DOWNLOAD PDF OBJECTIVES, COMPETENCIES LEARNING OUTCOMES (OPEN DISTANCE LEARNING)

Chapter 1 : Objectives, Competencies and Learning Outcomes (ebook) by Reginald Melton |

This text offers a perspective on issues suurounding student learning by addresssing questions of quality and learning effectiveness across a broad and diverse range of courses, student populations and contexts.

When you run the wizard, you can go back to previous steps to refine inputs, save progress to continue at a later time, create additional course modules, or refine existing modules. Listing modules The wizard uses modules in the same sense as the Content tool. They are learning units you can break the course into based on concept, time, objective, or other logical units. You can copy and paste an existing list using TXT format or type them out yourself. You can also edit this list later if you want to. Setting course competencies Course competencies refer to the purpose and goals of the course. Developing specific goals provide a high degree of control over the outcome. You can create competencies in the wizard, or pull them from the Competencies tool. Read more about competencies starting with Competencies. If you are coming back to the wizard from an earlier session, you can edit or delete competencies in this step. Setting learning objectives Learning objectives are statements describing the observable knowledge or skills you expect learners to demonstrate as a result of the course. Break down the task to observable cognitive processes. Writing learning objective statements typically includes: Stating the situation The conditions for learners to demonstrate learning, for example, "After this unit". Adding an action The action being the observable outcome being performed, for example, "recognize". For Example After completing this lesson, the student will be able to situation recognize action foreshadowing in various works of literature measurable outcome. You can link learning objectives to competencies, or leave them as independent learning objectives. You can classify objectives for multiple learning levels, if appropriate. Classifying learning objectives helps you establish what you expect learners to be able to do. This enables you to focus on that specific task, and provides more effective assessment and instruction for it. Not all courses need to focus on all learning levels. Later steps of the wizard use your classifications to recommend appropriate assessment and content activities. Defining module objectives Module objectives are the sub-set of learning objectives that you associate with each module. Choose the objectives that are appropriate for each module and add them in the order you expect learners to encounter them. Try not to address too many learning objectives in one module. This could make it difficult to sequence activities. Conversely, trying to cover the same learning objective in too many modules can potentially interrupt the sequence of activities that take learners towards achievement of the learning objective. Consider the level of development you want to address and the scope of the information inherent in the topic. To focus the level of development, select a narrow set of learning levels, and to focus the extent of the subject area covered, adjust the learning objective statement. Ask yourself, are there some objectives that are general to the entire module? You should place generic objectives, such as transferable skills and competencies, before subject specific objectives. General objectives at the beginning Learners use a combination of logic, analysis, and experience when solving problems. Learners involve others in the problem-solving process. Learners seek relevant information and identify key questions. Subject specific objectives sequenced Learners should be able to recognize and define a complex scenario. Learners should be able to drill down into a variety of complex scenarios to find problems. Learners should be able to draw cause and effect diagrams as a method to display and analyze complex scenarios to identify problems. Learners should understand the general risk analysis and risk management processes. Learners should be able to apply the risk analysis and risk management processes to a variety of problems.

DOWNLOAD PDF OBJECTIVES, COMPETENCIES LEARNING OUTCOMES (OPEN DISTANCE LEARNING)

Chapter 2 : 6 Nursing Learning Objectives for MSN Students - Keiser University

Objectives, Competencies and Learning Outcomes Developing Instructional Materials in Open and Distance Learning, 1st Edition. EDUCATION / General.

