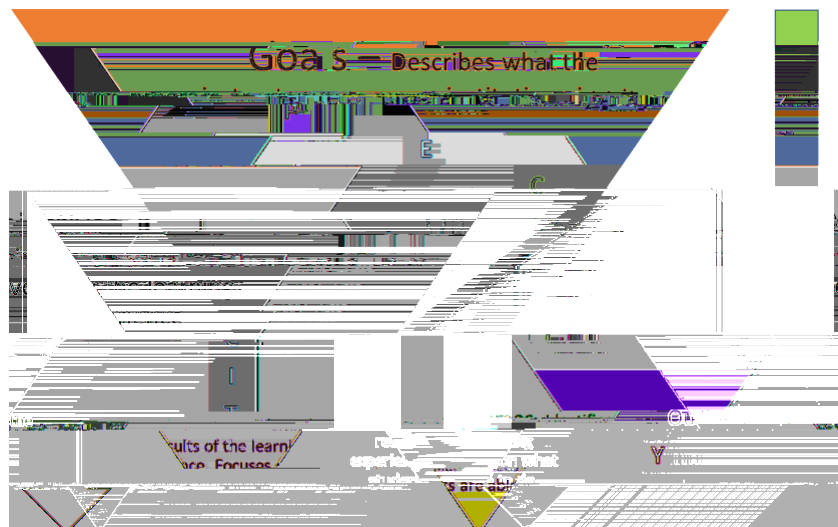


## Weaving CLOs into Course Design

Course Learning Objectives (CLOs) are derived from a variety of sources, such as state regulations, certifying bodies, and other relevant entities, depending on the course. Regardless of their origin, each course encompasses specific content that must be covered within a set timeframe. This guide aims to assist instructors in creating module outcomes based on their course CLOs.

### Goals, Objectives and Outcomes

: K H Q R Q V L G W K U H C O D W L R Q V K Y S U L R H K W Z W H Q P W R V F D D W K R V H that are frequently confused. Terms like goals, objectives, and outcomes are often used interchangeably, but they each have distinct meanings.



Learning goals - Broad statements that describe long term, attainable ideas but are generally not measurable. It often describes the big picture vision that the instructor, program or institution intends to do.

Example: Learners will critically on concepts related to the weather.

Learning objectives - Measurable competencies derived from broad goals. Learning objectives are often teacher centered and describe what the instructor aims to cover over the learning experience. Focuses and helps learners know who instructors expects of them.

Example: Discuss the various types of weather events

Learning outcomes ±Describes what students should be able to do at the end of the course. Identifies the results of the learning experience. Learning outcomes uses measurable observable verbs since they should be the basis for the assessment. Focuses on what students are able to do at the end of the learning experience.

Example:



Revised version:

Digital Central a digital literacy course, which covers various aspects of digital fluency, including hardware, online etiquette, internet safety, and more.

Learning Outcomes :

At the end of this course learners will be able to,

- ‡ Navigate mobile lessons using digital skills.
- ‡ Discuss strategies to support digital literacy and workforce readiness.
- ‡ Demonstrate essential internet skills by using email, search engines, and online research.
- ‡ Apply strategies to protect yourself online.
- ‡ Create a digital profile using strategies designed to optimize your digital presence.

- with communication will need to be thread throughout the course. This means that associated module learning outcomes may appear in more than one module.
- x Some CLOs can be very specific to a module and its content.

An example

CLO	Explain the fundamental chemical concepts in general chemistry.
Topic	Measurement (This is one of many fundamental concepts).
Mastery expectation	Use the concepts related to measurement.
Module learning outcomes	At the end of this module students will be able to <ul style="list-style-type: none"> <li>x Define the metric system.</li> <li>x Differentiate between the metric system and the imperial system.</li> <li>x Perform simple calculations using the metric system.</li> <li>x Use the metric system in unit conversions.</li> <li>x Use the metric system in density calculations.</li> </ul>

In this example the topic measurement is broken down into smaller steps, and is sequenced from easier to complex concepts or activities.

Why is this useful?

For instructors

- x It helps break down CLOs and content into small chunks.
- x It helps instructors organize their thoughts as they develop the content.
- x Helps instructors think about the link between learning outcomes, activities and assessments.

For students

- x Students are able to understand what is expected of them in modules.
- x Students are able to organize their learning, based the outcomes.
- x Students are able to connect the activities and assessments to learning outcomes.

References:

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Krathwohl, D.R., Bloom, B.S., Masia, B.B. (1973). [Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain](#). New York: David McKay Co., Inc.

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