Successful Teaching: Generating Course Competencies & Developing Learning Objectives

ITL – Fall 2007
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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

Guided Practice

Motivation

Comprehension
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

Methods

Evaluation Type

Generate Comp’s

Simulate Writing

Write Comp’s
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

**Methods**

- Develop Learning Objectives
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
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
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*
- Learning Objectives (like competencies) should be stated in observable, measurable terms.
Guided Practice

Write a Learning Objective for one of your competencies
Participant examples: LO
If no solution is applied.....
Summary
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???????