Course Number & Title:

Course Instructor:

Overview

As you develop each module of an online course it is imperative that your learning objectives are measurable and that they align with appropriate assessments, learning activities, and resources/support.   You can complete a course blueprint for at least one module of a hybrid or fully online course. This blueprint will help ensure that your course meets Quality Matters standards for online course design while also serving as a planning tool as you work with a learning technology consultant.

Characteristics of Effective Learning Objectives

- Student-Centered (i.e., the language of the objectives is active and outlines student competencies)

- Measurable (i.e., the outlined student competencies can be systematically evaluated and assessed)

- Clear and Concise (i.e., only the components to be measured are included)

Measurable Objective Verbs

The following list includes some of the more commonly used measurable verbs, grouped by their place in **Bloom's taxonomy of educational objectives**.

Creating	compose, construct, create, design, develop, integrate, invent, make, manage, modify, prepare, propose, synthesize
Evaluating	assess, choose, convince, critique, decide, determine, defend, estimate, judge, justify, measure, predict, prioritize, prove, rate, recommend, select
Analyzing	analyze, categorize, compare, contrast, deconstruct, differentiate, examine, infer, organize, select, test
Applying	apply, carry out, choose, demonstrate, recreate, show, solve, use
Understanding	describe, distinguish, clarify, classify, compare, convert, contrast, estimate, explain, identify, locate, predict, relate, report, restate, translate, summarize
Remembering	define, describe, identify, label, list, match, name, order, recall, recognize

Instructions: Map out the essential elements for one course module by completing the table below. To demonstrate alignment, add the learning objective number(s) in parentheses after each assessment. View the course blueprint examples document for additional guidance.

Module Title:

Learning Objectives	Graded Assessments	Student Tasks (Non-Graded)	Course Design Tasks
At the end of this module, students will be able to:	*I will know students have achieved the objectives because they will successfully:*	*Students will do the following to prepare for the assessment(s):*	*My consultant and I need to do the following to provide students with the materials and structure they need:*
1.	●	●	●

Example - Art History Module

Module Title: The Pop Art Era

Learning Objectives *At the end of this module, students will be able to:*	Graded Assessments *I will know students have achieved the objectives because they will successfully:*	Student Tasks (Non-Graded) *Students will do the following to prepare for the assessment(s):*	Course Design Tasks *My consultant and I need to do the following to provide students with the materials and structure they need:*
1. Identify key characteristics and artists of the Pop Art movement 2. Evaluate the role of Pop artists in altering the definition of fine art	• Participate in an online discussion about Pop artists. (Objs 1, 2)	• Read website article: "Pop Art: The Worst Art of All" (Objs 1, 2) artists of the Pop Art • Read journal article: "How Pop Art Saved the World" (Objs 1, 2) • Self-assessment quiz: "Pop Art Artists and Characteristics" (Obj 1)	• Create discussion prompts with clear, measurable expectations. • Provide links to website and journal article readings • Provide intros and context for web and journal readings. • Create self-assessment quiz that aligns with learning objective 1.

Example - LSP 120: Quantitative Reasoning and Technological Literacy, Week 1

Adapted from Jon Costenbader's course blueprint

Module Title: Linear Models

Learning Objectives *At the end of this module, students will be able to:*	Graded Assessments *I will know students have achieved the objectives because they will successfully:*	Student Tasks (Non-Graded) *Students will do the following to prepare for the assessment(s):*	Course Design Tasks *My consultant and I need to do the following to provide students with the materials and structure they need:*
1. Enter a formula in Excel. 2. Create an x-y scatter graph, add-a trend line with equation and R-squared value. 3.Add a trendline to a data series in Excel and use it to make predictions for both x and y. 4. Use equations of trend lines to predict for both and x and y. 5. Calculate predictions using the Excel functions =slope() and intercept(). 6. Test to see if the linear model is a good fit for the data using the R-squared value. 7. Analyze the limitations of mathematical models, especially the limitation of extrapolation. 8. Assess the prediction using written support with a lead sentence, how well the model matches the data, interpolation, extrapolation limitations and explaining other reasons for the level of confidence in the model.	• Complete self-assessments embedded in lessons. (Objs 1-6) • Complete In-Class Activity 1: Trendlines. (Objs 1- 8) • Complete Homework: Linear Models and Trendlines. (Objs 1-8)	• Tutorial: Intro to Excel • Lesson 1: Linear Functions • Reading: Notes on Linear Functions (optional) • Lesson 2: Adding Trendlines • Reading: Notes on Trendlines (optional) • Reading: Justifying your prediction	• Create two online lessons that incorporate images, text, and video. • Create self-assessments for lessons one and two. • Post sample Excel files and. data sets for Activity 1: Trendlines.