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2-2-2022

## Using Daily Learning Objectives to Guide Teaching and Assessment with Chris Estep -New Faculty Lunch Discussion

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University of Arkansas, Fayetteville

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### Citation

Estep, C. (2022). Using Daily Learning Objectives to Guide Teaching and Assessment with Chris Estep -New Faculty Lunch Discussion. *TFSC Publications and Presentations*. Retrieved from <https://scholarworks.uark.edu/wctfscpub/24>

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## How will we know if our students learned?

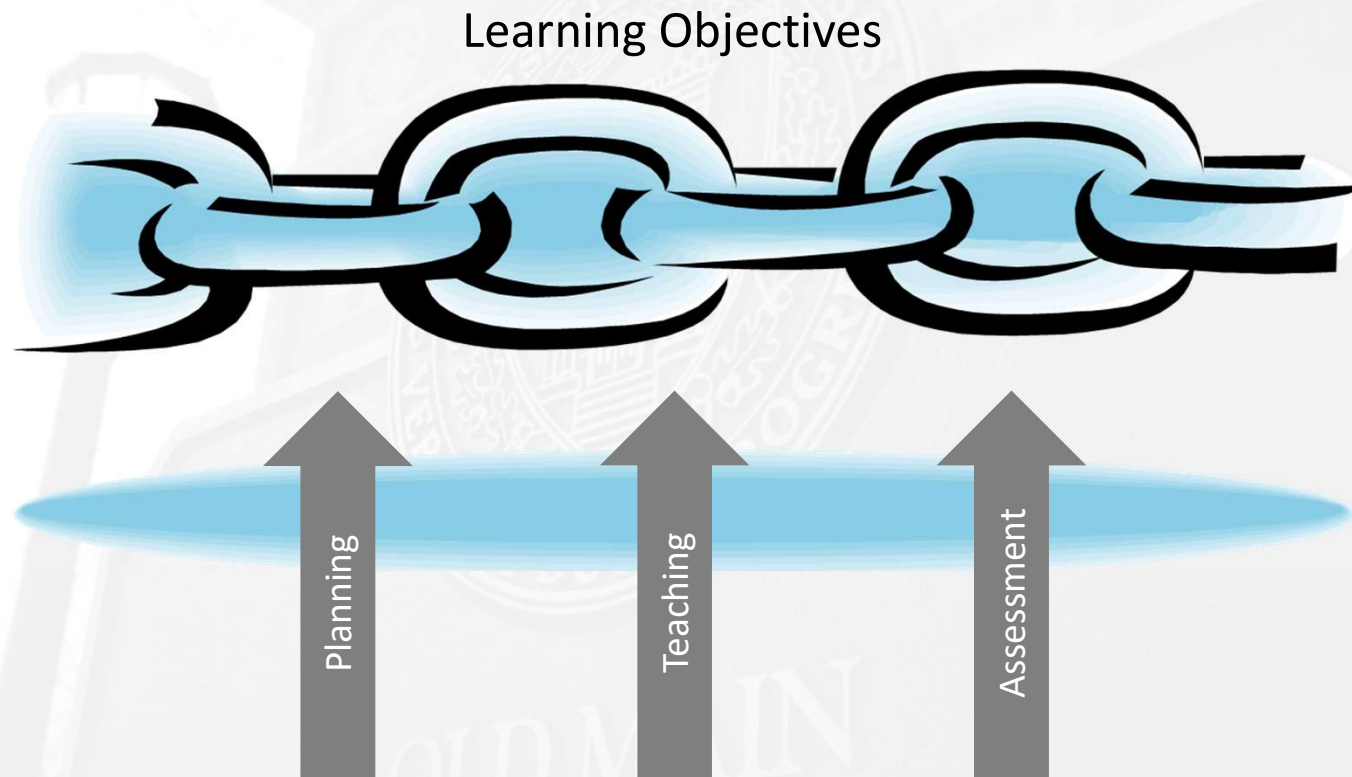
- The student will be able to juggle three running chainsaws without losing any limbs



