectives in the flipped classroom

**If a goal without a plan is a wish...  
A plan without a goal is busy work.**

# Learning Objectives (goals, outcomes)



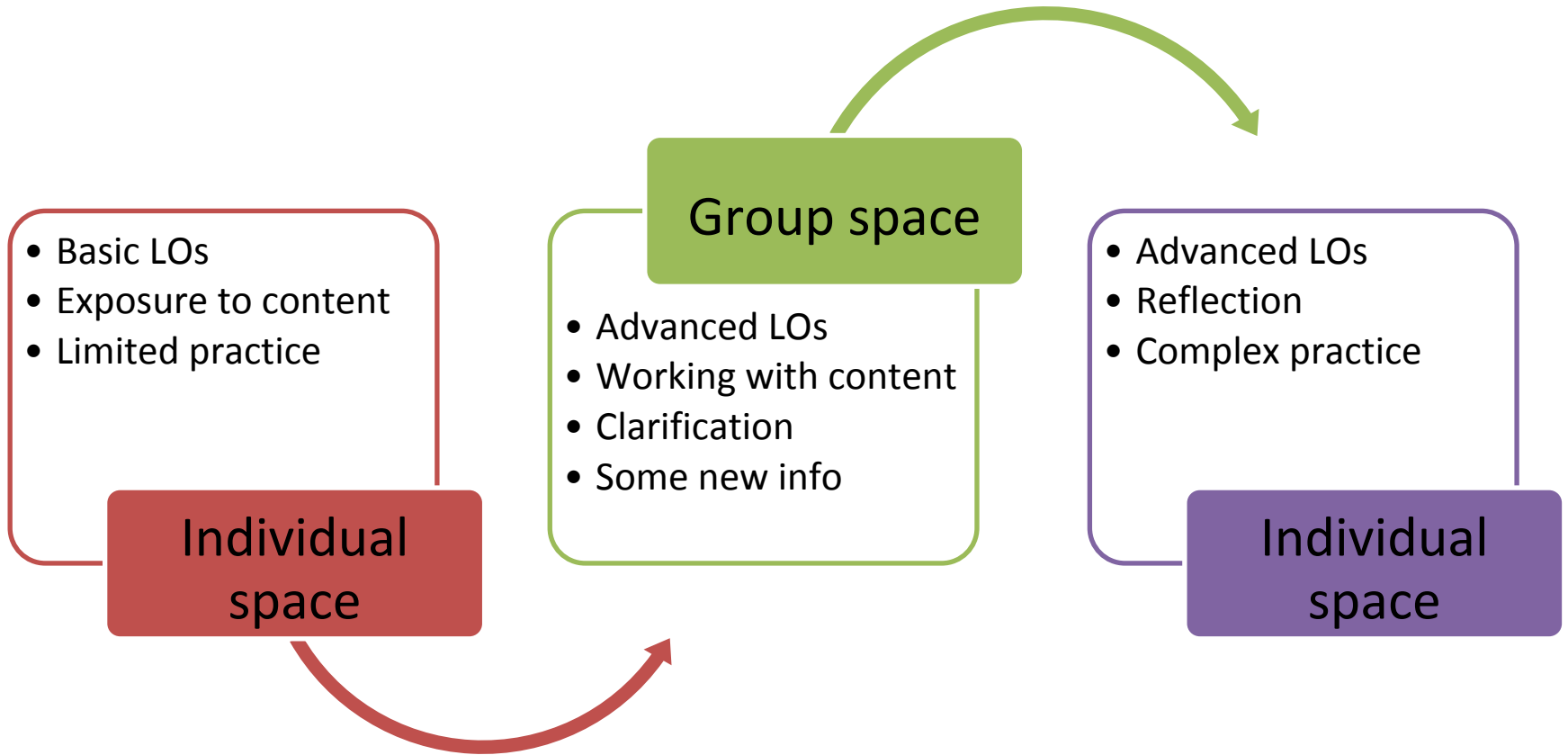
# Learning Outcomes

- University learning outcome (the town):
  - Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
- Course outcome (the house):
  - Explicate the relationship of soil characteristics to soil function.
- **Single lesson learning outcome (a brick):**
  - Define soil texture, draw the soil separates to scale, and explain how each soil separate influences soil chemical and physical function when it is dominant in a soil.

## Goal:

By the end of this session, you will have specific, action-oriented, clear, realistic Basic and Advanced Learning Objectives for one lesson or concept in your flipped course.

# Memory refresh: The flipped class model



# What's a useful learning outcome?

- **Fine-grained, specific, precise** – Maybe 5-10 LOs for a single concept
- **Measurable, descriptive, action-oriented** – Students DO something visible
- **Clear, unambiguous** – An intelligent non-expert can follow
- **Appropriate to the course level and student preparation** – Do-able with a reasonable level of support in the time available

# Critique:

- Have a general knowledge of the properties and reactivity of alkanes, alkenes, alkynes, alcohols, and alkyl halides
- Think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arise from human interactions with the world around them



# Basic vs Advanced Learning Outcomes

## Basic:

Can be done in pre-work

- Define soil texture
- Draw the soil separates to scale

## Advanced:

Probably needs support

Explain how each soil separate influences soil chemical and physical function when it is dominant in a soil.

Based on the soil textural class, predict physical limitations for a particular soil and suggest remediation strategies

# Take Action: Write LOs

## 15 minutes

- Consider your focus concept or lesson and rough out as many LOs as you need.
  - What EXACTLY are students supposed to learn?
  - What constitutes acceptable evidence that they have learned it?
  - If you're not sure, put in a placeholder word.
- Re-order the LOs in order of increasing complexity, simple to complex.

# Learn from someone: 5 mins EACH

## Time will be kept!

- Show your ordered LOs to your partner.
- Listen and make notes while your partner reflects aloud on their precision, clarity, and measurability.
- With one minute left, make a note about *\*exactly\** what you want to do next to get your LOs right.

**Revise your LO's**  
**10 mins**

**Anyone want to share an  
example?**