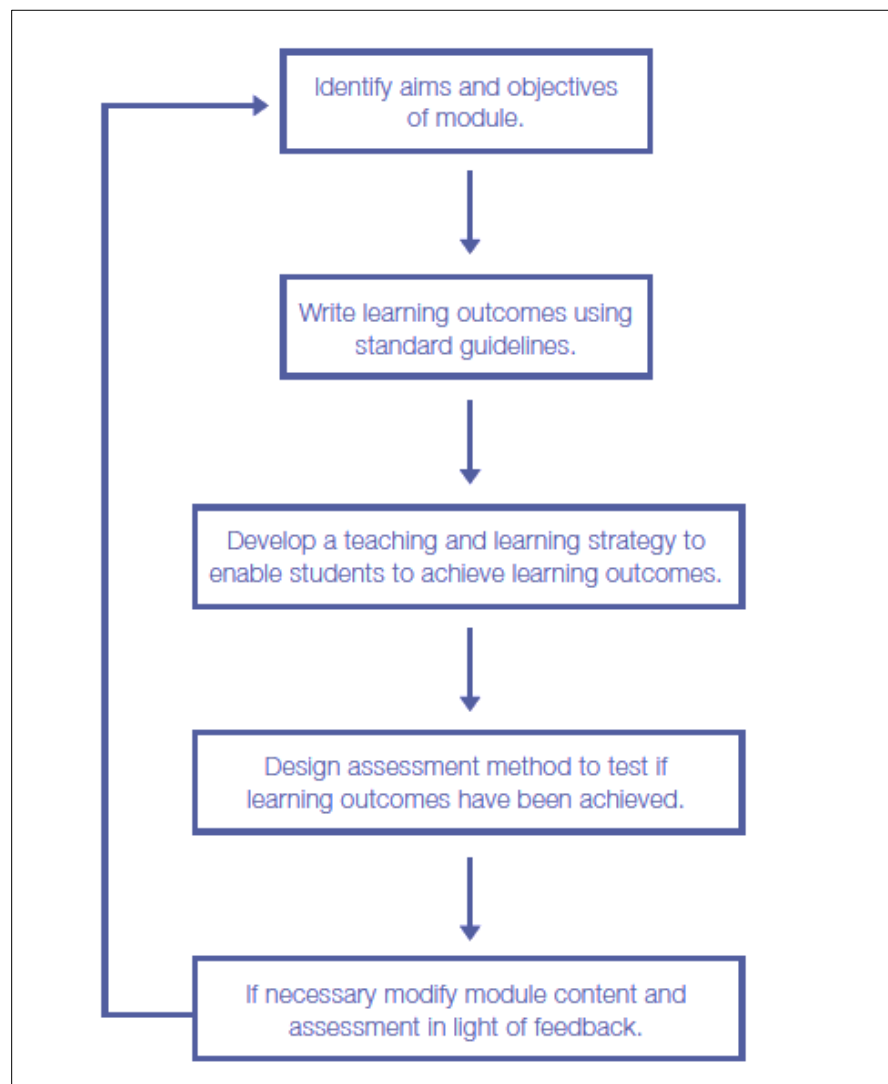


## 1. STEPS TO FOLLOW WHILE WRITING OBJECTIVES



## 2. CONSTRUCTIVE ALIGNMENT

Learning outcomes	Teaching and Learning Activities	Assessment
<b>Cognitive</b> Demonstrate Knowledge Comprehension Application Analysis Synthesis. Evaluation	Lectures Tutorials Discussions Laboratory work Clinical work	End of module exam Multiple choice tests Essays Practical assessment
<b>Affective</b> Integration of beliefs, ideas and attitudes	Group work Seminar Peer group presentation	Fieldwork Clinical practice Presentation Project work
<b>Psychomotor</b> Acquisition of physical skills		

# LEARNING OUTCOMES WORKSHOP HANDOUTS

## Declan (2000)



### 3. ASSESSMENT TYPES

Assessment Mode	Most likely kind of learning assessed
<p><b>Extended prose, essay type</b></p> <p>Essay exam Open book Assignment, take-home</p>	<p>Rote, question spotting, speed structuring As for exam, but less memory, coverage Read widely, interrelate, organise, apply</p>
<p><b>Objective test</b></p> <p>Multiple choice Ordered outcome</p>	<p>Recognition, strategy, comprehension, Hierarchies of understanding</p>
<p><b>Performance assessment</b></p> <p>Practicum Seminar, presentation Posters Interviewing Critical incidents Project Reflective journal Case study, problems Portfolio</p>	<p>Skills needed in real life Communication skills Concentrating on relevance, application Responding interactively Reflection, application, sense of relevance Application, research skills Reflection, application, sense of relevance Application, professional skills Reflection, creativity, unintended outcomes</p>
<p><b>Rapid assessments (large group)</b></p> <p>Concept maps Venn diagrams One minute/three-minute paper Short answer Letter to a friend Cloze</p>	<p>Coverage, relationships Relationships Level of understanding, sense of relevance Recall units of information, coverage Holistic understanding, application, reflection Comprehension of main ideas</p>