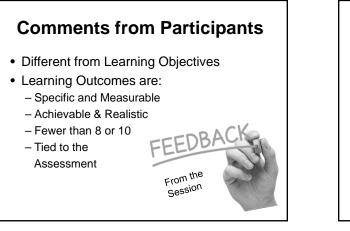


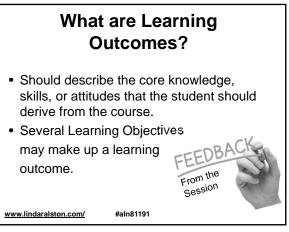
What are Learning Outcomes?

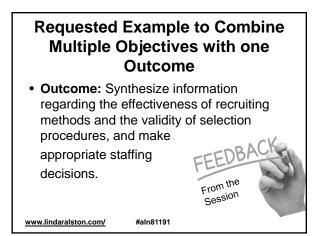
• What the learner will know or be able to do at the end of a learning unit. The unit may be a segment, module, or even the course itself

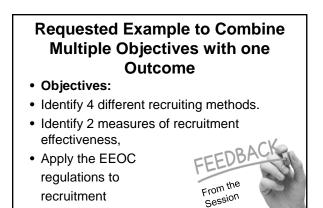
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Linda Ralston, Ph.D. University of Utah, utourdoctor@gmail.com









Challenge 1 – What's your Destination?

- Identify what you hope your students need to learn in a class/lesson
- Tweet your learning outcome at #aln81191

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Challenge 1 – What's your Destination?

#aln81191

- Knowledge: By the end of the course, students will be able to recall . . .
- Skills: By the end of the course, students will be able to do . . .
- Attitudes: By the end of the course, students will choose to . .

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Example: Learning Outcome

- At the conclusion of this workshop, participants will have:
- **Demonstrated** the application of Bloom's Digital Taxonomy incorporating active verbs to establish learning destinations.

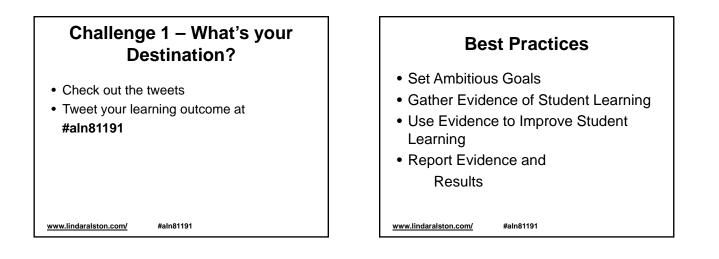
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Example: Learning Outcome

At the conclusion of this course the students will be able to demonstrate a healthier lifestyle by:

1. **Analyzing** the potential physical and mental benefits of 5 different exercise programs.

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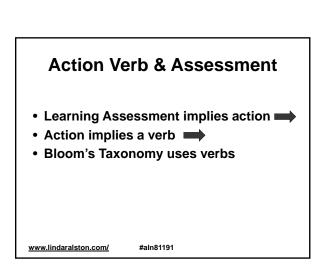


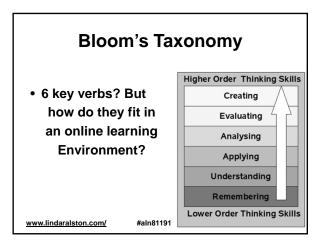
Checklist: Learning Outcomes

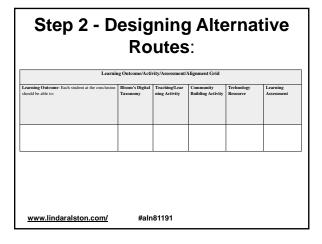
- Action Verb
- Clear and measurable criteria
- an end-product that can be displayed or observed and evaluated

