



Det Naturvidenskabelige Fakultet



# Learning objectives and approaches to learning

Sted og dato (Indsæt --> Diasnummer)  
Dias 1



## Learning objective

- Participants should be able to formulate a suitable learning objective for own lesson during IUP and reflect on their level (lower order or higher order)
- Participants should be able to consider students approaches to learning and factors influencing these approaches..



## Student's approaches to learning

Try and characterize your student's approaches to learning – consider both “the good” and the “less good” students.

Consider for instance:

- Understanding of subject matter
- How they work on assignments and problems
- How they relate to the exam
- Study techniques
- Preparation
- Overview

(If you don't have teaching, consider your time as a student)

# Intended Learning Objectives (ILO)

## **Curriculum based teaching**

- What should students know (knowledge, content)?
- What should they be introduced to?

## **In outcomes based education:**

- What must students be able to do in virtue of their learning?
- What should they know in order to achieve this?
- What should they do in the teaching situation?



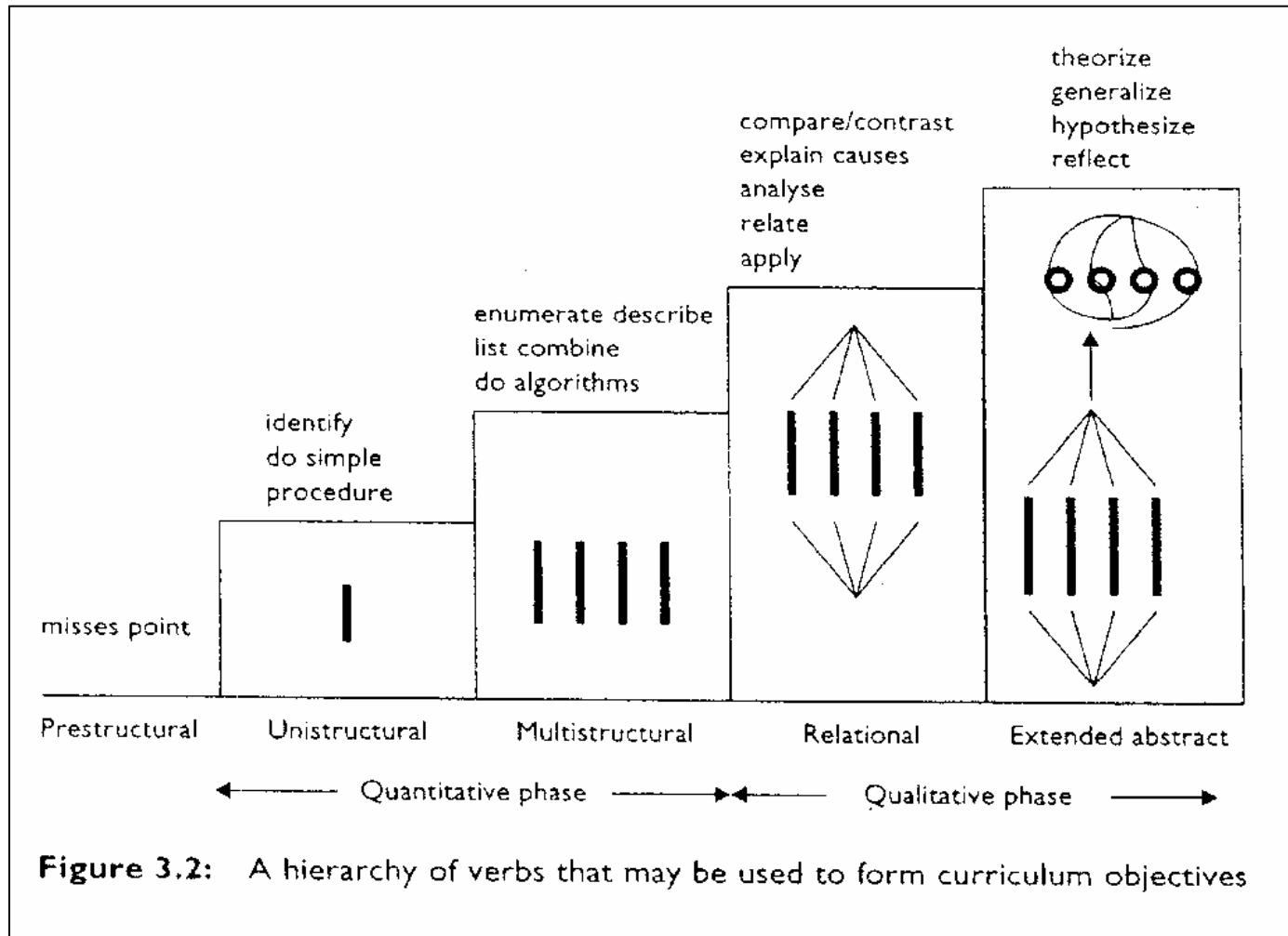
## Intended Learning Outcomes

### ***LESSON LEARNING OBJECTIVES***

- Create one or more hypotheses consistent with given data
- Cooperatively discuss and share ideas
- Be able to draw a diagram of how this case could have occurred
- Use given evidence to eliminate all but one hypothesis
- Be able to explain the genders
- Suggest a strategy for the future

What characterizes a good learning objective?

## Describing competencies: Levels of understanding / competence (see p. 60).



## Bloom's revised taxonomy

- Remembering
  - Understanding
  - Applying
  - Analysing
  - Evaluating
  - Creating
- 
- See verb examples on page 62 in compendium

## Exercise on learning objectives

- Devise a set of learning objectives for the lesson you plan to give here during IUP and write it down
- The learning objectives should describe what the students should be able to do after their participation in the lesson.
- *Individual (5 min)*





## Exercise on learning objectives

- Explain your learning objectives to each other
- Then discuss their level in relation to the Bloom and SOLO taxonomies and consider if they should be on a different level. Could the learning objectives, for instance, be more narrow and then reach a higher level in the taxonomy?
- Prepare to present your objectives to the class
- *In preparation groups*

