

# Course Alignment

IF YOU DON'T KNOW  
WHERE YOU ARE GOING  
YOU MIGHT WIND UP  
SOMEPLACE ELSE

*Yogi Berra*

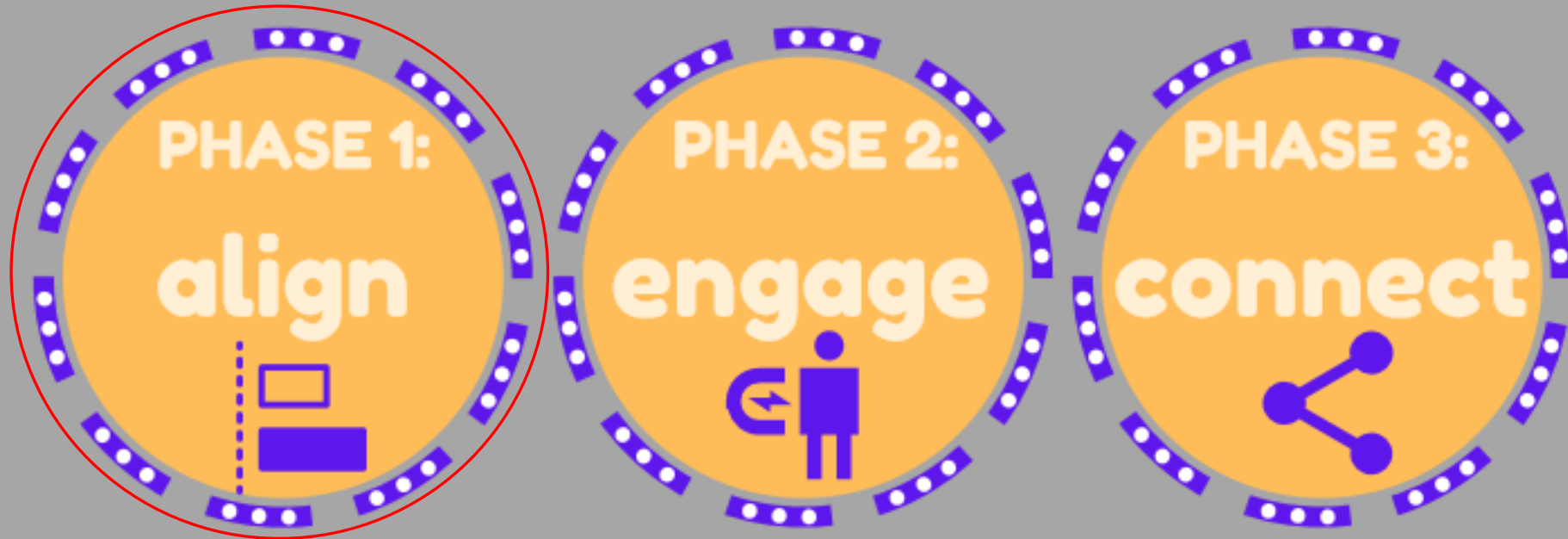


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## Online Course Design Guide

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# Phases of Online Learning Course Design



