

EDUC 763

Mapping the Future: Learning Guide

Learning Goals/Outcomes

Upon completion of this module, you will be able to:

- Outline according to theme, not chapter
- Write measurable instructional objectives
- Describe what is meant by alignment

Learning Resources

Required Resources

- Chapter 2 in Conquering the Content
- [Writing Instructional Objectives](#)
- [Insights in Brain Research](#)

Additional Resources

[Performance Objectives](#)

[Video tutorial](#)

[What's Your Objective?](#)

[Podcast](#)

[Writing Educational Goals and Objectives](#)

[Writing Educational Goals and Objectives](#) - Penn State

[Writing Objectives](#)

[A Revision of Bloom's Taxonomy of Educational Objectives](#)

[Verbs for Bloom's Domains](#)

Learning Activities

Activities for This Lesson

- Form 6

Form adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008.

- Mastery Quiz
- Discussion

Discussion Questions (choose 1)

- Why do you think there are so many ways of writing objectives? What's your preferred method and why?
- Do students really care about instructional objectives? How can you make them more appealing?
- Share your insights as to the upside and downside of accelerated courses for adults (like this one!). How should one design differently?
- How do you decide what to let go of? Specifically refer to Judith Boettcher's principle #8.

Self-Assessment

Check your understanding

- Can you organize your content according to themes?
- Can you write measurable SMART objectives?
- Can you begin to think of new ways of conceiving content based on brain research?

Lesson Evaluation: Graded Assessments

- Form 6
- Discussion
- Objectives mastery quiz

