

Creating Your Course: Mapping Activities to Objectives





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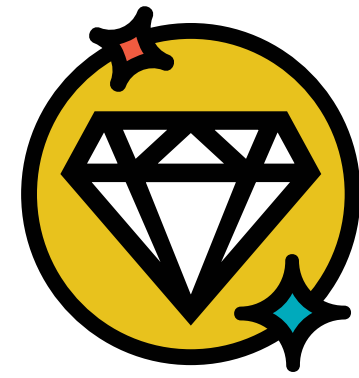
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A decorative graphic consisting of a network of interconnected nodes and lines. The nodes are represented by circles of various colors (red, teal, yellow, orange) and sizes. Some nodes are larger than others, and they are connected by thin grey lines, some solid and some dashed. The overall shape is roughly circular, with the largest nodes positioned at the corners and center.

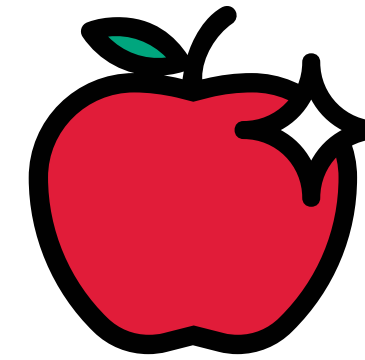
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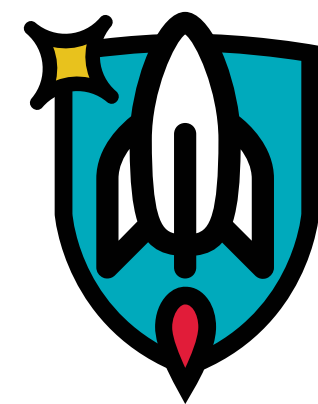
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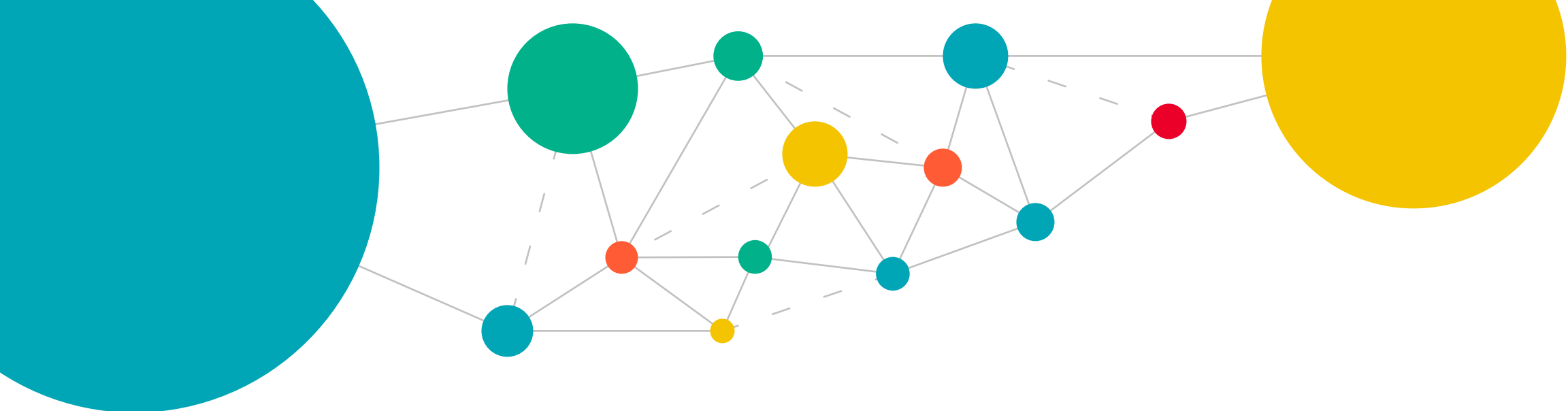
Brand and
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Summary of developing learning objectives

- Outcome driven
- Have clear acceptance criteria
- Have action verbs
- Aligns with activity or lesson

**You have your
objectives...
Now what?**





Planning Phase:

Identify your classroom

Classroom interface

- On-site (lecture, small groups, labs)
- Online
- Blended





Planning Phase:

Identify your learners

Learner Set

- Demographics

- Age and Gender
 - Socio-economic
 - Race/diversity

- Time commitment of learners

- Expectations from learners

Discussion

How often are your courses updated or redeveloped?