# Using Daily Learning Objectives to Guide Teaching and Assessment

Chris Estep  
Agricultural Education,  
Communications, & Technology

# What's the Link between Planning, Teaching, and Assessment?



# Objectives

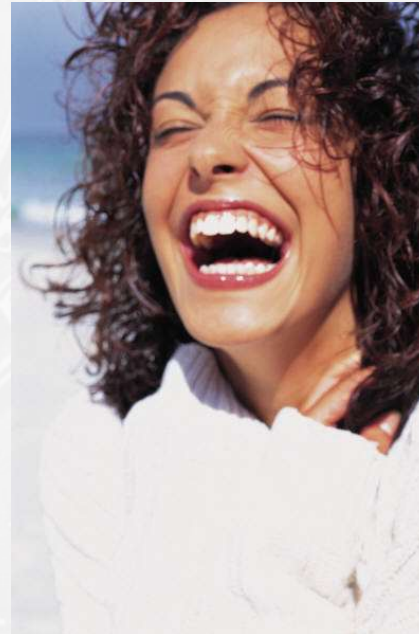
- Recognize the need for instructional objectives
- List the three components of a well-written instructional objective
- Write instructional objectives correctly
- Discuss the purposes of assessment
- Identify the six guiding principles of assessment
- Explain the link between learning objectives and assessment
- Compare and contrast formative and summative assessments

# Writing Instructional Objectives

- Why Objectives?
  - Roadmap for instructor and students
  - Plan and organize instruction
  - Assessment
- What makes an objective effective?
  - Specific: avoid vague learning objectives
  - Measurable: action verbs should describe a tangible outcome
  - Learner-oriented: describes the result of instruction

