* **TLO: Produce a set of learning objectives for a selected learning asset based on Analysis phase data.**

**Purpose:** In this section, you will begin to produce the design documents for your learning asset. In this phase you will use your findings from the Analysis phase to guide the development of your terminal learning objectives (TLOs).

**Method:** You will be asked to complete a series of tasks that will support you as you navigate the design process. At the end of each task, you will be asked to explain the decisions you made.

* **Task #1:** The purpose of this task is to create a concise description of the information you gathered during the Analysis phase. Remember, these data provide the foundation for your design process, so it is important to explicitly articulate them here. In the chart below, fill in your conclusions from the Analysis phase.

|  |  |
| --- | --- |
| **Discrete Analysis** | **Conclusions of Analysis** |
| Needs | [List this as the goal(s) of instruction] |
| Job Task | [List these results in the form of desired performance competencies that are appropriate for your intended audience, (i.e., not above or below your target audience’s ability)]    2. . 3. …etc. |
| Learner | [List important variables that have the potential to affect instruction] |

**Please respond in detail to the questions below:**

1. What were the data that led you to your stated conclusions for each analysis?
2. Needs Analysis:
3. Job Task Analysis
4. Learner Analysis
5. How does each of your desired performance competencies align with the goal of instruction?

* **Task #2:** The purpose of this task is to begin the process of determining your terminal learning objectives (TLOs) by aligning each TLO to your list of appropriate desired performance competencies. In the chart below, list all of the appropriate desired performance competencies in the first column. In the second column, write a TLO for each desired performance competency.

|  |  |
| --- | --- |
| Appropriate Desired Performance Competencies | Terminal Learning Objectives |
|  | Be sure to use the correct **[subject] will be able to [verb] [object]** format. |
|  |  |
| [insert as many rows as needed] |  |

**Please respond in detail to the questions/directives below.**

1. Describe ***how*** each of your TLOs directly supports its corresponding desired performance competency.
2. Have you used verbs that are both ***observable*** and ***measurable*** in each of your TLOs?
3. Describe ***how*** each verb is observable and ***how*** that verb has the capacity to be measured.

* **Task #3:** The purpose of this task is to determine whether your objectives reflect a level of thinking and understanding that is appropriate for the target audience, based on their existing knowledge and skills. In Task #2, you made certain that each of your objectives was observable and measurable. Now you must do two things: 1) determine at what cognitive level you have written your objective, and then 2) compare that cognitive level with the findings of your audience analysis. The two must align; that is, the objective must not be below or beyond the target audience’s cognitive ability.

To do this, place each objective in the first column of the chart below. In the second column, write the level of Bloom’s Taxonomy to which the objective is written, and in the third column, write to what knowledge dimension the objective is written.

|  |  |  |
| --- | --- | --- |
| Objective | Bloom’s level | Knowledge dimension |
| 1. |  |  |
| 2. |  |  |
| [insert as many rows as needed] |  |  |

When you have completed the information above, chart each objective on the cognitive process/knowledge dimension chart below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge Dimension** | **Cognitive Process Dimension** | | | | | |
|  | *Remember* | *Understand* | *Apply* | *Analyze* | *Evaluate* | *Create* |
| *Factual Knowledge* | A1 | A2 | A3 | A4 | A5 | A6 |
| *Conceptual Knowledge* | B1 | B2 | B3 | B4 | B5 | B6 |
| *Procedural Knowledge* | C1 | C2 | C3 | C4 | C5 | C6 |
| *Metacognitive Knowledge* | D1 | D2 | D3 | D4 | D5 | D6 |

**Please respond in detail to the directives below.**

1. Write each of the levels of Bloom’s Taxonomy and ***in your own words*** describe the cognitive behaviors that are represented at each level.
2. Write each of the knowledge dimensions and ***in your own words*** describe each type of knowledge.

**Task #4:** The purpose of this task is to compare the information from the learner analysis to the determination you have made relative to the knowledge and cognitive process dimensions of your objectives. This information will be used, along with the information you gathered in Task #1 and Task #3, to validate each of your objectives using the ***Criteria for Validating a Learning Objective*** below.

|  |  |
| --- | --- |
| **Criteria for Validating a Learning Objective** | **Yes or No** |
| The objective states or reasonably implies the target audience. |  |
| The objective identifies an action for the audience to demonstrate. |  |
| The objective describes an object of the action that learners will be expected to demonstrate. |  |
| The action identified in the objective is one that an instructor can observe and measure in an assessment. |  |
| The cognitive process involved in demonstrating the learning objective is appropriate for the target audience. |  |
| The object of the learning objective adequately reflects the knowledge dimension of the task. |  |

**Please respond in detail to the directive below**.

Explain in detail ***how*** each of your objectives meets the validation criteria.