Identifying and developing learning activities





Activity Phase:

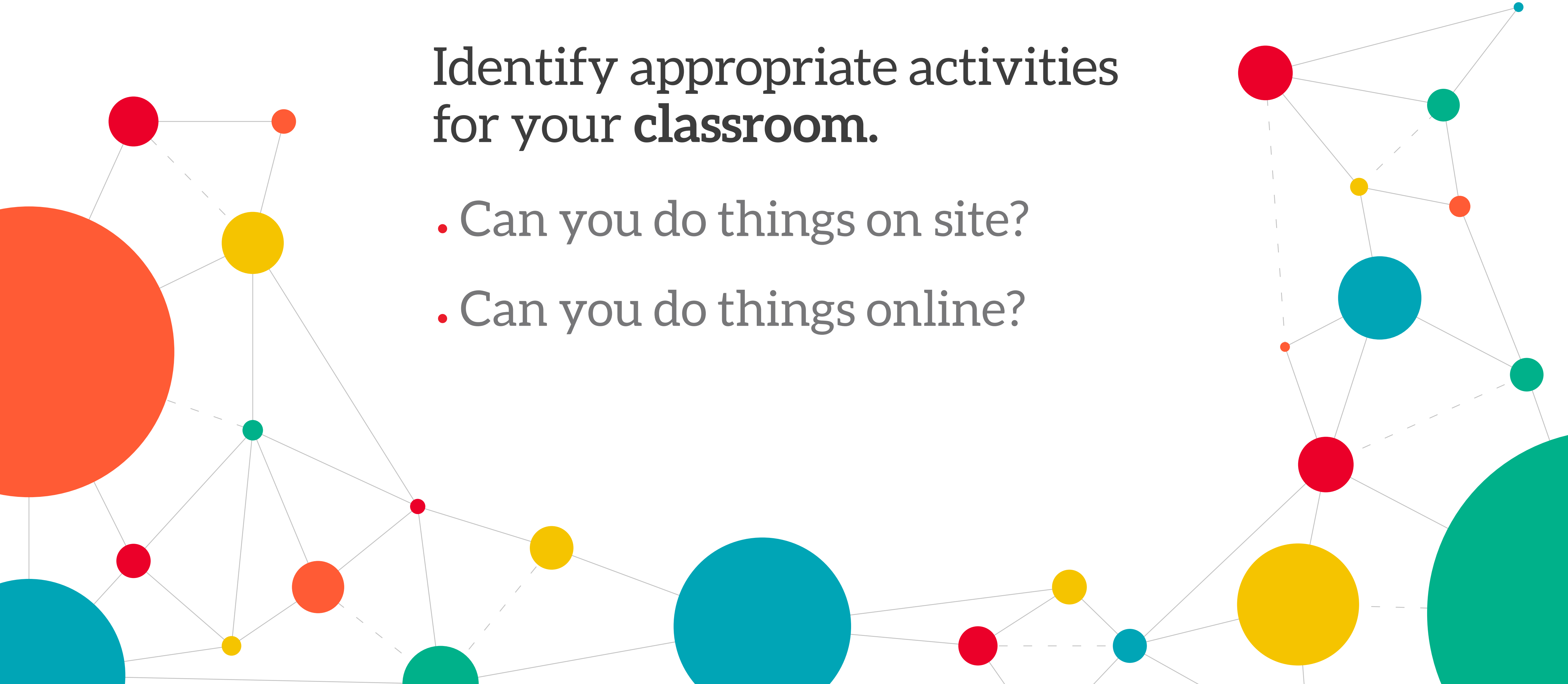
What is a learning activity?

- Any activity designed for the curriculum to support your learning objectives and overall course.
- Activities can be lectures, labs, quizzes, tests, assignments, discussions, projects.

Activity Phase:

Identify appropriate activities for your **classroom**.

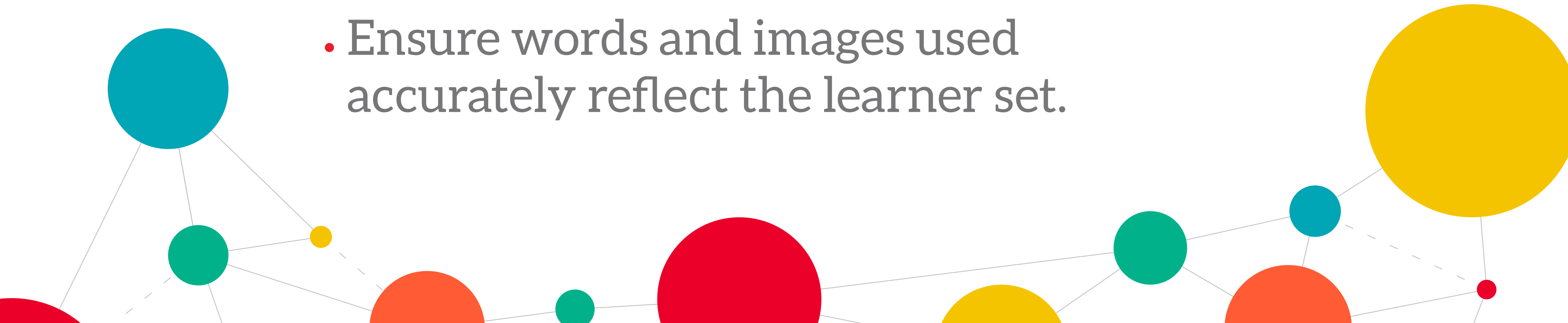
- Can you do things on site?
- Can you do things online?