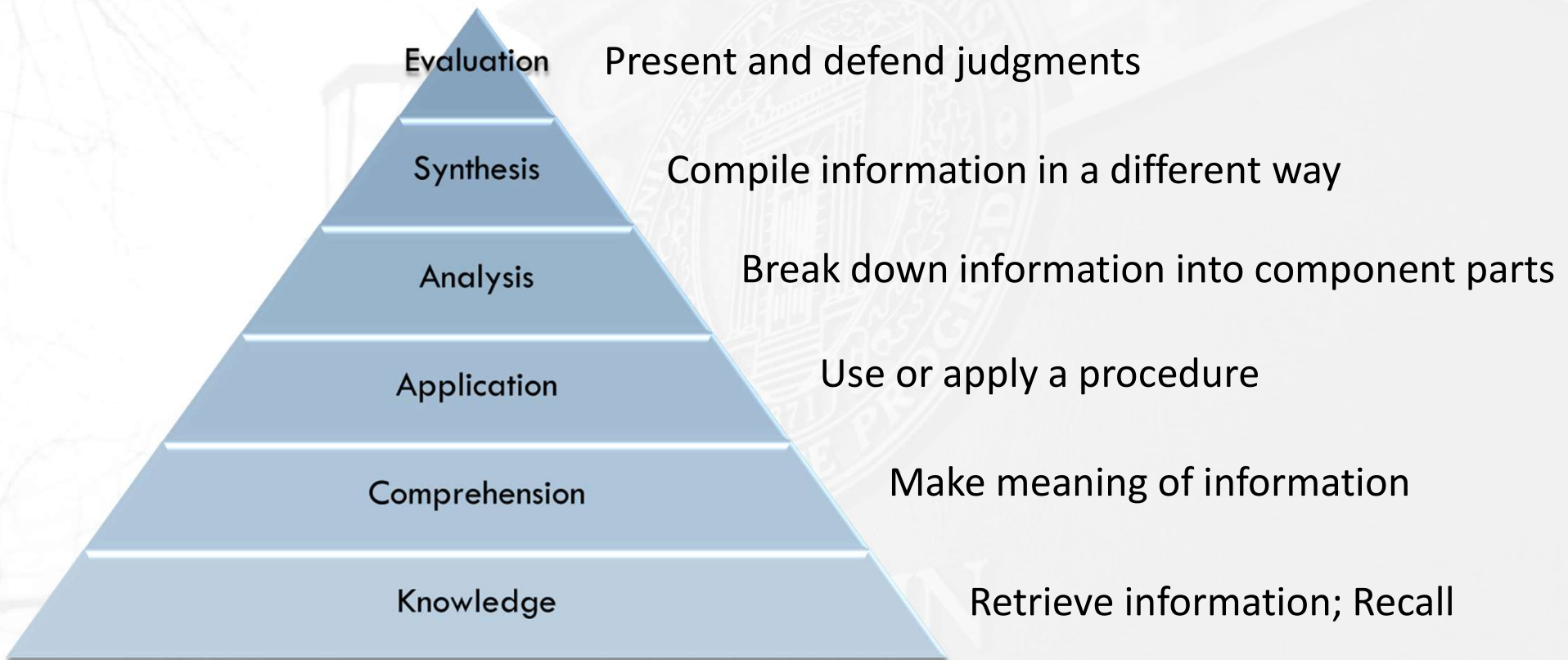
# Domains of Learning

- Cognitive Domain - Knowledge
- Affective Domain – Feelings and Emotions
- Psychomotor – “hands-on” doing





# Bloom's Taxonomy of Cognitive Learning





# What should be included in a learning objective?

- Performance
  - What should the learner know or be able to do? (most important)
  - Action verb/Bloom's level
- Condition
  - Under what conditions should the learner be able to perform (if any)?
- Criterion
  - How well must it be done?

## Examples

- Identify 20 deciduous plants by writing the proper botanical and common names.
- Summarize, in writing, all data in a given contingency table.
- Compare and contrast the nutritional values of two breakfast cereals using the five main parts of the nutrition label.
- List five steps that can be taken to improve relationships between spouses.



# ASSESSING STUDENT LEARNING

- What is the first thing that comes to your mind when you hear the term “assessment of student learning?”

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**“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”**

# What is assessment?

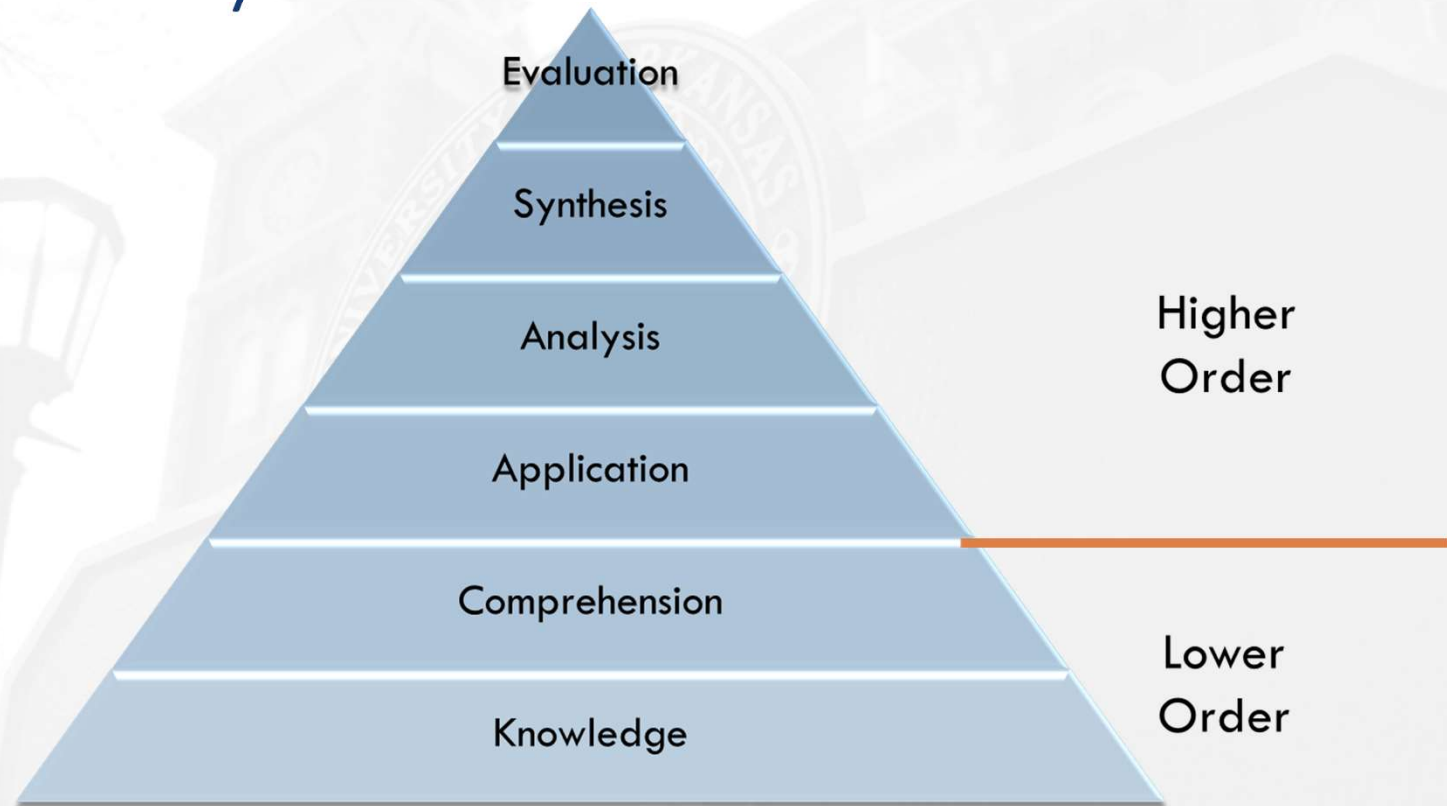
- Assessment involves gathering data about the success of learning and teaching in your classroom
- A continuous process that...
  - Provides insight into student learning
  - Gives you a basis for making instructional decisions and modifying teaching methods
  - Helps with assigning grades

