SMART / ABCD GOALS

Center for Innovation in Teaching & Learning

Tennessee TECH

Session Resources:

- Session will be recorded.
- Slide deck will be shared.
- Links to resources throughout presentation.
- Book a consultation with your instructional designer!

Agenda

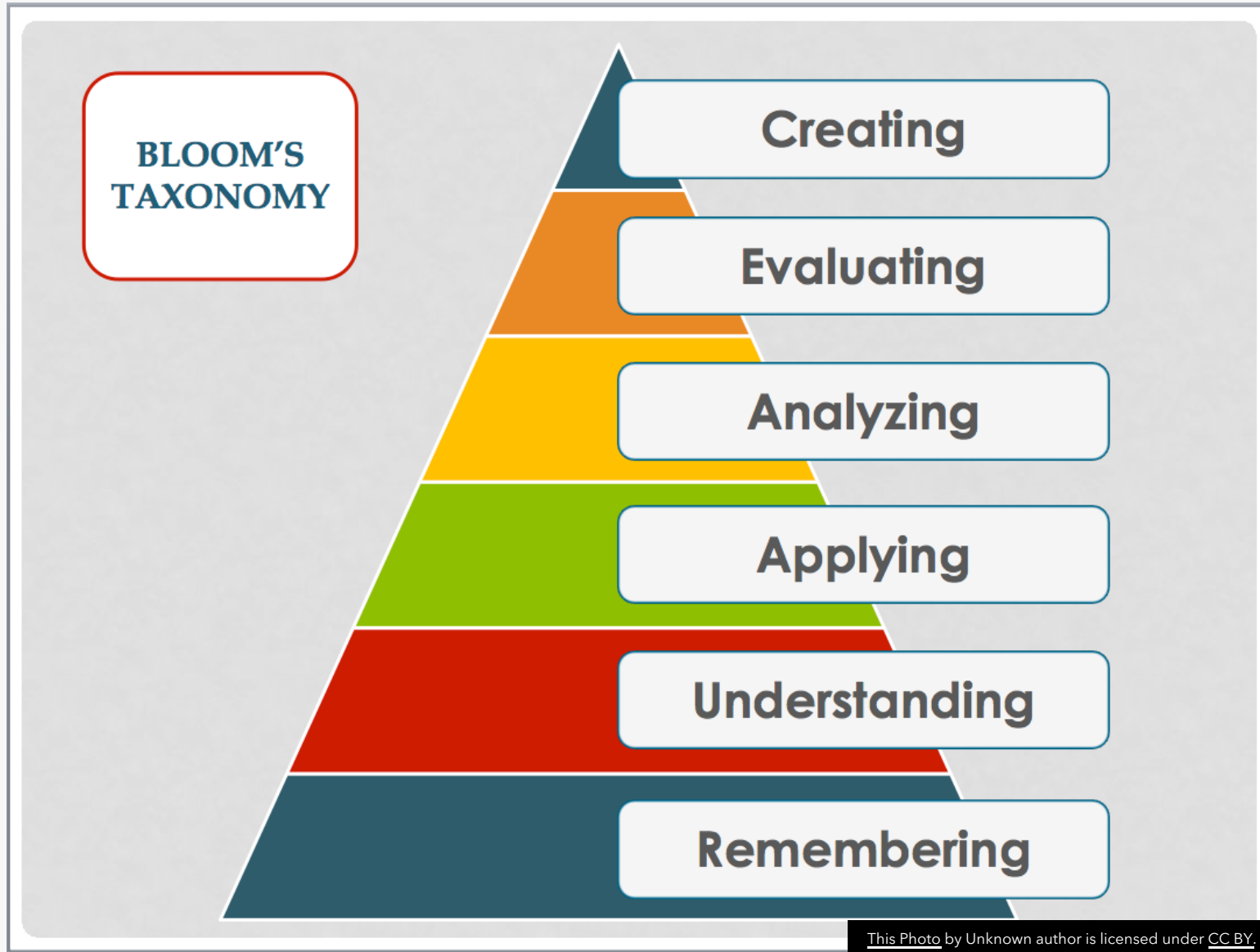|	
?	Importance of Bloom's objectives
✓	Locate course learning objectives
🧠	Specific, Measurable, Achievable, Relevant, Time (SMART) goals
🔍	Audience, Behavior, Condition, Degree (ABCD) goals
📋	Tips for writing objectives

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LEARNING OBJECTIVES

After today's session participants will be able to:

- Find their course learning objectives

- Evaluate current course objectives according to SMART or ABCD criteria

- Write module learning objectives

Bloom's Taxonomy

Bloom's Verbs

01

KNOWLEDGE:

Define,
Identify,
Describe,
Recognize,
Tell,
Explain,
Recite,
Memorize,
Illustrate,
Quote

02

UNDERSTAND:

Summarize,
Interpret,
Classify,
Compare,
Contrast,
Infer,
Relate,
Extract,
Paraphrase,
Cite

03

APPLY:

Solve,
Change,
Relate,
Complete,
Use,
Sketch,
Teach,
Articulate,
Discover,
Transfer

04

ANALYZE:

Contrast,
Connect,
Relate,
Devise,
Correlate,
Illustrate,
Distill,
Conclude,
Categorize,
Take Apart

05

EVALUATE:

Criticize,
Reframe,
Judge,
Defend,
Appraise,
Value,
Prioritize,
Plan,
Grade,
Reframe

06

CREATE:

Design,
Modify,
Role-Play,
Develop,
Rewrite,
Pivot,
Modify,
Collaborate,
Invent,
Write

teachthought
WE GROW TEACHERS

2023   6

Why have learning objectives?

