

Learning Outcomes	Understanding of theory basics	Recognize examples of theories in real life	Use theories in designing instruction	Choose instructional design appropriate for situation
Knowledge	X (exams)			
Comprehension	X (exams and in-class activities)	X (exams and in-class activities)		
Application			X (in-class design activities)	
Analysis				X (case analysis)
Synthesis			X (design project)	
Evaluation				X (case critique)

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FIGURE 2.2 A Planning Chart for Use in Setting Up a Course

to make sure that a department or college is meeting the professional standards. Even if you feel far removed from the connection of your department to these external goals, it is a great help to see if you can align the goals of your course to the goals of the external reviewers. In reality, those bodies have very good people working on strong learning outcomes that fit the purpose of the institutions or disciplines they serve. For example, the move to more active learning strategies, student-centered design, and clearer objectives was championed by most of the regional and disciplinary accrediting units long before those practices became standard. In fact I would say that the progress we've made came in no small part from those groups holding the institutions' collective feet to the fire. So while it may seem like unnecessary detail work, it is valuable to see if your class outcomes can be used to support those larger institutional goals.

In addition to this general perspective, you need to keep in mind characteristics of the setting in which you teach. What is the role of this course in the curriculum? Are other instructors depending on this course to provide specific kinds of background knowledge or skill? What are your students like? How do they differ? (See part 3 of this book, "Understanding Students.") What are their current concerns? Self-discovery?

Level of Objective in Bloom's Taxonomy	Example (These are stated fairly generically, so the instructor should adapt them to the specific course ideas and language.)
Knowledge	Students will be able to match key terms to the appropriate definition.
Comprehension	Students will be able to define key terms in their own words.
Application	Students will be able to recognize and use concepts and procedures correctly in new situations appropriate to the discipline.
Analysis	Students will be able to break larger issues and/or problems in the course into their component parts to facilitate problem solving and deeper understanding.
Synthesis	Students will be able to combine concepts and procedures from the course in new ways to solve problems or create new ways of seeing the course content.
Evaluation	Students will be able to compare data in ways that will allow them to choose among the data to solve problems or accomplish goals.

TABLE 2.1 Sample Objectives at Different Levels

Social action? Getting a job? How can their goals be integrated with other goals of the course?

Learning goals can be pitched at several different depths of complexity depending on the level of the course. I've provided some examples in Table 2.1.

The most well-known description of different depths is the *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain* (Bloom, 1956). Although this was crafted in the 1950s, it has retained its usefulness. A significant revision by Anderson and Krathwohl (2001), which added a second dimension separating the types of knowledge being learned, made it even better. These taxonomies are widely used for course planning as well as assessment standards, so it's good to think about where your course goals fall or even to build your course around them. Another good goal framework is the SOLO (Structure of the Observed Learning Outcomes) taxonomy (see Biggs, 1999). A recent expansion of these taxonomies was provided by Fink (2003), which he characterizes as "significant learning experiences." Fink's expansion includes three of Bloom's lists, and adds three dealing more with motivation, self-understanding, and learning how to learn, along with suggestions about how to achieve