

“But it’s not enough!” Confronting reality and maximizing learning—the 50 minute one shot

Kristin W. Andrews
University of California, Irvine
kandrews@uci.edu

Learning Outcomes: What you want students to learn during the instruction session (big picture goal)

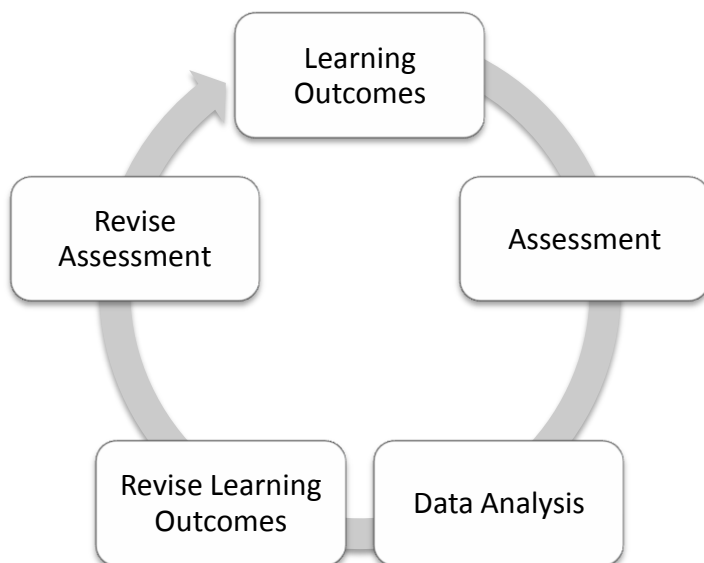
Learning Objectives: Specific concepts or tools you want students to learn (how to achieve big picture goal)

Creating or Revising Learning Outcomes:

1. Collect Information
2. Brainstorm / Confront Reality
3. Consult with Colleagues
4. Finalize Learning Outcomes
5. Create / Revise Assessment Tool

Things to think about:

1. Audience—What do students know?
2. Relevance—What is the assignment or course topic?
3. Essentials—What is most important?
4. Time—How much can you cover in the allotted time?
5. Capacity—What can students absorb in one session?
6. Results—What do past assessments tell you?



Brainstorming Exercise

1. What level students are you teaching? How much do they know?
2. What is the assignment? Are specific Information Literacy skills needed to complete it? If no assignment, what skills would be useful for this class?
3. What are the most important concepts and tools for this set of students to learn?
4. How much can I cover in the time allotted?
5. How much can students absorb in one session? (see question 1)
6. What do you know about student learning from past assessment results or teaching experience?

Learning Outcomes (remember—big picture!):

Learning Objectives (specific skills, tools, concepts):