- Ensure course/module/daily activities are helping students gain proficiency in the course (alignment)

- Show students connection between course content, activities and assessments and learning objectives

Planning Objectives:

Macro to micro

Course objectives

Module/Unit/Week objectives

Activity based objectives

WHERE CAN WE FIND OUR COURSE OBJECTIVES?

Tennessee Tech University

Sample Syllabus, Online, 3 Credit Hours, Fall 2023

Instructor Information
Dr. Awesome Eagle

Preferred Method of Communication
Monday -Friday, I am soaring on Teams!

Course Information
Prerequisites

Texts and References

Course Welcome and Description

**Course Objectives/Student Learning Outcomes**

1. Students will apply their understanding of the written language as a symbolic system and effectively demonstrate their recognition of the interrelationship between reading, writing, listening, and speaking.
2. Students will analyze the principles of language acquisition and emergent literacy, and evaluate the experiences that support these processes.
3. Students will utilize their knowledge of the different systems of language (pragmatic, semantic, syntactic, morphemic, phonemic, and graphemic) to effectively enhance the reading and writing process.
4. Students will integrate research-based teaching practices that foster proficiency and motivation in reading, writing, speaking, and listening for all students, effectively incorporating them into lesson planning, course activities, and discussions.
5. Students will align instructional goals, methods, and assessments with the principles of the Science of Reading and state literacy initiatives, specifically addressing grouping procedures, curriculum, assessments, and their impact on student learning.
6. Students will employ the vocabulary used by literacy educators accurately in both speaking and writing, as evidenced by measurable proficiency in the use of literacy-related terminology.
7. Students will apply the interrelationship between reading and writing and recognize the reciprocal nature of these skills, as demonstrated through the design of effective lessons for teaching young children.
8. Students will formulate lesson plans using strategies that are suitable for addressing the diverse needs of learners in reading, writing, speaking, and listening, as well as foundational literacy knowledge.

Sample Syllabus from Tennessee Tech
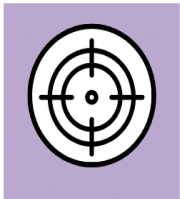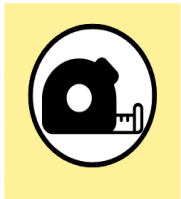
S	M	A	R	T
SPECIFIC	**MEASUREABLE**	**ATTAINABLE**	**RELEVANT**	**TIME**
Plan effectively with specific targets in mind. "What do I want to happen?"	Track your progress and reevaluate along the way. "How will I know when I have achieved my goal?"	Set realistic goals that are challenging but achievable. "Is the goal realistic and how will I accomplish it?"	Ensure the goal serves a relevant purpose. "Why is my goal important to me?"	Specify a deadline, monitor progress and reevaluate. "What is my deadline for this goal?"

SMART Objectives

✓ Specific

✓ Measurable

✓ Attainable

✓ Relevant

✓ Time-Bound

- **S**(pecific)
- **M**(easurable)
- A(ttainable)
- **R**(elevant)
- **T**(ime)

By the end of the semster, students will:

... apply the interrelationship between reading and writing and recognize the reciprocal nature of these skills, as demonstrated through the design of effective lessons for teaching young children.

LEARNING OBJECTIVE USING SMART METHOD

ABCD Objectives

✓ Audience

✓ Behavior

✓ Condition

✓ Degree

- **A**(udience) Who are you teaching? What is their current level of knowledge

- **B**(ehavior) What is the desired change in behavior?
  - Should be both observable and measurable behaviors
  - Should refer to action verbs that describe behaviors

- **C**(ondition) Under what conditions should the learner be able to do it?

- **D**(egree) How will the behavior need to be performed? How well must it be done?

At the end of the session, ENGL 1010 students will be able to distinguish between primary and secondary sources 100% of the time when analyzing research.

LEARNING OBJECTIVE USING ABCD METHOD

Effective or Ineffective?

List five milestones of development in infants.

Effective: Activity based objectives

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Effective or Ineffective?

Learn about the impact of climate change on ecosystems.

Ineffective (not measurable)

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Effective or Ineffective?

Design and implement complex software using industry-standard programming languages and tools.

Effective: (depending on participants background) Course objective or module level?

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Effective or Ineffective?

Appreciate the beauty of Shakespeare's sonnets.

Ineffective: (not measurable)

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Effective or Ineffective?

Create and analyze financial statements using appropriate tools and techniques.

Ineffective: (not specific)

Tips for Writing Learning Objectives

🏃 Start with action verbs

🌷 Use Bloom's Taxonomy

🎯 Use one of the acronyms to evaluate your objectives (SMART or ABCD)

✔ Use clear language as much as possible

💬 Communicate objectives to students

Thank you!

Questions, Comments, Concerns?

Feedback Survey

Next Week's Session:
Course Mapping & Alignment
Tuesday, September 12th

Register

References:

Acevedo, M. (2014). Collaborating with faculty to compose exemplary learning objectives. *Internet Learning (3)*1. 5-16.

Resources:

- Writing-learning-objectives.pdf (uconn.edu)

- Learning Objective Tip Sheet | Center for Excellence in Teaching and Learning (uconn.edu)

- ABCD_model.pdf

- Using Bloom's Taxonomy to Write Effective Learning Objectives: The ABCD Approach - Educational Technology

- Using Bloom's Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support (uark.edu)