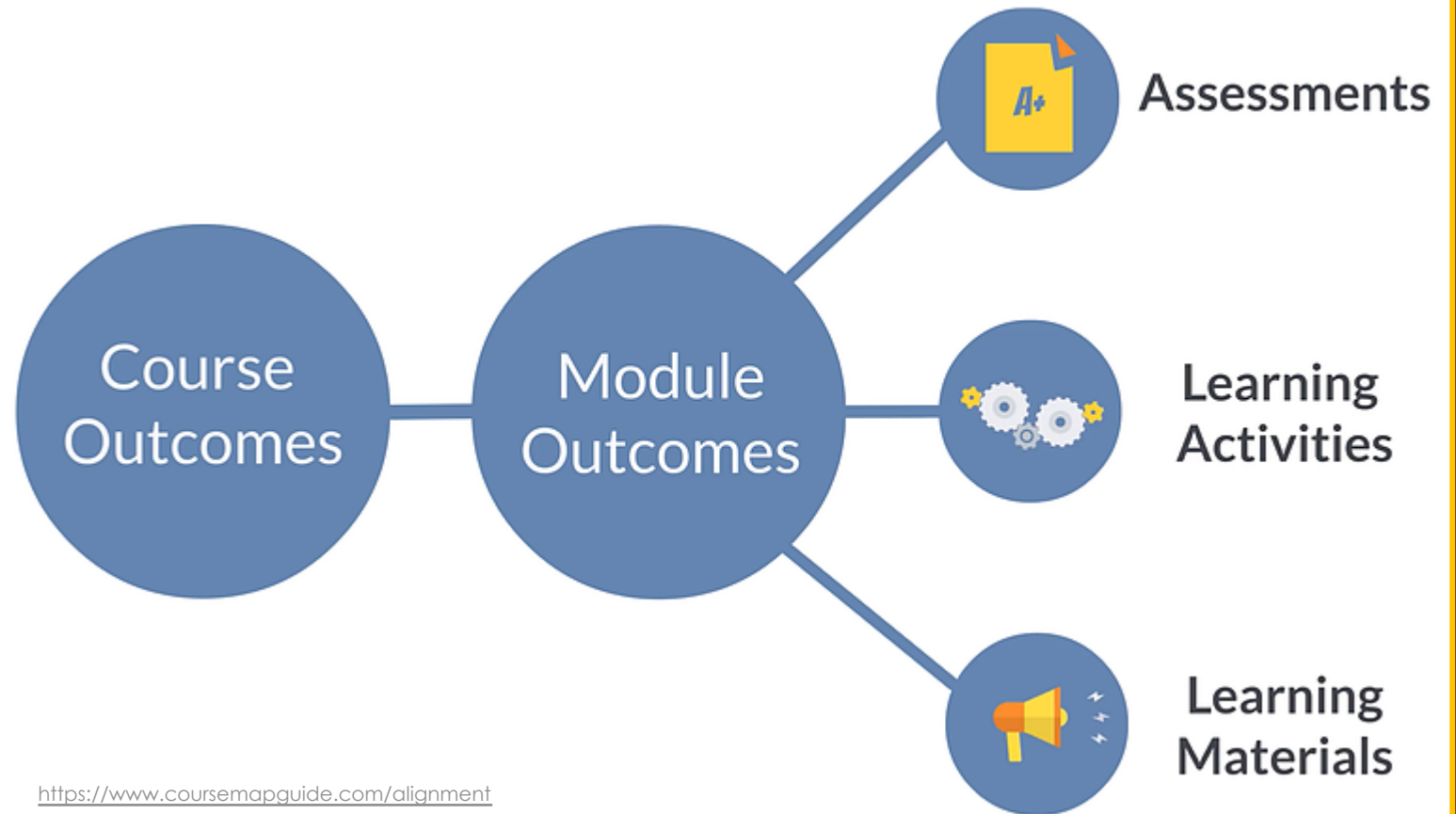
# Definition of “Alignment”

- Thoughtful pedagogic planning
- Connection between learning objectives, learning activities and assessment
- Gather elements: learning objectives, assessments, activities, materials, technology
- Utilize Bloom's Taxonomy
- Plan course design using an alignment map

# Alignment

A **well-aligned course** means that all components of the course contribute to the learner's experience and lead them directly towards achieving the expected outcome

**Establishing Powerful Learning Outcomes**



# Backwards Design

Begin with the end.



