Institute for Leadership in Education Development
Agenda Development Worksheet

Program or Meeting Title: _____

Date:

Location or Call Information:

Audience:

Style of Meeting: Formal or Informal

Goal has the word "Go" in it.
Where are you trying to go?
What are you trying to achieve?
What is the purpose of the convening?

<u>Go</u>al of Meeting:

TOPICS OR ITEMS THAT MUST BE ADDRESSED TO MEET THE GOAL:

1.

2.

3.

4.

"OBJECTIVE" INCLUDES THE WORD "OBJECT".
OBJECTIVES ARE CONCRETE STEPS FOR HOW
TO REACH YOUR GOAL. THEY SHOULD BE SPECIFIC,
MEASURABLE, ACHIEVABLE, RELEVANT AND TIME-ORIENTED.

CONCRETE OBJECTIVES:

1.

2.

3.

TOTAL DURATION OF MEETING:

ACCESSIBILITY CONSIDERATIONS:

PRE-MEETING TASKS:

Topic 1 Title (Duration): _____

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Note in advance: **Possible Challenges that may arise:**

Possible Solutions:

Break (Duration): _____

Topic 2 Title (Duration): _____

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Lunch (1.25 hr.):

Topic 3 Title (Duration): _____

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Break (Duration):

Topic 4 Title (Duration): _____

Responsible Party:

Tasks: (How will you meet the objective of the topic? What activities will you use?)

Follow-up needed?

Note in advance: **Possible Challenges that may arise:**

Possible Solutions:

Post Meeting Follow-up needed:
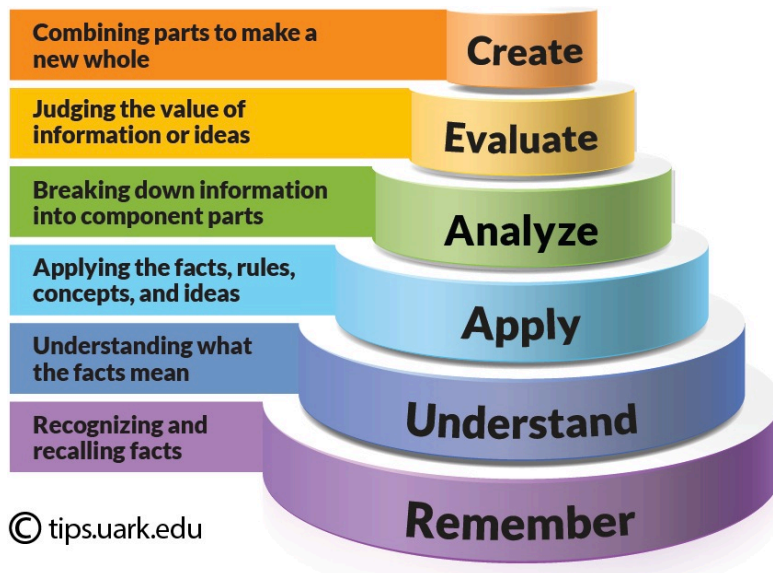
Responsible Party:

Next meeting (if applicable):

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LEARNING OBJECTIVES GUIDE

Key Questions:

1. *Based on your needs assessment, what should learners **think, feel, or do** because of the class?*

2. What level of **cognitive functioning** are you hoping to achieve?

Combining parts to make a new whole — **Create**
Judging the value of information or ideas — **Evaluate**
Breaking down information into component parts — **Analyze**
Applying the facts, rules, concepts, and ideas — **Apply**
Understanding what the facts mean — **Understand**
Recognizing and recalling facts — **Remember**

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3. What **actions** will demonstrate that learners are able to remember, understand, apply, analyze, evaluate, or create? Objectives should complete this phrase *"Because of this class, learners will be able to…"*

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Creating	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	*By the end of this class, the learner will be able to* design an original homework problem dealing with the principle of conservation of energy."
Evaluating	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	*By the end of this class, the learner will be able to* determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyzing	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	*By the end of this class, the learner will be able to* differentiate between potential and kinetic energy.
Applying	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	*By the end of this class, the learner will be able to* calculate the kinetic energy of a projectile.
Understanding	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	*By the end of this class, the learner will be able to* describe Newton's three laws of motion in her/his own words.
Remembering	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	*By the end of this class, the learner will be able to* recite Newton's three laws of motion.

Resources obtained from: https://tips.uark.edu/using-blooms-taxonomy/

4. Are your objectives SMART?

S	Specific
M	Measurable
A	Achievable
R	Relevant
T	Time-oriented

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Needs Assessment Guide:
What Do Learners Need?
Focusing on the Learner

Look at the training from two views:

1. What do the learners want from the training?

2. What do other people think learners should get from the training? For example:
   o faculty,
   o advisors,
   o sponsors, and
   o other stakeholders

When and how to assess the learners' needs:

Before the training

❑ Review written/formal materials like:

   o surveys,

   o evaluations of similar programs, and

   o research

❑ Hold focus groups or discussions with experienced professionals like:

   o representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)

   o colleagues/other professionals,

   o course designers,

   o faculty

❑ Collect information of work performance like:

o direct observation,

o informal reports of peers, and

o information from resource center

During the training

❑ Figure out what learners already know, through:

    o observations, and

    o pre-course surveys

❑ Watch how and what the learner is doing during training and make changes as needed, for example:

    o how they respond to questions,

    o comments they are making,

    o how they are doing in problem-solving exercises

After the training

❑ Discuss the training with faculty and staff.

❑ Revise the training using comments from learners.

❑ Send out post-training surveys (3-6 months after the training).

❑ Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.