Online Learning: Measurable Objectives
Question:

Do you feel your course objectives are measurable?
During this session, we will:

- Discuss research supporting the importance of creating clear, student-centered and measurable objectives
- Discuss the Quality Matters (QM) initiative
- Discuss the QM rubric, specifically as it relates to the creation of course objectives
- Review measurable vs. non-measurable objectives
- Review Bloom’s Taxonomy in relation to objectives
- Provide recommendations for creating measurable objectives
- Showcase course objectives currently integrated effectively
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http://www.qmprogram.org/
Standard 2: Indicators

Learning Objectives (Competencies)

2.1 The course learning objectives describe outcomes that are measurable.

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

2.3 All learning objectives are stated clearly and written from the students’ perspective.

2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.

2.5 The learning objectives are appropriately designed for the level of the course.
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# General Linking of Learning Objectives to Assignments

## Foundations of Educational Measurement

### Course Objective
1. Understand and utilize terminology related to research (FEAP #4)
2. Develop the critical thinking skills necessary to become informed consumers of research literature

### Chapter Objective
1. Define the terms measurement, evaluation, and assessment. Differentiate one from the other.
2. Identify two reasons why measurement is a critically important component of quantitative research.
3. Differentiate the four measurement scales and provide educationally relevant examples of each.
4. Define the term descriptive statistics.
5. Describe the characteristics of a frequency distribution, frequency polygon, and histogram. Explain how each can be used to describe data. Describe the characteristics of a normal distribution, a positively skewed distribution, and a negatively skewed distribution.
6. Explain the concept of central tendency and describe the characteristics of the mean, median, and mode as measures of central tendency.
7. Explain the concept of variation and describe the characteristics of the range and standard deviation as measures of variation.
8. Explain the relationship between the standard deviation and the normal curve.
9. Explain the concept of reliability and describe the characteristics of the correlation coefficient as a measure of relationship.
10. Define reliability of measurement as it relates to educational measures, identify five characteristics of validity, and explain the effect of validity on research.
11. Identify five types of reliability estimates and give an example of each.
12. Identify the conditions affecting reliability and the ways by which it can be enhanced.
13. Explain the relationship between validity and reliability.
14. Define the term outlier.

### Textbook Chapter
Chapter 5

## Chapter to Do List

<table>
<thead>
<tr>
<th>Activity</th>
<th>POINT VALUE</th>
<th>SUBMIT TO</th>
<th>OBJECTIVE(S) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Textbook</td>
<td></td>
<td></td>
<td>C1, 1-14</td>
</tr>
<tr>
<td>Chapter 5 Notes</td>
<td></td>
<td></td>
<td>C1, 1-14</td>
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<tr>
<td>Chapter 5 Game</td>
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<td>Studymate</td>
<td>C1, 1-14</td>
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<tr>
<td>Video Discussion # 1</td>
<td>5</td>
<td>Discussion Board</td>
<td>C1, C3, 1-6, 13.14</td>
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# Bloom’s Taxonomy:

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<td>Knowledge</td>
<td>Draw, Identify, Locate, Label, Select, Outline, Write, List, Recite, Name, State, Record, Repeat</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Confirm, Infer, Convert, Explain, Relate, Match, Describe, Estimate, Paraphrase, Predict</td>
</tr>
<tr>
<td>Application</td>
<td>Apply, Modify, Build, Construct, Solve, Report, Sketch, Produce</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, Sort, Categorize, Investigate, Compare, Debate, Differentiate, Examine, Contrast</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Combine, Compose, Design, Generate, Invent, Plan, Formulate, Originate, Devise, Revise, Hypothesize</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Solve, Critique, Criticize, Appraise, Assess, Conclude, Justify, Judge</td>
</tr>
<tr>
<td>Level</td>
<td>Definitions</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td><strong>Knowledge</strong></td>
<td>Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student translates, comprehends, or interprets information based on prior learning.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.</td>
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<tr>
<td>Analysis</td>
<td>Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.</td>
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<tr>
<td>Synthesis</td>
<td>Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.</td>
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<tr>
<td>Evaluation</td>
<td>Student appraises, assesses, or critiques on a basis of specific standards and criteria.</td>
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Objectives: Measurable or Not??

