Successful Teaching: Generating Course Competencies & Developing Learning Objectives

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In this two day workshop, you will learn to embrace our company’s mission and vision.

At first glance it will appear to be a bunch of useless jargon created by functionally illiterate executives.

But after we do some mind-numbing group exercises...

...you’ll forget that you’re underpaid and you have no job security.

Well begin by writing down all the things that “ethical behavior” means to you.

I’ve got a better idea: if you let us leave now, we’ll give you high marks on the class evaluation.

Good job. You touched me.

You wish.
Successful Teaching

- Pieces make a whole
Successful Teaching
Agenda Topics/Competencies

- Generate Competencies
- Develop Learning Objectives
- Choose Assessment Techniques
Guided Practice

- Fill out the Learning Materials as we discuss the information
Learning Cycle

- Evaluation
- Motivation
- Comprehension
- Guided Practice
Degree or Program

Course #1
- Competency

Course #2
- Competency

Course etc.
- Competency
- Competency
- Competency
What are course competencies?

- Course competencies describe exactly what skill you want the learners to be able to do *AFTER THE Learning Session*

  AND

- Course competencies should be stated in observable, measurable terms.
When should course competencies be written?

- This is one of the first steps in designing or planning any learning experience.
- They are works in progress and should be continually reviewed and fine tuned.
How do Competencies, Methods, & Evaluation Techniques Interact????

**Competencies**

Generate Comp’s  Simulate Writing  Write Comp’s

**Methods**

**Evaluation Type**
The Good and the Bad

1st the Bad

- Understand the format of competencies
- Know the format of learning objectives

The Better

- Generate Competencies
- Develop Learning Objectives
Instructional Methods

- Lecture / Presentation
- Demonstration
- Discussion / Debate
- Role Play
- Simulation
- On the Job Training - OJT
Selecting Methods

**Competencies**
- Understand the format of Competencies
- Generate Competencies

**Methods**
Selecting Teaching Methods

**Competencies**
- Know the format of learning objectives
- Develop Learning Objectives

**Methods**
Example Competencies

- Verify finished image scan files. (digital printing)
- Identify opportunities for Roadway Sealed Divider service. (salesperson)
- Edit cell entries. (excel)
- Identify patients’ feeding needs. (home care)
- Use of universal precautions. (nurse)
All Actions Entail 3 Types of Behaviors

- Psychomotor
- Cognitive
- Affective
Competencies can be written for each of the 3 behavioral Domains
Three Domains of Behaviors

- **Psychomotor**
  - Doing with Body Actions
  - Performing

- **Cognitive**
  - Internal Thought Processes
  - Problem-Solving, Decision-Making, Thinking
  - Knowledge

- **Affective**
  - How a Person does Something
  - Valuing/Quality
Psychomotor Domain

Perception
- Uses senses as cues that guide motor activities

Imitation
- Performs as demonstrated

Practice
- Habitual performance with proficiency

Adaptation
- Modifying adaptation to fit

Alter
- Change
- Repair
- Measure
- Assemble
- Instruct
- Select
- Detect
Affective Domain

- Receiving
- Responding Consistently
- Responding
- Valuing
- Organization
- Internalization

Sub-processes:
- Observable change behavior
- Attaching personal worth
- Relationship between new and old
- Shows Awareness
- Qualify
- Display
- Defend
- Justify
- Exhibit
- Assist
- Identify
- Ask
Hyperlinks to Bloom’s Taxonomy Information and Verbs

- [http://www.ops.org/reading/blooms_taxonomy.html](http://www.ops.org/reading/blooms_taxonomy.html)

(Just google Blooms Taxonomy verbs)
Guided Practice

- Take a few minutes and write one competency.
Participant examples: Competencies
Remember......

The affective domain is just as important as the cognitive and the psychomotor domains...
Learning Styles
Learning Styles

- Visual
- Auditory
- Kinesthetic
Learning Style Summary

The Visual Learner Tends To:

- Do better when shown something
- Watch your face when you speak
- Like looking at books and pictures
- Like things orderly/neat
- Notice details
- Be good proof readers
- Draw well
Learning Style Summary

The Auditory Learner Tends To:

- Often be “talkers”
- Be (might) limited in visual memory
- Remember spoken words/ideas quite well
- Like music & rhythm
- Memorize easily
- Be (may) limited in perception of space & time
Learning Style Summary

*The Kinesthetic-Tactile learner tends to:*

- Be quite literally a “mover”
- Want to touch/feel everything
- Can be quite well coordinated
- Enjoy doing things with hands
- Utilize concrete objects as learning aids
- Learn best by doing
Degree or Program

Course #1
  - Competency
    - Obj
    - Obj

Course #2
  - Competency
    - Obj
    - Obj

Course etc.
  - Competency
  - Competency
What are Learning Objectives?

- They are the KSA’s that are needed to be able to exhibit a competency
- They describe exactly what *skill* you want the learners to be able to do *DURING the Learning Session*
  
  AND

- Learning Objectives (like competencies) should be stated in observable, measurable terms.
Verify finished image scan files.

1. Resolve orientation of images to project requirements.
2. Verify dimensions of image scans.
3. Confirm resolution of images to project requirements.
4. Assess quality of scanned image in files.
5. Crop files to finished images.
Identify opportunities for Roadway Sealed Divider service.

1. Pinpoint targeted industries for Sealed Divider service.
2. Recall traits of targeted customers.
3. Recall benefits of sealed divider.
4. Describe benefits of Sealed Divider service to customers.
Guided Practice

Write a Learning Objective for one of your competencies
Participant examples: LO
Summary:  Conduct Summary Crossword

Link:  http://www.eclipsecrossword.com/
It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein
Muddiest Point:

Write down one topic that you wish you were clearer on.

Application:

Write down one thing that you will apply in your teaching.
Chinese Proverb
He who asks a question is a fool for a minute; he who does not remains a fool forever.

Questions???????