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|  | Defense Acquisition University  Contact: Debra Moore  debra.moore@dau.mil  Office: 703-805-4535 | Enspire Learning, Inc.  Content Lead: Robert Bell  robert.bell@enspire.com  (512) 472-8400 ext. 260 |

**Defense Acquisition University**

**FPD 200 (Instructional Product Design and Development)**

**Assignment for**

**Items you need to complete this lesson’s assignment**

1. Course Participant Guide – Lesson 2
2. The “Writing Learning Objectives” refresher reading under the References tab on Blackboard
3. The Analysis work you have already completed

**Concepts you need to understand to complete this lesson’s written assignment**

Using the selected lesson, course material, and any additional research you choose, these are concepts you should feel comfortable with before engaging in the quizzes and assignments for this lesson:

* + - The characteristics and goals of learning objectives
    - The characteristics and goals of a performance outcome
    - The characteristics and goals of terminal learning objectives (TLOs)
    - The characteristics and goals of enabling learning objectives (ELOs)
    - The classification of learning objectives according to different cognitive levels
    - The use of learning objectives to develop an assessment strategy

**Written Assignment**

Using materials from the project course/module that you have selected or are in the process of creating, do the following:

1. Complete a blank IOAP form for the project course/module that you selected. You can find a blank IOAP in the Resources section of the FPD 200 course page on Blackboard. In your IOAP, you must:
   1. Write all terminal learning objectives to include the audience, action statement, condition, and standards that will be expected in students’ performance.
   2. Identify enabling learning objectives that clearly support achievement of the terminal learning objective.
   3. Properly identify the level of cognitive complexity required for all enabling learning objectives.
   4. Identify an appropriate assessment method and scoring instrument for each enabling learning objective.
2. In a separate document, justify your assessment strategyby answering the following questions:
   1. Are the levels at which the learning objectives are written appropriate for the intended audience? How do you know?
   2. Do the enabling objectives build (correctly sequenced using Bloom’s Taxonomy) to the terminal learning outcome? How do you know?
   3. How will the learning objectives prepare the intended students to enhance their job performance or acquire a more complete understanding of their career field?
   4. Is the course assessment strategy sufficient to measure and/or observe the students’ performance of the learning objectives?
   5. How will students demonstrate their achievements to you according to your assessment strategy?
   6. How will students receive feedback according to your assessment strategy?
   7. How will instructors differentiate between acceptable and unacceptable student performance?