

Objective Design and Instructional Alignment



FOUNDATIONS

LEARNER IMPACTS

- Achievement
- Self-regulation

DESCRIPTION

Instructional alignment is an essential characteristic of any effective learning experience. The presence of instructional alignment positively impacts learning. Instructional alignment is also a significant and necessary prerequisite condition for both the pursuit of efficacy and the application of more complex aspects of learning design, such as those related to designing for motivation and adaptive learning.

Instructional alignment refers to a high degree of agreement among the objectives, assessments, and the content in a learning experience (Cohen, 1987). It also includes deriving objectives from and aligning them to sets of relevant external frameworks or standards. Objective design refers to the practice of articulating the objectives, based on relevant sets of standards or external frameworks, for a learning experience such that the objectives reflect the specified measurability attributes while explicitly stating the learning goals. The objectives form the central framework for a learning experience and function as the critical point of reference when designing aligned assessments and content.

The main components of this principle are Pearson's research-based points-of-view on objectives, including their definitions, attributes that support measurability (Anderson, 2001; Dick, Carey, & Carey, 2015; Hattie, 2009; Marzano, 1998; Messick, 1989) and their function and the framework they form (Anderson, 2001; Dick, Carey, & Carey, 2015; Fullan & Langworthy, 2014; Hattie, 2009; Mayer, 2011). The principle also covers the role of standards alignment in the design process as well as an overview of assessment alignment and content alignment.

Design recommendations include:

- Explicitly specify observable knowledge, skills, or attributes a learner will achieve in the learning experience in objective statements.
- Derive these from relevant standards.
- Align all assessments and content to objectives to create aligned learning experiences, which are essential to effective learning experiences and Pearson's efficacy goals.

CAPABILITIES

- Adaptivity: Adaptive remediation
- Instruction: Multimedia active reading
- Management: Learner analytics

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive practice aligned to objectives
- Simple Technology: Objectives informing content design
- Content Support: Showing learners performance by objective



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong use of learning outcomes to define measurable impacts that the learning will have on learners	Some use of learning outcomes to define measurable impacts that the learning will have on learners	Poor use of learning outcomes to define measurable impacts that the learning will have on learners	Does NOT use effectively or is not a related activity	= ____
	Strong use of learning objectives to describe what learners will be able to do at the end of the course	Some use of learning objectives to describe what learners will be able to do at the end of the course	Poor use of learning objectives to describe what learners will be able to do at the end of the course		
	Strong use of enabling objectives to define module or activity level goals	Some use of enabling objectives to define module or activity level goals	Poor use of enabling objectives to define module or activity level goals		
Objectives	Strong use of objectives that are clear, concise, and learner-centered	Some use of objectives that are clear, concise, and learner-centered	Poor use of objectives that are clear, concise, and learner-centered	Does NOT use effectively or is not a related activity	= ____
	Strong use of objectives that are discrete and non-repetitive	Some use of objectives that are discrete and non-repetitive	Poor use of objectives that are discrete and non-repetitive		
	Strong use of objectives that are achievable in the context	Some use of objectives that are achievable in the context	Poor use of objectives that are achievable in the context		
	Strong use of objectives that are observable and measurable	Some use of objectives that are observable and measurable	Poor use of objectives that are observable and measurable		
Alignment	Strong use of appropriate instructional alignment standards to inform design, such as APA, P22, etc.	Some use of appropriate instructional alignment standards to inform design, such as APA, P22, etc.	Poor use of appropriate instructional alignment standards to inform design, such as APA, P22, etc.	Does NOT use effectively or is not a related activity	= ____
	Strong evidence that standards are aligned to learning objectives, thus providing design validation	Some evidence that standards are aligned to learning objectives, thus providing design validation	Poor evidence that standards are aligned to learning objectives, thus providing design validation		
Assessment	Strong application of multiple measurement methods to facilitate the triangulation of data	Some application of multiple measurement methods to facilitate the triangulation of data	Poor application of multiple measurement methods to facilitate the triangulation of data	Does NOT use effectively or is not a related activity	= ____
	Strong use of assessments that are aligned to learning objectives	Some use of assessments that are aligned to learning objectives	Poor use of assessments that are aligned to learning objectives		
	Strong use of feedback that supports improvement towards objectives	Some use of feedback that supports improvement towards objectives	Poor use of feedback that supports improvement towards objectives		