Activity Phase:

Identify appropriate activities for your learners.

- Know their competency and level.
- Determine their expectations.
- Ensure words and images used accurately reflect the learner set.





Activity Phase:

Identify appropriate activities for your **objectives**.

- What is the intended learning consequence?
- If a learner is expected to be able to perform an activity you must allow them to practice the activity.
- Objectives drive activities and determine what should be covered to meet the objective from a learning standpoint.



Scenario Discussion

You are teaching an on-ground, success strategies course for incoming students in a typical classroom. One of the objectives is, “By the end of this course, learners will be able to generate, evaluate, and demonstrate tools for academic success”.

What are some potential activities that can be developed for this objective?





Scenario Discussion

You are teaching a political science course related to current events. The course is taught entirely online. One objective is “By the end of this course, learners will be able to critically identify and analyze various sources of news as well as slant in media at a local, state, and national level.”

What are some potential activities?





Scenario Discussion

You are teaching a science class related to zoology. The course is blended – the lab component is onsite, the rest of the course is online. One objective is “By the end of this course, learners will be able to identify an appropriate habitat(s) given descriptions of made up species.”

What are some potential activities?



Course mapping and objective coverage



A decorative background graphic consisting of a network of interconnected nodes and lines. The nodes are represented by circles in various colors: red, yellow, teal, and orange. Some nodes are larger than others. The lines are thin and grey, connecting the nodes in a web-like structure. The overall aesthetic is modern and technical.

Mapping

Prove and show how each course resource aligns with one or more objectives.

- Shown through a type of chart that visually confirms how course objectives are covered throughout a course.
- Can also show if coverage of an objective is lacking or in excess, which will require some redevelopment.

Mapping

Important to remember:

- Each objective must be covered in at least one activity
- Objectives can (and often should) have more than one activity
- Activities can (and often should) cover more than one objective

Mapping Example

Course Objectives	Week 6 Objectives	Task/Assignment Connection
LGC.101.C.O. 1	LGC.101.W-6--1	<ul style="list-style-type: none">- Project 1- Assignment 2- Quiz 1
LGC.101.C.O. 4	LGC.101.W-6--2 LGC.101.W-6--3	<ul style="list-style-type: none">- Group Project- In-Class Activity- Quiz 2
LGC.101.C.O. 1 LGC.101.C.O. 4	LGC.101.W-6--1 LGC.101.W-6--2 LGC.101.W-6--3	<ul style="list-style-type: none">- Notes Assignment- Review Activity- Exam

A decorative graphic on the left side of the slide features a network of interconnected nodes. The nodes are represented by circles of various colors (yellow, orange, red, teal, blue) and sizes. Some nodes are connected by solid lines, while others are connected by dashed lines. The overall structure is a complex web of relationships, with larger nodes acting as hubs. The background is white, and the nodes are scattered across the left and top portions of the slide.