## Six Guiding Principles of Assessments

- Measures students' attainment of learning outcomes
- Measure the level of student attainment of learning outcomes
- Teaching and assessment should be connected
- Assessments should be varied
- Assessments should include formal and informal evaluations
- Students should know the evaluation plan at the beginning of a course

<https://www.league.org/sites/default/files/gettingresults/web/module6/index.html>

# Bloom's Taxonomy



Assessments should complement the level of the stated learning objective



## Two types of assessments

- Summative – “Summarizes”
- Formative – “Forming”

# Summative Assessments

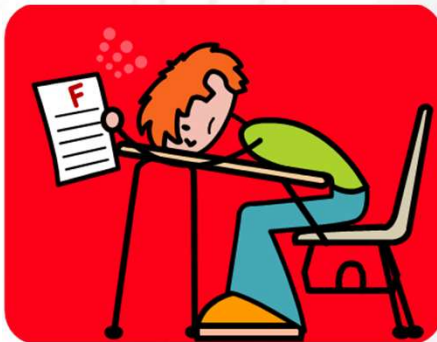
- Looking in the rearview mirror at student performance
- Allows instructors to gather information on student learning
  - Comprehensively evaluate student learning after instruction
  - Paper and pencil tests are the most common
  - Often used to assign final grades



# Types of Summative Assessments

- Most common form – paper and pencil test
- Alternatives
  - Final papers and presentations
  - Portfolios
  - Other “real-world” oriented assessments
    - Proposals, letters, technical manuals, calculations, etc.

- **Summative Assessment as the ONLY measure of student learning can divide the low achievers from the high achievers**



**Low Achieving  
Students**



**High Achieving  
Students**

# Formative Assessments

- Used frequently before and during a class, often as part of the instruction
  - The goal is to make thinking visible to the student and the instructor (metacognition)
  - Monitors learning before grades are assigned
  - Informs instructional practices
  - Gives students immediate feedback on their learning without worrying about grades

# Types of Formative Assessments

- Examples:
  - Listen to group conversations
  - Keep track of students who answer questions
  - Reading facial expressions and body language
  - Students summarize readings in class
  - Students debate aspects of class topics
  - Class discussions
  - Have one on one conversations with students as they work
  - 3-2-1 summary
    - Use an index card and have students write down three important ideas they learned, two questions they have, and one thing about class that supported their learning



## Incorporating Formative Assessment:

- Helps lower achieving students process new information and demonstrate understanding.
- Access to regular feedback also gives them a better sense of where their performance lies
- They can also learn to more accurately assess their own progress.



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Low Achieving  
Students

High Achieving  
Students



## Practice

- Create 3 daily learning objectives for a class of your choice.
- Name one way to summatively and formatively assess one of your objectives

## Doggie Bag

- Assessments should:
  - Inform you and the student
  - be linked to learning objectives
  - accurately measure the learning objectives
- Formative assessment is helpful in guiding instruction and student learning
- Summative assessment provides a way to measure overall student learning
- Test questions should be written so they measure student learning, not to trick students



# Objectives

- Recognize the need for instructional objectives
- List the three components of a well-written instructional objective
- Write instructional objectives correctly
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