

- ### Some examples of poor and effective learning objectives
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|---|---|
| <ol style="list-style-type: none"><li>1 Really appreciate the role of data analysis in marketing.</li><li>2 Become aware of current geopolitical trends and their impact on global markets.</li><li>3 Know absorption and activity-based costing.</li></ol> | <ol style="list-style-type: none"><li>1 Explain logic of multi-dimensional scaling.</li><li>2 Given variety of political scenarios, design and defend optimal strategy for entering foreign market.</li><li>3 Compare and contrast absorption and activity-based costing.</li></ol> |
|---|---|
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## More examples of poor and effective learning objectives

- |   |  |
|---|--|
| <p>4 <b>Gain an understanding of various positioning strategies in marketing.</b></p> <p>5 <b>Familiarize yourself with financial ratios.</b></p> | <p>4 <b>Provide real-world examples of firms that successfully used various marketing positioning strategies.</b></p> <p>5 <b>Compute and interpret liquidity, efficiency, and profitability financial ratios.</b></p> |
|---|--|

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## Learning objectives for module

- ◆ **Explain three major learning levels.**
- ◆ **Recall the meaning of some verbs used at different learning levels.**
- ◆ **Write objectives at all levels.**
- ◆ **Explain impact of objectives on teaching strategy.**

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What type of learning occurs at the rote or knowledge level

9  
x 1

Memorize ideas or procedures. Learning is verbatim and becomes garbled.



No integration with previous knowledge or experience.

Retention without use



Menges study: retention was \_\_\_\_\_.

McKeachie study: retention was \_\_\_\_\_.

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Here are verbs to write objectives at the rote level. Students should be able to:

9  
x 1



list, state, recall,  
identify, define  
show, quote



$$\begin{array}{r} 82 \\ - 77 \\ \hline \end{array}$$

51  $\sqrt{12,012}$

$$8^2 + 2(A + B) = 27$$
$$\sqrt{6} \quad 3 \frac{2}{9}$$

apply, use, solve, compute

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What type of learning occurs at the meaningful-integrated (MI) level



translate into everyday language and among three languages



+

similarities and differences

Learning is non-verbatim, linked to what already known or experienced.

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Here are verbs to write objectives at the MI level. Students should be able to:

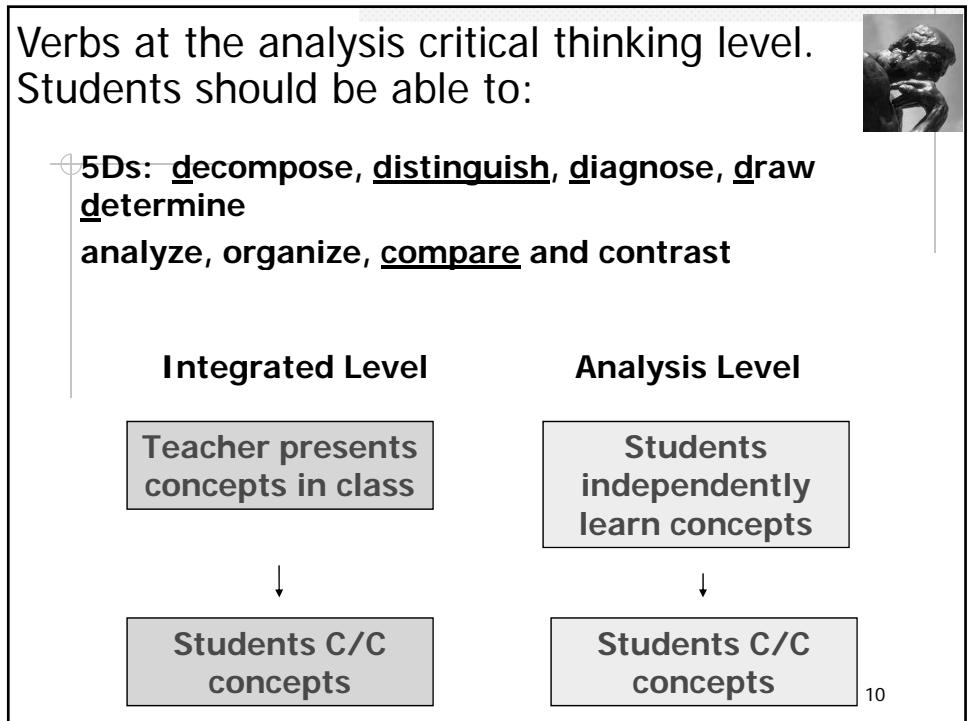
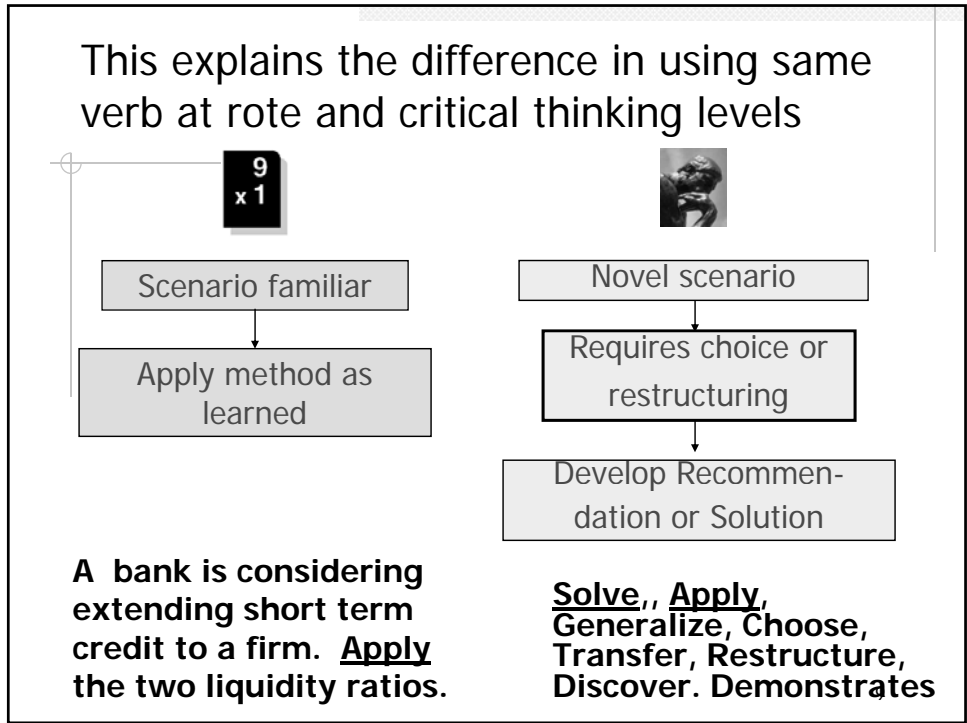


