

# OBJECTIVES

Below you will find information describing the difference in course level and module level objectives. Keep in mind that module level objectives are more specific than course objectives.

## Course Objectives

- Course learning objectives clearly describe what learners will learn and be able to do if they successfully complete the course.
- Describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor.

## Module Objectives

- Learning objectives at the module level align with and are more specific than course objectives.
- The module level objectives describe learner mastery in specific, observable terms and in smaller, discrete pieces.
- The objectives describe the specific competencies, skills, and knowledge learners are able to master and demonstrate at regular intervals throughout the course.

LEVEL	KEYWORDS	EXAMPLE OBJECTIVE	EXAMPLE ACTIVITY	EXAMPLE ASSESSMENT
<b>1: Knowledge</b>	list, recite, define, name, match, quote, recall, identify, label, recognize	“By the end of this course, the student will be able to recite Newton’s three laws of motion.”	Have students group up and perform simple experiments to the class showing how one of the laws of motion works.	Use the following question on an exam or homework. “Recite Newton’s three laws of motion.”
<b>2: Comprehension</b>	describe, explain, paraphrase, restate, give original examples of, summarize, interpret, discuss	“By the end of this course, the student will be able to explain Newton’s three laws of motion in his/her own words.”	Group students into pairs and have each pair think of words that describe motion. After a few minutes, ask pairs to volunteer some of their descriptions and write these descriptions on the board.	Assign the students to write a simple essay that explains what Newton’s laws of motion mean in his/her own words.
<b>3: Application</b>	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model	“By the end of this course, the student will be able to calculate the kinetic energy of a projectile.”	After presenting the kinetic energy equation in class, have the students pair off for just a few minutes and practice using it so that they feel comfortable with it before being assessed.	On a test, define a projectile and ask the students to “Calculate the kinetic energy of the projectile.”

LEVEL	KEYWORDS	EXAMPLE OBJECTIVE	EXAMPLE ACTIVITY	EXAMPLE ASSESSMENT
<b>4: Analysis</b>	classify, outline, break down, categorize, analyze, diagram, illustrate	“By the end of this course, the student will be able to differentiate between potential and kinetic energy.”	Present the students with different situations involving energy and ask the students to categorize the energy as either kinetic or potential then have them explain in detail why they categorized it the way they did, thus breaking down what exactly makes up kinetic and potential energy.	Give the students an assignment that asks them outline the basic principles of kinetic and potential energy. Ask them to point out the differences between the two as well as how they are related.
<b>5: Synthesis</b>	design, formulate, build, invent, create, compose, generate, derive, modify, develop	By the end of this section of the course, the student will be able to design an original homework problem dealing with the principle of conservation of energy.”	Tie each lecture or discussion to the previous lectures or discussions before it, thus helping the students assemble all the discreet classroom sessions into a unified topic or theory.	Give the students a project in which they must design an original homework problem dealing with the principle of conservation of energy.
<b>6: Evaluation</b>	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate	“By the end of the course, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.”	Have different groups of students solve the same problem using different methods, then have each group present the pros and cons of the method they chose.	On a test, describe a dynamic system and ask the students which method they would use to solve the problem and why.