## *Stages of Backward Design:*

- Identify Desired Results
- Determine Acceptable Evidence
- Plan Learning Experiences and Instruction

# Course Alignment Matrix

## Course Alignment Matrix

Course Alignment Matrix: Objectives

Course Alignment Matrix: Assessment

Course Alignment Matrix: Instructional Materials

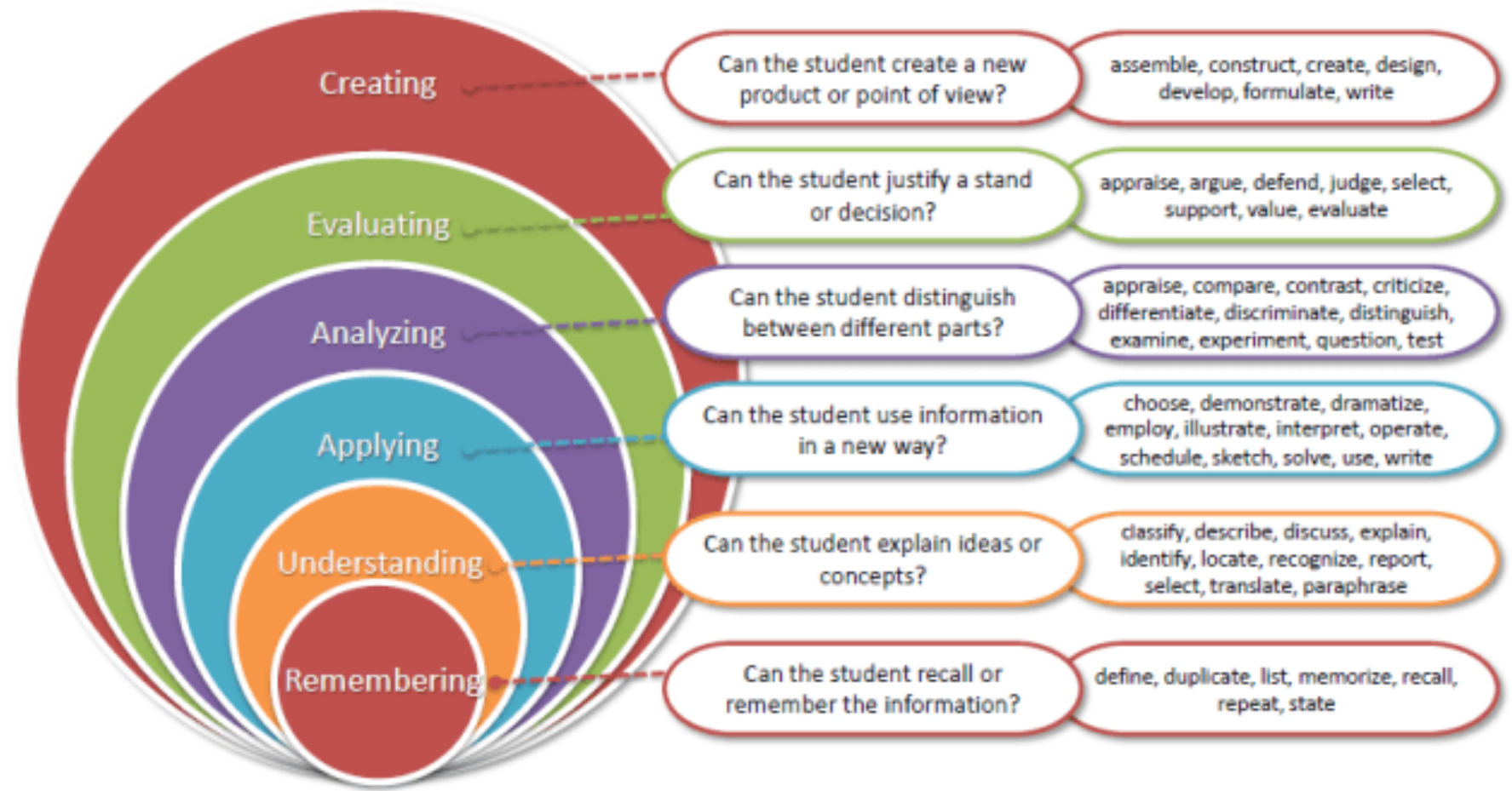
Complete this matrix to demonstrate the **alignment** between course-level instructional objectives, module-level learning outcomes, level of Bloom's for each set of objectives, and assessments for the entire course.