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<tr>
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<th>Measurable? (2.1 &amp; 2.2)</th>
<th>Consistent? (2.2)</th>
<th>Stated clearly? (2.3)</th>
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<th>Appropriate level? (2.5)</th>
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<td>Use knowledge of how students differ in their learning to promote fairness yet maintain consistent behavior standards</td>
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(2.1, 2.2, 2.3, 2.5 refer to Bloom's Taxonomy levels)
Click here to review a chart that shows how the course objectives relate to course activities and assignments.
Example: Crosswalk

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Maria: module 3 and 5
Sample paper
video
Read
Emmer & Evertson, Chapter 2: “Establishing Classroom Rules and Procedures”

Module 3 - Journal
Enabled: Statistics Tracking

Sample Paper
TaskStream - Phase I Sample

Video Explanation for Journal Assignment

[Video Thumbnail]

[Video Controls: Play, Edit, Capture]
Phase I: Learning Environment

I believe the Media Center should be a dynamic room, able to be modified to adapt to the specific needs of the school and the moment. It must be able to accommodate whole classrooms, as well as groups and individuals – often at the same time. It is also the meeting place of faculty and parents, and hosts book fairs and other events. While students are in the Media Center, however, I believe it is vitally important to ensure that those students who require extra supervision, assistance or support find an environment designed with their needs in mind. For this assignment, I have envisioned that I have a classroom of 20 second graders visiting the library, and I have indicated where I would have students sit during different activities. Before the class comes in, I would put the library card for each student on the table where I wanted them to sit. The Media Center has been split into four areas: the Classroom Area, the Computer Stations, the Carpeted Stairs, and the Group Tables area. In the design of the library, I have also
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**Classroom Area:** The classroom area has nine tables, with room for four students at each. Depending on the lesson or project being worked on, I would have students sit in groups of three.
class will be working as a group without needing to see the screen, they would sit four to a table.
1. English Language Learners: I have put the English language learners (ELL) in the...
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Read
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Module 3 - Journal
Enabled: Statistics Tracking

Sample Paper
TaskStream - Phase I Sample

Video Explanation for Journal Assignment
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Sample Paper
TaskStream - Phase I Sample

Video Explanation for Journal Assignment
Read
Emmer & Evertson, Chapter 2: “Establishing Classroom Rules and Procedures”

Module 3 - Journal
Enabled: Statistics Tracking

Sample Paper
TaskStream - Phase I Sample

Video Explanation for Journal Assignment
Example: Crosswalk

Click here to review a chart that shows how the course objectives relate to course activities and assignments.

Maria: module 3 and 5
Sample paper video
Objectives in Action

https://fiu.blackboard.com/webapps/login/

FIU Online

MELODY:
Practice: *StudyMate*
Grade: Interactive rubrics
**Fact** Template [explain]

Title: whiddonm-001

Enter a fact, phrase, or any text that you want to remember:

**Expanded View**

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Author</th>
<th>Item Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>achae-001</td>
<td>Fact</td>
<td>EYLIN ACHA</td>
<td>Legitimate sources for decisions of this nature Personal experience, tradition, authority, logic, and research are</td>
</tr>
</tbody>
</table>
Navigation to the webpage was canceled

What you can try:

- Retype the address.
EDF 5481 | FOUNDATIONS OF EDUCATIONAL

DR. MELODY WHIDDON

My name is Dr. Melody Whiddon and I will be your instructor for this fully online class with you this semester. Please take a moment to review the information below.

- Click here to learn How to Get Started in your Online Course.
- Please view my welcome message.
- Please review your syllabus.
view my welcome message.
review your syllabus.

Chapter 1: Introduction to Research in Education

Chapter 2: Research Problems, Variables, Questions, and Hypotheses

Chapter 3: Reviewing and Locating Research

Chapter 4: Participants and Sampling

Chapter 5: Foundations of Educational Measurement

Exam 1
Chapter 1: Introduction to Research in Education

Introduction to Research in Education

Chapter To-Do List

INTRODUCTION TO RESEARCH IN EDUCATION

Course Objective

C1: Understand and utilize terminology related to research (FEAP #4)
C3: Develop the critical thinking skills necessary to become informed consumers of research literature

Chapter Objective

1. Identify four (4) sources used to make decisions in education and the limitations associated with each source. Assess the appropriateness of relying on each source for specific decisions.
2. Define the term “research” and identify its characteristics.
3. Defend research as a valuable source of information and knowledge in education.
Introduce Yourself

Read

Please read Chapter 1 in the text

Chapter 1 Notes

Ch 1 StudyMate Game

Select this item

Syllabus/Website Quiz

How to Find an Article Tutorial
Security Warning

Do you want to view only the webpage content that was delivered securely?

This webpage contains content that will not be delivered using a secure HTTPS connection, which could compromise the security of the entire webpage.

