

Please take a few moments and read through this example. The intent is to keep instruction basic and simple if you have never taught online before. Though this is NOT the only way it can be done, it is a way that is effective and efficient.

### **Outline of a Simple Lesson**

- 1) Introduction:
  - What will this lesson discuss?
  - How would you present it in your traditional course?
- 2) End Result / Performance (Objectives):
  - What will students have done when they have finished?
  - What are the activities?
- 3) Reference the past (if it will help students orient themselves):
  - Is there anything students have already done that they will use again?
  - Do they need to remember anything?
- 4) Presentation of ideas / Explanation / Help Understanding:
  - What do you have to say about the topic?
  - What do students need to read or watch that will teach them something new?
- 5) Use new information / Perform / Assess their learning (refer back to #2):
  - What do students need to do with their new information?
  - How will you know they have learned anything?

This is an example Announcement Post that is designed as a lesson. It may also be broken into pages in a learning module. The method of delivery or presentation is not the critical factor. The goal is to articulate ideas and knowledge to students in an organized manner.

Preparation for the following lesson would require faculty to:

1. Compose the message;
2. Identify the reading and video assignment;
3. Use a handout from their traditional class;
4. Write directions for what is expected in the discussion and written assignment.

### Unit 3: Objectives and Assessment

In this unit, we begin with the concepts of lesson design. It will focus on 2 essential parts of lesson design: Objectives and Assessment. These are simple concepts that will form the basis for all other aspects of instruction. Regardless of whether you are writing a short 10-minute lesson or a course unit that will last a month you will start and center your instruction around these words. By the time we are done you will have written several objectives, shared them with your colleagues, and discussed their strengths. You will also write several objectives that address what different learners need starting with definition and moving to high-level thinking. To do this you will draw upon the definitions we learned in the previous unit and on several of the key theories from our first weeks in the course. Let's get started!

Commented [HDJ1]: #1 - Introduction

Commented [HDJ2]: #2 - End Result / Performance

Commented [HDJ3]: #3 - Reference the past

When first looking at the title it may seem that this unit should be broken into 2 separate units; one on objectives and one on assessments. Actually, this is not the case. The terms "objectives" and "assessments" fit together in an important way. They may be thought of as 2 sides of the same coin. Objectives say what activities a student will do. Assessments are asking the student to do them. This is a key point that is essential to understand. For a complete explanation please read and watch the following. As you read pay particular attention to how objectives and assessment are connected.

#### Reading Assignment:

Read Chapter 3 in our textbook, *Understanding by Design*

#### YouTube Video Lecture (3 minutes)

[https://youtu.be/kRW9Y\\_O0fig](https://youtu.be/kRW9Y_O0fig)

As your textbook points out, objectives and assessments usually are on the opposite ends of a unit; objectives coming at the beginning and assessments at the end. However, they are NOT different topics. Actually, they are exactly the same! This is a concept with which many instructors struggle. Let me explain it.

If I have a unit objective that says that at the end of the unit, the student will be able to write an essay, at the end of the unit the student must write an essay. If I have a question on a test

(assessment) that asks the student to list four methods of presenting information, then one of my objectives would be that the student will be able to list four methods of presenting information. I cannot have an objective that says the point of the unit is to get students to do something and then fail to have the student actually do it. I will not know if the objective has been met unless I measure it. Visa-versa, I cannot have an assignment that asks the student to perform a task unless I make the performance of that task an objective of the lesson.

See the attached handout that lists the details and steps for writing objectives, then go to the Discussion Tool (select "Discussions" in the menu at the top of the screen). We will be doing Discussion 1: Objectives and Assessment. Basically, you will be posting several objectives for which your colleagues to write assessments that match. If this is confusing, make sure you read the attached handout first! After you complete your discussion posts, go to the Assignment Tool. Directions are in the assignment.

All activities for our units for the rest of the term will be due on the following Monday by noon. Please do NOT wait until Monday morning to begin work. You will not have time to complete the readings, discussion, and assignment. These are all connected!

If you have questions, please send them to me through course email (or FVSU Campus Email if necessary) and I will answer them here in the Announcements in case others have the same questions.

**Commented [HDJ4]:** #4 - Presentation of ideas / Explanation / Help Understanding

This is as simple as just saying what you know. What would be said in a traditional classroom?

**Commented [HDJ5]:** #5 - Use new information / Perform / Assess their learning

**Commented [HDJ6]:** These are just "housekeeping" directions but are important guidance to students on how to do things and what to expect.

These could have come at the beginning or in a separate message.