The building of skills in reading, writing, terminology and experimental techniques in the biological sciences is presented using an active learning process. Study methods, note taking, time management and types of tests for the biological sciences are also included. Students should be able to demonstrate good science study skills: Students should be able to demonstrate an understanding of the characteristics of living organisms including their chemical composition, cellular structure, and cellular metabolism. Students should be able to apply methods of scientific measurement, analyze experimental data and report experimental results in scientific format. Students should be able to demonstrate critical thinking skills. Students should be able to demonstrate facility in using laboratory equipment including the microscope, spectrophotometer and computer assisted graphing. Students should be able to demonstrate an understanding of the Chemical Hazards Communication Standard and how it applies to a laboratory setting. The focus of this course is development of basic skills required for success in higher education: Students learn the essential science background necessary to be successful in life science course: Students should be able to confidently enroll in a college course with the study tools necessary to actively engage in learning. Students should be able to develop a personal calendar that includes committed study hours outside of the classroom to organize work, family, and school responsibilities Students should be able to locate additional learning materials on-line. Students should be able to develop individual learning strategies for success in college level courses. Students should be able to solve basic arithmetic problems, calculate means, work with exponents, use the metric system, read tables and graphs. Students should be able to understand and use standard medical terminology. Describe the biological hierarchy of organization and differentiate between tissues, organs, and organ systems. Name and describe the basic principals of biology. Understand the basic principals of chemistry: Describe the organelles of a eukaryotic cell and the function of each; describe movement processes of a cell; describe the cell cycle and cellular reproduction. BIOL â€" Cell Biology for Technology - 4 Credits This biology course is designed to introduce basic biological principles while specifically examining life processes at the cellular level. Topics include cell chemistry, the relationship between cell structure and function, metabolism, molecular genetics and cellular communication. Contemporary cell-related technology, as well as its impact and significance is emphasized. Students should be able to describe several examples that illustrate the distinguishing characteristics of life at the cellular level. Students should be able to explain how the structure of a cell and its organelles allow the cell to exhibit each of the functions that characterize living organisms. Students should be able to name several examples of cell types that are used in technological applications of cell biology. Students should be able to diagram the cyclical flow of energy through living systems. Students should be able to compare and contrast mitosis and meiosis. Students should be able to trace the flow of genetic information at the intracellular level, from DNA to protein. Students should be able to summarize the importance of enzymes and the factors that affect their activity. Students should be able to perform laboratory documentation according to Good Manufacturing Practices standards. Students should be able to accurately perform a common technical procedure according to written laboratory instructions such as a Standard Operating Procedure or laboratory protocol. Students should be able to apply the Scientific Method in the laboratory and show evidence of ability to troubleshoot when technical problems arise. Students should be able to perform several contemporary techniques that are common in a typical cell biology lab. Students should be able to accurately perform laboratory measurements of volume, temperature, and mass that are commonly used in the cell biology lab. Students should be able to recognize and describe common laboratory safety issues and implement laboratory safety procedures. Organismal - 4 Credits This course is one part of a two- semester introduction to the fundamentals of biology intended for science majors. However, Biol may be taken

independently of Biol The course investigates biology at the organismal level through the presentation and discussion of biological processes and systems, including genetics, evolution and ecology. Additionally, the diversity in form and function of multi-cellular organisms plants, fungi and animals is explored. Students should be able to demonstrate a conceptual understanding of the connections between ecology, genetics, evolution, and diversity of multi-cellular organisms. Students should be able to demonstrate a conceptual understanding of biological systems and processes that operate at different spatial and temporal scales. Students should be able to demonstrate an understanding of the relationship between structure and function in living organisms. Students should be able to accurately record scientific observations and data. Students should be able to use basic mathematics to analyze scientific data. Students should be able to demonstrate competency in the use of laboratory equipment, including computers. Students should be able to demonstrate the proper use of the scientific method through the completion of formal lab reports. Cellular - 4 Credits This course is one part of a two- semester introduction to the fundamentals of biology intended for science majors. It may be taken independently of Biol Using the theme of evolution as a framework, the course investigates biology on the cellular level through the presentation of such topics as structure, function, metabolism, genetics, reproduction and differentiation. Additionally, the diversity in form and function of unicellular organisms bacteria, archaea, and protists is explored. Students should be able to display an ability to communicate, using proper biological vocabulary, in both written and spoken English. Students should be able to demonstrate the ability to contribute effectively in cooperative work toward a common goal. Students should show analytical and problem solving ability in the laboratory through the use of measurement, graphing, and simple statistical analysis. Students should be able to identify and integrate information from multiple sources through the use of the library and the Internet. Students should be able to demonstrate an understanding of the origin of life on Earth and the evolutionary progression toward more complex forms. Students should be able to identify the characteristics of living things and described how these are expressed at the cellular and sub-cellular level. Students should be able to discuss the diversity of life on earth and the role the forces of evolution play in shaping that diversity. Students should be able to compare and contrast the various kingdoms of life with regard to cellular structure, metabolism, and mechanisms of cellular reproduction, genetics and gene expression. Students should be able to discuss the societal impacts of recent changes in Life Science and related technologies. This course is designed for non-science majors; not open to science majors; not open to science majors. Students should be able to demonstrate knowledge of basic biological processes and concepts. Students should be able to demonstrate clear and correct expression in both written and spoken English. Students should be able to access information from a variety of sources. Students should be able to demonstrate problem solving and analytical skills. Students should be able to analyze planetary issues and their effect on life and work. Students should be able to demonstrate the ability to function as a member or leader of a team. Students should be able to perform appropriate professional skills. Students should exhibit satisfaction in their quality of performance. BIOL â€" Human Anatomy - 4 Credits The study of the human organism with respect to the gross and microscopic anatomy of the organ systems. Laboratory work includes dissection of the cat and appropriate isolated organs. Cellular, before taking BIOL Students should be able to understand and use common anatomical terminology. Students should be able to identify human anatomical structures using illustrations, relative position in the body, descriptions of morphology, and the dissected cat. Students should be able to demonstrate understanding of the relationship between anatomical structure and function at the tissue, organ, and system level. Students should be able to use a variety of learning techniques and demonstrate good study skills. Students should be able to follow written dissection instructions, develop skill in gross dissection, and work as part of a team in the laboratory. Students should be able to demonstrate critical thinking, with some applications to clinical situations, disease processes, and news reports. BIOL â€" Human Physiology - 4 Credits This course presents a study of the human organism, including basic chemical composition and function of the cell. The course stresses homeostatic control systems and coordinated body functions. Students should be able to demonstrate a