explain in own words, paraphrase, illustrate, interpret, extrapolate, translate among three languages, transform, predict, extend, interpolate, discuss






connect, link, compare and contrast, distinguish, differentiate, organize, integrate

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Verbs at the synthesis and evaluation critical thinking levels. Students should be able to:



**modify, create, propose, combine, design, improve, write, plan, prepare**

**evaluate, determine pros and cons, judge, appraise, argue, critique**

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Take quiz on level of objectives

**Students should be able to:**

- List the steps in selection process for a new hire.
- Solve 90% of end-of-section financial ratio problems in less than 10 minutes.
- Propose and defend an approach to incorporate uncertainty into linear programming.
- Compare and contrast LIFO and FIFO marketing based on class lecture.
- Evaluate the strengths and weaknesses of differentiation and differentiation focus strategy along the five industry forces.
- Given the assigned articles in Hume Studies, compare and contrast the writings of Hume and Smith on the effects of peace and war on commerce.
- Explain in own words the technical terms covered in chapters 5-7.
- Demonstrate how a firm can apply three positioning strategies by Dr. Youngme Moon

Rote, Meaningful, Integrated, Application, Analysis, Synthesis, Evaluation

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## Here's how to begin writing objectives

1. Write 4-12 objectives for each course "chunk".

Forecasting

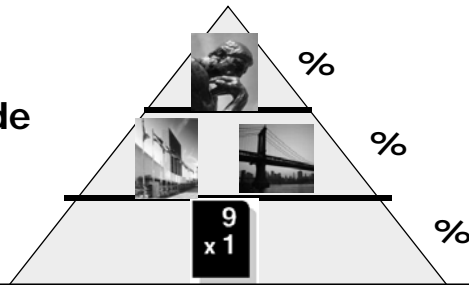
Root Cause Analysis

Creativity

Decision Support Models

Decision Making

2. Decide



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## Here's how to begin writing objectives

3. Share (but don't) read during introduction to presentation

4. Place in syllabus or portal

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The level of objectives affects topic coverage and student retention: **TANSTAAFL**

	Coverage	Retention	Methods
Rote	High	Low	Lecture (T- S and S - T) Questions
Meaningful Integrated	Medium	High + Transfer	Lecture + TAPPS (S – S) Talk
Critical Thinking	Low	Very High + MAX Transfer	Lecture + TAPPS, Cases, Journal Writing, Debates Simulation, Service Projects Research

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Additional readings

- ◆ Anderson, et. al. *Taxonomy for Learning, Teaching, and Assessing, A: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman; 1 edition (December 2000)
- ◆ Bloom et. al, *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*. Addison-Wesley Pub Co; (January 1984)
- ◆ Gronlund, N. *Writing Instructional Objectives for Teaching and Assessment*. Prentice Hall: (January 2003).

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