Summary

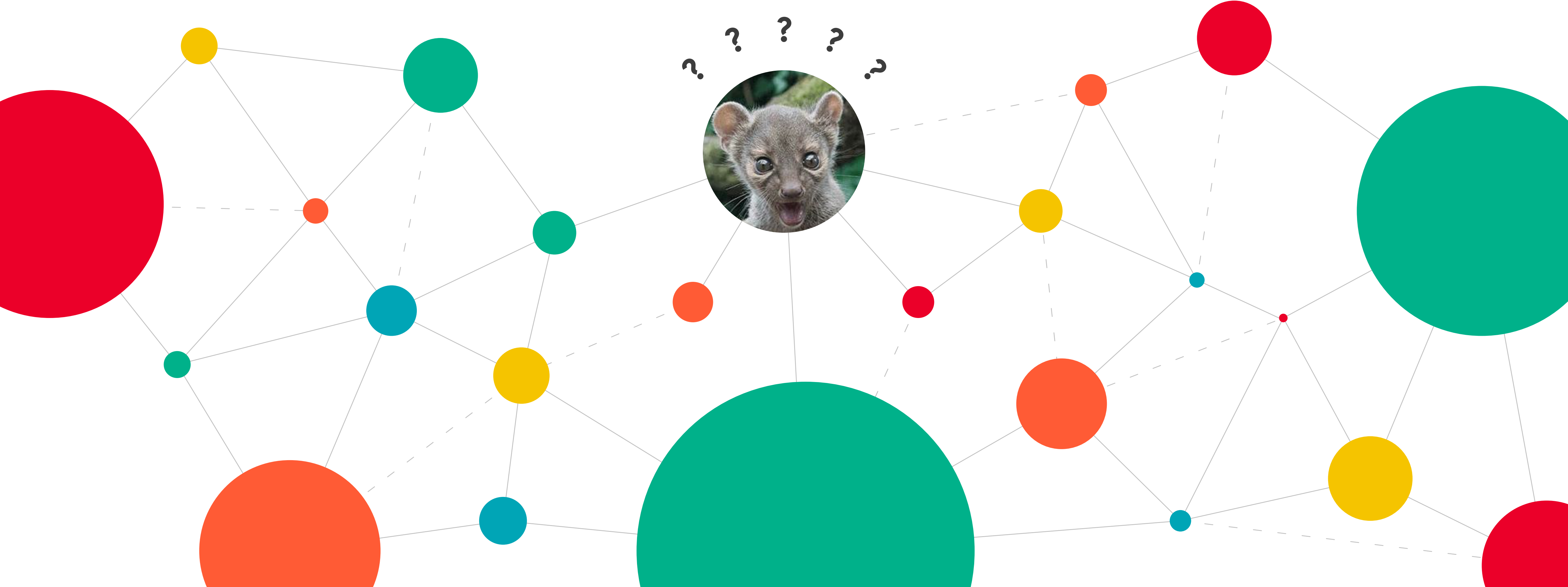
- Identify your classroom
- Identify your learners
- Identify and develop activities
- Complete course map

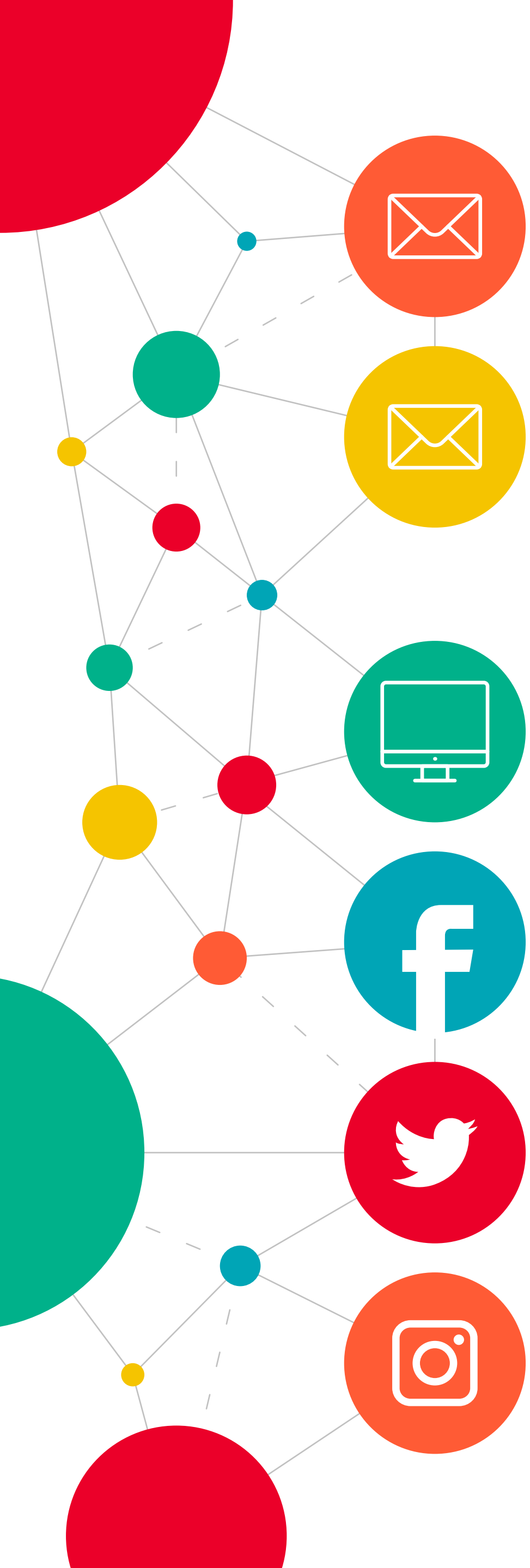
Discussion

How long do you think this course creation process should take?
How long has it taken you?



Additional Questions?





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