knowledge of cellular structure and function. Students should be able to explain the basic biochemical processes occurring at the cellular level. Students should be able to apply basic chemical and physical principles to physiological processes in the organism. Students should be able to explain the fundamental relationship between structure and function. Students should be able to demonstrate an understanding of the concept of homeostasis. Students should be able to describe the mechanism by which homeostasis is maintained. Students should be able to demonstrate an understanding of the organ systems and the mechanisms by which they function. Students should be able to describe the interaction of the organ systems in the maintenance of homeostasis. Students should be able to demonstrate an understanding of physiological terminology. Students should be able to demonstrate the ability to apply physiological concepts. Students should be able to use discipline-specific laboratory equipment to acquire physiological data. Students should be able to interpret and manipulate experimental data. Environmental issues such as energy supplies, energy alternatives, forms of pollution, food production, population growth and resources management will be considered. Student should be able to demonstrate an appreciation of the Limits to Growth of all components of the Ecosystem. They should be able to use Exponential and Logistic Growth Curves to explain and amplify a discussion of this topic. Students should be able to demonstrate an understanding of the Scientific Method, and be able to explain what scientific investigation actually encompasses. Students should be able to identify the components of an ecosystem and demonstrate an understanding of the nature of energy degradation. Students should be able to discuss ecosystem succession, species interactions and sustainability of the environment. Students should be able to demonstrate an understanding of the concept of Biodiversity as it applies to terrestrial and aquatic ecosystems. Students should be able to demonstrate an understanding of the various forms of pollution, the particular characteristics of each type, and the effects of each upon our environment.

Chapter 3 : Setting Objectives and Providing Feedback

Goals, not content coverage or learning processes, provide the rationale for curriculum and instruction. Should you provide a service for someone, gather information about a particular person or place, or do something else? Being in a classroom without knowing the direction for learning is similar to taking a purposeless trip to an unfamiliar city. When teachers identify and communicate clear learning objectives, they send the message that there is a focus for the learning activities to come. This reassures students that there is a reason for learning and provides teachers with a focal point for planning instruction. Providing feedback specific to learning objectives helps students improve their performance and solidify their understanding. Setting objectives and providing feedback work in tandem. Similarly, feedback should be provided for tasks that are related to the learning objectives; this way, students understand the purpose of the work they are asked to do, build a coherent understanding of a content domain, and develop high levels of skill in a specific domain. In this chapter, we present classroom practices for setting objectives and providing feedback that reassure students that their teacher is focused on helping them succeed. When teachers communicate objectives for student learning, students can see more easily the connections between what they are doing in class and what they are supposed to learn. They can gauge their starting point in relation to the learning objectives and determine what they need to pay attention to and where they might need help from the teacher or others. This clarity helps decrease anxiety about their ability to succeed. In addition, students build intrinsic motivation when they set personal learning objectives. When feedback provides explicit guidance that helps students adjust their learning e. The study provides separate effect sizes for setting objectives 0. These translate to percentile gains of 12 points and 28 points, respectively. The first edition of this book reported a combined effect size of 0. Differences in effect sizes may reflect the different methodologies used in the two studies, as well as the smaller study sample size four studies related to setting objectives; five studies related to providing feedback and the specific definitions used in the study to describe the two strategies. For example, in the Glaser and Brunstein study , 4th grade students who received instruction in writing strategies and self-regulation strategies e. In addition, they retained the level of performance they reached at the post-test over time, and when asked to recall parts of an orally presented story, the strategy plus self-regulation students scored higher on the written recall measure than did students in the other two groups. They also address the use of attributional and metacognitive feedback. For example, a study by Kramarski and Zeichner investigated the use of metacognitive feedback versus results feedback in a 6th grade mathematics class as a way to help students know what to do to improve their performance. Metacognitive feedback was provided by asking questions that served as cues about the content and structure of the problem and ways to solve it. Results feedback provided cues related to the final outcome of the problem. Students who received metacognitive feedback significantly outperformed students who received results feedback, in terms of mathematical achievement and the ability to provide mathematical explanations. They were more likely to provide explanations of their mathematical reasoning, and those explanations were robustâ€”they included both algebraic rules and verbal arguments. Classroom Practice for Setting Objectives At a minimum, setting objectives involves clearly communicating what students are to learn. There are four recommendations for setting objectives in the classroom: Set learning objectives that are specific but not restrictive. Communicate the learning objectives to students and parents. Connect the learning objectives to previous and future learning. Engage students in setting personal learning objectives. Set learning objectives that are specific but not restrictive The process of setting learning objectives begins with knowing the specific standards, benchmarks, and supporting knowledge that students in your school or district are required to learn. State and local standards or curriculum documents are generally the source for this information. Often, standards are