**Alignment** refers to the *direct link* between the objectives, the assessments and measurements, and the resources and materials. Under the principle of alignment, the instructional materials and assessments are driven by and support the objectives.




Course-Level Instructional Objectives	Bloom's Level for Course-Level Instructional Objectives	Module-Level Learning Outcomes	Bloom's Level for Module-Level Learning Objective	Assessment	Instructional Materials




**Bloom's Taxonomy** is a classification of the different objectives and skills that educators set for their students

# Bloom's Taxonomy (Revised)



**Revised Bloom's Taxonomy Process Verbs, Assessments, and Questioning Strategies**

<b>Level of Taxonomy</b>	<b>Definition</b>	<b>Process Verbs</b>		<b>Assessments</b>		<b>Question Stems</b>
<b>Creating</b> 	<p>Generating new ideas, products, or ways of viewing things</p> <p>Designing, constructing, planning, producing, inventing</p>	Act Arrange Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show Write	Advertisement Poem Blueprint Cartoon Collage Film Formula Invention New game	Newspaper Painting Plan Play Song Story Video	-Can you design a... to...? -Can you see a possible solution to...? -How would you devise your own way to...? -What would happen if...? -How many ways can you...? -Can you create new and unusual uses for...?
<b>Evaluating</b> 	<p>Justifying a decision or course of action</p> <p>Checking, hypothesizing, critiquing, experimenting, judging</p>	Argue Assess Choose Compare Conclude Criticize Debate Decide Defend	Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value	Conclusion Debate Editorial Investigation Judgment Opinion	Recommendation Report Survey Verdict	-Is there a better solution to...? -What do you think about...? -Do you think... is a good or bad thing? -How would you feel if...? -How effective are...? -What are the pros and cons of...?
<b>Analyzing</b> 	<p>Breaking information into parts to explore understandings and relationships</p> <p>Comparing, organizing, deconstructing, interrogating, finding</p>	Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment	Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey	Chart Checklist Database Diagram Graph Illustration Investigation	List Outline Plan Questionnaire Report Spreadsheet Summary	-Which events could not have happened? -How is ... similar to ...? -What are some other outcomes? - Why did ... occur? -What was the problem with...?

Level of Taxonomy	Definition	Process Verbs		Assessments		Question Stems
<b>Applying</b> 	Using information in another familiar situation  Implementing, carrying out, using, executing	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment Illustrate	List Make Manipulate Practice Produce Sequence Show Solve Teach Use	Demonstration Diagram Experiment Illustration Journal Lesson Map Model	Performance Poster Prediction Presentation Report Scrapbook Simulation	-Do you know of another instance where...? -Can you group...? -Which factors would you change...? -What questions would you ask of...? -From the information given, can you develop a set of instructions about...?
<b>Understanding</b> 	Explaining ideas or concepts  Interpreting, summarizing, paraphrasing, classifying, explaining	Ask Calculate Convert Describe Discuss Explain Give examples Identify Locate	Observe Recognize Report Research Retell Review Summarize Tell	Debate Definition Dramatization Example Explanation Label List	Outline Quiz Recitation Reproduction Story Problems Summary Test	-Can you write in your own words? -How would you explain...? -What could happen next? -Who do you think...? -What was the main idea...?
<b>Remembering</b> 	Recalling information  Recognizing, listing, describing, retrieving, naming, finding	Choose Cite Define Describe Give example Group Know Label List Listen Locate	Match Memorize Name Quote Recall Recite Record Repeat Select Underline	Definition Fact Label List Quiz	Reproduction Test Workbook Worksheet	-What happened after...? -How many...? -What is...? -Who ...? -Can you name...? -Which is true or false?

# Resources for Course Alignment

- [Course Alignment Guide](#)
- [Online Course Design Guide](#)
- [Establishing Powerful Learning Outcomes](#)
- [Understanding by Design](#)
- [Introduction to Bloom's Taxonomy](#)
- [Association of College and University Educators: Effective Practice Framework](#)