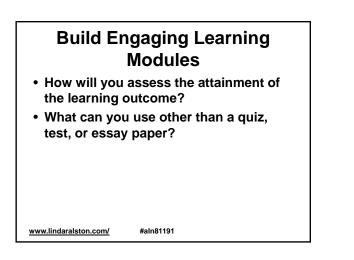
against criteria

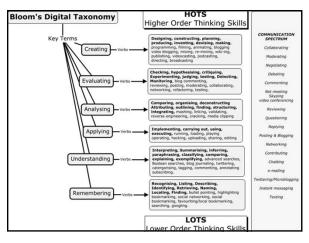
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Bloom's Digital Taxonomy

- **Understanding:** The digital additions and their explanations are as follows:
- **Twittering** –What are you learning? This can be, in its most simplistic form, a one or two word answer, but when developed this is a tool that lends itself to developing understanding and potentially starting collaboration.

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Bloom's Digital TaxonomyEvaluating: The digital additions and their

- Evaluating: The digital additions and their explanations are as follows:
- Blog/vlog commenting and reflecting Constructive criticism and reflective practice are often facilitated by the use of blogs and video blogs. Students commenting and replying to postings have to evaluate the material in context and reply.

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Bloom's Digital Taxonomy

- **Creating:** The digital additions and their explanations are as follows:
- Directing and producing to directing or producing a product, performance or production is a highly creative process. It requires the student to have vision, understand the components and meld these into a coherent product.

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Due to Time Constraints

• The balance of the presentation quickly covered only the first step in the Course Design Sequence. Participants may continue with the online portion of this "blended session."

| Build Engaging Learning Modules | | | | | | |
|--|--|--|---|---|---|--|
| Learning Outcome: Each student at the conclusion should be able to: | Bloom's Digital Taxonomy | Teaching/Learning Activity | Community Building Activity | Technology Resource | Learning Assessment | |
| Each student will be able to discuss strategies to ensure that they are supporting the host community when they travel. | Mashing, Linking, Collaborating, Validating | Lecture (Week 2), readings by Mastny and Kreumpelmann | Team Project/ Respectful Travel Wiki | Canvas Wiki Pages &/or Google Docs, Fliker, YouTube, Blogs | Respectful Travel Wiki Evaluation Rubric, Quiz 1, Final Exam | |
| Each student will identify & apply appropriate ethical and environmentally conscious behaviors that international tourists should adhere to when traveling. | Googling, Posting, Validating, Planning | Lectures (Week 1, 2, 3, & 4), reading by Mastny and the Responsible Travel Handbook; Personal Travel Strategy Report | Monteverde Zipline Reflection Discussion | Canvas Discussion Board, YouTube Video | Monteverde Zipline Discussion & Personal Travel Strategy Report Evaluation Rubric, Quiz 1, Final Exam | |
| www.lindaralston. | com/ | #aln81191 | | | | |

| Build Engaging Learning Modules | | | | | |
|---|----------------------------|--|--|--|--|
| Learning Outcome: Each student at the conclusion should be able to: | Learning Assessment | | | | |
| Each student will be able to discuss | Respectful Travel Wiki | | | | |
| strategies to ensure that they are | Evaluation Rubric, Quiz 1, | | | | |
| supporting the host community when | Final Exam | | | | |
| they travel. | | | | | |
| Each student will identify & apply | Monteverde Zipline | | | | |
| appropriate ethical and | Discussion & Personal | | | | |
| environmentally conscious behaviors | Travel Strategy Report | | | | |
| that international tourists should adhere | Evaluation Rubric, Quiz 1, | | | | |
| to when traveling. | Final Exam | | | | |

| Build Engaging Learning Modules | | | | | |
|---|--|--|--|--|--|
| Learning Outcome: Each student at the conclusion should be able to: | Community Building Activity | Technology Resource | | | |
| Each student will be able to defense strategies to ensume the they are supporting the loss community when they travel. | Team Project/ Respectful Travel Wiki | Canvas Wiki Pages &/or Google Docs, Fliker, YouTube, Blogs | | | |
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