written at a fairly general level. If they are not too broad, they might serve as learning objectives at the course or unit level. Often, teachers must "unpack" the statements of knowledge in their standards document to drill down to more specific statements of knowledge and skills that can serve as the focus for instructional design and delivery. For example, as a 3rd grade teacher prepares to design and deliver writing instruction, he or she might encounter the following 3rd grade standard and expectation: Use the general skills and strategies of the writing process. In this example, the standard is written at a very general level. The benchmark statement is more specific and could serve as the learning objective for a unit or portion of a unit. In this example, the teacher may use the unpacking process to determine that, in order to demonstrate proficiency, students need to be responsible for the entire process of writing a paragraph that groups sentences around a specific topic. This includes Generating the topic, instead of receiving the topic from the teacher. Understanding the procedure for writing a complete paragraph. Demonstrating the ability to write a complete paragraph that includes an introductory sentence, supporting sentences, and a concluding sentence, without the aid of sentence starters or similar assistance. Demonstrating the ability to establish and maintain coherence throughout a paragraph by aligning sentences with one another and to the topic. The teacher uses the knowledge and skills identified through the unpacking process to develop lesson objectives. These objectives explicitly focus instruction on guiding students toward proficiency with the content knowledge and skills expressed in the standards document. Learning objectives should not be so broad that they are meaningless or so narrow that they limit learning or provide few opportunities for differentiation. To provide the guidance that students need, learning objectives should be stated in terms of what students are supposed to learn, not what activity or assignment they are expected to complete. For example, "Understand how white settlers interacted with American Indians" is a learning objective, and "Read pages 14â€”17 and answer the questions about ways that white settlers interacted with American Indians" is a learning activity. The learning objective is what students should know, understand, or be able to do as a result of completing the learning activity or assignment. Stating learning objectives as statements of knowledge underscores the point that attaining objectives is about acquiring knowledge rather than competing against others Brophy, Specificity of Learning Objectives Too General.

DOWNLOAD PDF OBJECTIVES, COMPETENCIES LEARNING OUTCOMES (OPEN DISTANCE LEARNING)

Chapter 4 : Course Learning Outcomes â€“ Community College of Rhode Island

Objectives, Competencies and Learning Outcomes: Developing Instructional Materials in Open and Distance Learning (Open and Flexible Learning Series) 1st Edition by Reginald Melton (Author), Judith Calder (Author), Ann McCollum (Author) & 0 more.