More Info  Yes  No
### "Fact" Template

**Title:** whiddonm-001

Enter a fact, phrase, or any text that you want to remember:

Type: Fact

Author: EYLIN ACHA

Item Wording: Legitimate sources for decisions of this nature. Personal experience, tradition, authority, logic, and research are...

---

**Context menu for item achae-001**
"Fact" Template [explain]

Title: whiddonm-001

Enter a fact, phrase, or any text that you want to remember:

Topic (optional): Choose ...

Preview: Choose ... GO

Expanded View

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Title: whiddenm-001

Enter a fact, phrase, or any text that you want to remember:

Preview: Choose ...

Expanded View

Title: achae-001
Type: Fact
Author: EYLIN ACHA
Item Wording: Legitimate sources for decisions of this nature Personal experience, tradition, authority, logic, and research are
**Fact Template**

**Title**: whiddonm-001

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**Topic (optional)**: Choose...

**Preview**: Choose... GO

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<tr>
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<th>Preview: Choose...</th>
<th>GO</th>
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[explain]
Navigation to the webpage was canceled

What you can try:

- Retype the address.
Navigation to the webpage was canceled

What you can try:

- Retype the address.
Thread: Video 1 discussion
Post: RE: Video 1
discussion
Author: EYLIN ACHA
Status: Published

February 12, 2012
11:17 PM

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### Grade Discussion Forum Users

Grades entered or changed here are automatically entered or changed in the Grade Center. Points possible: 5

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[More Help]
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## Video Discussion Rubric

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<th>List View</th>
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<tbody>
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### Promptness and Initiative
- **0 Points**: Does not post
- **0.25 Points**: Does not respond to most postings; rarely participates or waits until the last minute
- **0.5 Points**: Responds to most postings several days after initial discussion; limited initiative
- **0.75 Points**: Responds to most postings within a 48 hour period; requires occasional prompting to post
- **1 Point**: Consistently responds to postings in less than 48 hours (24 hours when facilitating); demonstrates good self-initiative

### Delivery of Post
- **0 Points**: Does not post
- **0.25 Points**: Utilizes poor spelling and grammar in most posts; posts appear “hasty”
- **0.5 Points**: Errors in spelling and grammar evidenced in several posts
- **0.75 Points**: Few grammatical or spelling errors are noted in posts
- **1 Point**: Consistently uses grammatically correct posts with rare misspellings

### Quality/Relevance of Post
- **0 Points**: Does not post
- **0.25 Points**: Posts topics which do not
- **0.5 Points**: Occasionally posts off topic; most posts are
- **0.75 Points**: Frequently posts topics related to discussion topic; cites additional
- **1 Point**: Consistently posts topics related to discussion topic; cites additional
<table>
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<th>Delivery of Post</th>
<th>Quality/Relevance of Post</th>
<th>Contribution to the Learning Community</th>
<th>Participants’ Quantity of Posts</th>
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<tr>
<td></td>
<td>Does not post</td>
<td>Does not post</td>
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<td>Does not post</td>
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<tr>
<td></td>
<td>Utilizes poor spelling and grammar in</td>
<td>Posts topics which do not relate to the</td>
<td>Occasionally makes meaningful reflection on</td>
<td>Posts only 1</td>
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<tr>
<td></td>
<td>most posts; posts appear “hasty”</td>
<td>discussion content; makes short or irrelevant</td>
<td>group’s efforts; marginal effort to become</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Errors in spelling and grammar evidenced</td>
<td>Posts are short in length and offer no further</td>
<td>effort to become involved with group;</td>
<td>Posts 2 or 3 through (5)</td>
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<tr>
<td></td>
<td>in several posts</td>
<td>insight into the topic</td>
<td>frequently attempts to direct the discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few grammatical or spelling errors are</td>
<td>Frequently posts topics that are related to</td>
<td>and to present relevant viewpoints for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>noted in posts</td>
<td>discussion content; cites additional references</td>
<td>consideration by group; interacts freely</td>
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<tr>
<td></td>
<td>Consistently uses grammatically correct</td>
<td>Consistently posts topics related to discussion</td>
<td></td>
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<tr>
<td></td>
<td>posts with rare misspellings</td>
<td>topic; cites additional references related to</td>
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<td></td>
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<td>topic</td>
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**Notes:**
- Points are awarded based on the criteria listed.
- Consistency and quality are key factors in grading.
<table>
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<tr>
<th>Quality/Relevance of Post</th>
<th>Points: 0</th>
<th>Points: .25</th>
<th>Points: .5</th>
<th>Points: .75</th>
<th>Points: 1</th>
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<tbody>
<tr>
<td>Does not post</td>
<td></td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td></td>
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<td></td>
<td></td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td></td>
<td></td>
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Feedback

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<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
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Name: Video Discussion Rubric
I think that the video was really helpful too. The fact that you mentioned that we should stay focused in our topic is really important because some of us get nervous really easy starting going back and forth in our research without a plan to follow. The steps mentioned in the video gave us an idea about the research and how to conduct it.

