Learning Objectives Using Effective Verbs

**Pre-Class**
*Understand & Remember*

**Actions:**
- Define key concepts and relevance of topic
- Identify what in class content can be shifted to pre-class activities
- Embed Interactivity/checkpoints for student feedback
- Review and analyse student responses to checkpoints

**Examples:**
- Annotated short reading
- Narrated PowerPoint
- 7-10 min audio/video
- Interactive Learning Module (e.g., pre-class quizzes)
- Discussion Board/Chat room

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**Time with Teacher**
*Apply & Analyse*

**Actions:**
- Feedback/remediation to the pre-class responses
- Use teacher guided examples on authentic applications to build on key concepts
- Highlight relevance to learning and assessment outcomes

**Examples:**
- Worked examples
- Team-based practice activities (Assurance Testing)
- In class voting
- Simulation activities with debrief

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**Post-Class**
*Create, Evaluate & Reflect*

**Formative Assessment**

**Actions:**
- Apply key concepts to new situations
- Workshop authentic tasks in a real world or simulated context
- Assessment style questions for class activity
- Feedback on in-class tasks

**Examples:**
- Real world examples
- Student demo or presentation
- Scenario analysis
- Analysis of literature
- In class debate
- Simulation with student leading the debrief

**Summative Assessment**

**Actions:**
- Apply key concepts to authentic situations
- Measure performance using rubrics developed from the Learning Objectives
- Provide performance feedback

**Examples:**
- Assignment / Report
- Field work
- Practice OSCEs
- Project or research
- Written and/or oral exams
- Discussion Board/Chat room

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**Examples:**
- Tutor report
- Field work report
- Essay
- OSCE
- Presentation
- Exam (written, oral)
- Portfolio, performance

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Credit: Assoc Prof Sophie Karanikolas & The Flipped Classroom Community of Practice
Flipped Classroom Design Framework
Aligned with Bloom’s Modified Taxonomy

Karanicolas, Snelling, Kemp, & The University of Adelaide Flipped Learning Community of Practice (2018)

Learning progresses in this direction

Pre-Class
- Understand & Remember
  - Topic Orientation & Staging Activity

During Class
- Apply & Analyse
  - Active Learning
  - Teacher & Peer Feedback

Time with teacher & peers

Post-Class
- Create, Evaluate & Reflect
  - Formative Assessment
  - Summative Assessment
  - Practice examples
  - Performance Assessed Against LOs

Individual or Group

Online or in person

Individual or Group

Clarify questions from pre-class work

Feedback

Design progresses in this direction

Learning Objectives Using Effective Verbs
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Pre-Class
- **Understand & Remember**
  - Topic **Orientation & Staging Activity**

In Class
- **Apply & Analyse**
  - **Active Learning**
    - **Teacher & Peer Feedback**

Post-Class
- **Create, Evaluate & Reflect**
  - **Practice**
    - **Feedback**
      - Formative Assessment

**Assessment of Performance** Against LOs

*Flipped Classroom Design Framework Aligned with Bloom’s Modified Taxonomy*

Karanicolas, Snelling & The University of Adelaide Flipped Learning Community of Practice (2018)