High School Grad Year Your Message By clicking submit, I consent to calls, emails and texts from Keiser University at the phone number that I have provided and some of these calls may occur from automated technology. Williams believed in me. They were more than instructors, they tried to get to know you as a person and tried to understand your goals so they could push you towards them. Crawford from student services helped me find a job before I even graduated. She was dedicated to my overall success. Jessica Kircher Going to Keiser University was one of the greatest experiences in my life. All of my deans, professors, and staff made me feel that I was a part of something very special, and I am. I would recommend for anyone to get their education at Keiser University. Belinda Haney The two instructors that have impacted my life are Mr. Both of them believed in my ability to become a great graphic designer, regardless of how I felt about my skills. I appreciate their motivation to get me to where I am today. Justin Pugh Beyond the curriculum of the courses, the lessons the instructors have taught me have paid dividends in my real work experiences. How to respond to criticisms, project and time management, interview skills, the list goes on and on. At the end of the day, they not only showed me how to design, but they taught me how to be a professional. Ryan Bushey If not for my education at Keiser I probably would not be where I am today, in both life and career. It is because of going to Keiser and the instructors I had that I joined a club started by Mr. Williams, The Lakeland Shooters Photography Group, which allowed me to venture into an amazing and very creative field that I use to enhance all aspects of my life. Anthony Sassano The Design program at Keiser University was filled with real world learning and hands on instructionâ€¦ Based on the portfolio I created while a student at Keiser University, I landed a job in Graphic Design for a major online retailer immediately after graduation. Ty Fitzgerald The year and a half I spent in the program better prepared me for attaining a job in the fieldâ€¦As a hands-on learner, the project-centered teaching was perfect for me. Jackson Tejada Keiser University has given me the opportunity to embrace a career changeâ€¦ It has opened the door for a timely graduation and quick return to the work forceâ€¦ Dale Caverly Without the education I received at Keiser University, I would not be where I am today! I not only received an excellent education but also encouragement and training that built my self-confidence every day. Nidia Barrios I realize the amount of knowledge I gained and feel that the educational experiences have developed me in to a person who can move higher up the career ladder. The professors transformed my attitude and behavior, gave me the self-confidence I was lacking, and restored my energy. Because of the small class sizes, I was able to build good relationships with classmates and professors. The PA professors care very much about the progress and success of the students and have been great advisors every step of the way through the program. The small class sizes and personalized attention helped me get my degree quickly. The hands-on experience and the education landed me a job at a neighboring law firm. Dedrick Saxon I chose Keiser because it had everythingâ€”small classes, caring professors, hands-on learning, and counselors that are really there for you. Natalie Dou After being denied for several promotions at my current employer, I decided that I needed to further my education. Laurie Williams Keiser helped change my life by getting my education at the right school! I had been going to another school before, I dropped out because I felt that I was not getting enough information. When I found out about Keiser, I was pleased because the instructors were great. Keiser takes the basics that are taught at the Associates level and uses them to strengthen your skills and knowledge.

DOWNLOAD PDF OBJECTIVES, COMPETENCIES LEARNING OUTCOMES (OPEN DISTANCE LEARNING)

Chapter 5 : Creating instructional goals (learning objectives) | Desire2Learn Resource Center

Objectives, Competencies and Learning Outcomes: Developing Instructional Materials in Open and Distance Learning (Open and Flexible Learning Series) 1st Edition, Kindle Edition by Reginald Melton (Author).

Develop employability skills required of hotel-restaurant management, golf management, and culinary professionals through the use of a competency-based program. Provide students with relevant hands-on operational experience in some facet of the hospitality industry. Perform cost calculations and apply them to decision-making situations. Evaluate food safety and sanitation to maintain a safe and sanitary work environment. Create an attractive and well-designed menu with consideration given to effective costing and pricing principles. Complete and evaluate the data generated from a hotel night audit. Develop a professional marketing brochure for a lodging operation. Forecast sales and expenses in a variety of hospitality businesses. Create a resume and cover letter that effectively highlight skills sought by potential employers. Schedule employees with consideration given to budgets, sales forecasts, and customary labor practices. Program Level Student Learning Outcomes-Culinary Arts Practice and demonstrate industry-standard knowledge and skills regarding sanitation, personal hygiene, and safety procedures. Practice and demonstrate skills and knowledge required of professional culinarians and apply them to commercial kitchen operations. Demonstrate the ability to work in a professional kitchen as a prep, line, and pantry cook. Demonstrate the ability to work in a professional bakery. Display classic and contemporary cooking and baking techniques that represent a variety of global cuisines. Anticipate and manage labor and food costs in order to operate an economically stable environment. Demonstrate purchasing responsibilities by writing food specifications, applying best purchasing practices, interpreting market trends, using new technology applications, and analyzing operational cost controls. Practice the team concept in planning, purchasing, preparing, and serving food items in a variety of professional food service environments. Develop long term business goals, yearly objectives to meet the business goals, and strategies that map the actions needed to each year to meet the objectives Analyze and development and promote merchandising plans for pro shop Analyze the role of tournament business at a golf facility Plan and execute golf tournaments and outings that exceed customer and member expectations. Structure an effective and personalized golf lesson by identifying the deficiencies of the golf swing, providing feedback to the player, and prescribing drills to improve Compile a personalized methodology for teaching the golf swing Execute a personalized golf club and golf ball fitting.

Chapter 6 : Curriculum, Co-Curriculum and Learning Outcomes

Read "Objectives, Competencies and Learning Outcomes Developing Instructional Materials in Open and Distance Learning" by Reginald Melton with Rakuten Kobo. This text offers a perspective on issues surrounding student learning by addresssing questions of quality and learning e.

Chapter 7 : Hospitality Management Program Goals & Learning Outcomes | Allegany College of Maryland

Buy or Rent Objectives, Competencies and Learning Outcomes as an eTextbook and get instant access. With VitalSource, you can save up to 80% compared to print.