What people fear the most, I think, is the reading and the mathematic aspects of the research. There are so many statistical terms to have in mind when we are reading our article, and those terms may be confused for some of us. Sometimes, I mix terms such as mode, median, and mean. I like math, but for a ELL students it is still difficult to see terms that have a similar spelling that the ones in our language but the meaning.
Topic: Establishing Classroom Rules and Procedures

Objectives
- Draw an effective physical classroom layout
- Justify placement of classroom items reflected in the physical layout
- Explain key terms such as Learning Disabled (LD) and English Language Learner (ELL)
- Identify appropriate seating arrangements for students of varied abilities

Read
Emmer & Evertson, Chapter 2: “Establishing Classroom Rules and Procedures”

Module 3 - Journal
Enabled: Statistics Tracking
Module 3

Topic: Establishing Classroom Rules and Procedures

Objectives

- Draw an effective physical classroom layout
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Welcome to EDF3251 / EDF5255 - Classroom Management

Please view my welcome message video. (Click here for an alternate text version)

Please review your syllabus.

How to Get Started

Click the 'show/hide text' button below to view this text. This section will detail important information related to your online course.

Module 1

Module 2
Module 7

Objective

- Demonstrate content knowledge of material presented thus far

Exam 1 - Review

You will find two tools to assist you with preparing for the exam. It is important that you use both tools to review as they present different information, all of which will be reflected in the exam.
Objective
Enabled: Statistics Tracking
- Demonstrate content knowledge of material presented thus far

Exam 1 - Review
You will find two tools to assist you with preparing for the exam. It is important that you use both tools to review as they present different information, all of which will be reflected in the exam.

Exam 1: Review
This tool will allow you to study for the exam in a multiple choice format.

Exam 1: True and False
This tool will allow you to study for the exam in a format of your choice which includes options such as flash cards, pick a letter, fill in the blank, matching, or crosswords.

Exam 1
Exam 1: Review

This tool will serve as a review for your exam

Quiz
Challenge
Objective
- Enabled: Statistics Tracking
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Enabled: Statistics Tracking

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Exam 1: True and False

This will serve as a review for your exam

Flash Cards
Pick a Letter
Fill In The Blank
Matching
Crosswords
Glossary
Exam 1: True and False

This will serve as a review for your exam

Flash Cards
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Fill In The Blank
Matching
Crosswords
Glossary
Exam 1: True and False

This will serve as a review for your exam

Flash Cards
Pick a Letter
Fill In The Blank
Matching
Crosswords
Glossary
It's best to let students learn safety information as instances occur because first-hand experience is more meaningful.
False
Exam 1: True and False

This will serve as a review for your exam

Flash Cards
Pick a Letter
Fill In The Blank
Matching
Crosswords
Glossary
Exam 1: Review

This tool will serve as a review for your exam

Quiz
Challenge
Exam 1: Review

This tool will serve as a review for your exam
During the first week of classes, the teacher should plan lessons that

A) use mainly a whole-class format.
B) allow students spend most of their time working in small groups.
C) contain a variety of instructional groupings and complex procedures.
D) permit students freedom of movement and opportunities for social interaction.
During the first week of classes, the teacher should plan lessons that

A) use mainly a whole-class format.
B) allow students spend most of their time working in small groups.
C) contain a variety of instructional groupings and complex procedures.
D) permit students freedom of movement and opportunities for social interaction.
During the first week of class, which of the following is true?

A) use mainly a whole-class approach
B) allow students to spend more time in the classroom
C) contain a variety of interactions
D) permit students freedom of interaction.

Select Answer: A
During the first week of classes, the teacher should plan lessons that

✓ Correct

A) use mainly a whole-class format.
Exam 1: Review

This tool will serve as a review for your exam

Quiz
Challenge
Objectives in Action

https://fiu.blackboard.com/webapps/login/

MELODY:
Practice: StudyMate
Grade: Interactive rubrics
It was a pleasure; please feel free to contact us! 😊
It was a pleasure; please feel free to contact us! 😊