

Module Objectives Overview

Hi and thanks for checking out the Module Objectives Tutorial. If you take the time to complete this tutorial then you will better understand how to use the module objectives and essentially do better on your exams. To make this tutorial more accessible for you, it is divided into four parts so in the future you can more easily skip to the information you need. Okay...let's get started!

1. As I've said in class already, this class is more than just rote memorization of concepts or theories. Although this basic knowledge is essential for success I will be testing you on your retention, demonstrated understanding, critical analysis, and ability to use knowledge. Many students ask me if I have a study guide; my answer is always the same, "Use the Module Objectives" – they are your study guides. They are designed to help you acquire the knowledge and understanding that you'll need to successfully pass exams, so it is important that you spend time working through the objectives, which is exactly what these tutorials are designed to help you do. So if you haven't looked at the objectives yet, now would be a good time to do that; pause the tutorial until you've had a chance to glance through the **Studying Diversity Module Objectives**.
2. Now that you've seen the objectives, you probably noticed that I've organized the module objectives by chapters. For example if you look at the **Studying Diversity Module Objectives** you can see that the first 10 objectives can be found in Chapter 1. However you can also see that there are some objectives that are not associated with a chapter in the textbook, but are identified under the header "*Lecture and Supplemental Materials.*" If you haven't guessed already, the information for these objectives will be presented during class lecture; in addition I will sometimes post additional links in the Resources page in D2L to help students with these objectives.
3. Did you notice that each objective has a word in italics off to its' left? Pay attention to it. This is another tool I have given you to help you better understand what I am asking of you with each objective. I will talk more about these action words in Part 2 of this tutorial.
4. I have made the module objectives to help guide you through the process of learning however it is your responsibility to find the information for each objective (from both the chapters and during class time). Although I do not specify which pages the information can be found on within the chapters, you should be able to find the information with a little bit of work. In Part 3 of this tutorial I will show you how to

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dissect each objective to figure out what it is asking of you, and in Part 4 I will give you some suggestions on how to take notes using these objectives.

5. Although we will spend a lot of time during class talking about these objectives it would be impossible for me to cover all of the posted objectives, therefore during class I will focus on those objectives that are most difficult to achieve as well as those that are the most interesting. Please keep this in mind when you come to class.
6. Now that you've finished this overview I think that you are ready to move onto Part 2 – Levels of Learning!

Module Objectives Tutorial Part 2 – Levels of Learning

So, what is learning? There is a model used in education called Bloom's Taxonomy. I use this model throughout my class therefore it is important for you to understand how I use it.

1. The first objectives you'll study this semester are the **Studying Diversity Module Objectives**. The objectives are numbered and organized by chapter. During lecture I will always identify which objective we are covering to help you organize your notes during class and you should do the same when you are taking notes from the chapter; I'll give you some more hints on note taking in Part 4 of this tutorial.
2. In addition you should notice that each objective has an *italicized* word off to the left; this is its associated "action word". There are different words that you will see:

Remembering

Understanding

Applying

Analyzing

Evaluating

3. These words identify its objective by its associated level of learning, but most importantly are there to help you to better understand how to achieve each objective. Keep listening for more explanation about each of these words.
4. *Remembering*. This type of objective is the most basic form of learning you are asked to achieve in preparation for exams. This can also be thought of as rote memorization. When it comes to class lecture, these are the ones I am least likely to cover during class. By achieving these objectives in advance of the chapter lecture, this will help you to follow along during class as we cover the more advanced learning objectives.
5. *Understanding*. This type of objective is a higher level of elementary learning that cannot be achieved without mastery of *remembering* first. This level of learning requires that you demonstrate comprehension of that basic knowledge.
6. *Analyzing*. This type of objective is a higher level of learning that requires both *remembering* and *understanding*. This objective is one form of critical thinking and may ask you to:

Module Objectives Tutorial Part 2 – Levels of Learning

contrast = look for similarities or differences

differentiate = look for differences

synthesize = bring together concepts, theories, etc.

Dissect = break concepts, theories, etc. into their smaller component parts

7. *Applying*. The purpose of this objectives is to demonstrate your ability to use knowledge which requires *remembering* as well as *understanding* of the concepts, theories, etc. you are learning.
8. *Evaluating*. This purpose of this type of objective is to draw conclusions based on the information that you've learned through the lower level objectives.
9. As you begin to work through the objectives you should always pay attention to these italicized words so that you are clear about how I expect you to learn. In scanning through the **Studying Diversity Module Objectives** you should see that there are fewer *remembering* objectives than there are *understanding or analyzing* objectives; this class is grounded in these higher levels of learning but to achieve these critical thinking objectives you must first master the basic levels of learning.
10. This concludes Part 2 of this tutorial. In Part 3 I will show you how to dissect each objective to give you a better understanding of what and how you should be studying for exams.

Module Objectives Tutorial Part 3 – Dissecting the Objectives

Welcome to Part 3 of the Module Objectives tutorial. Now I will walk you through dissecting the objectives. In other words you can't use these objectives to study if you don't understand them so I will show you how to take each objective apart such that you are able to locate the basic concepts and master each objective. Keep in mind that before you begin using these objectives you should read each chapter one time first; this will help you to more efficiently seek out the information you need, using these objectives. By now you should be familiar with the layout of the objectives so let's get started!

1. Let's start by looking at the **Studying Diversity Module Objectives**, specifically let's take a look at **Chapter I Objective #9**. As you can see in the left column, it is identified as a "Remembering" level objective so you should already be aware that I am expecting you to memorize information. As a reminder, this is the most basic level of learning and the foundation for all other levels.

Next you need to be able to identify what information you need to memorize. The objective says, "**Summarize historical and theoretical origins of prejudice and discrimination.**" This should be easy to find in Chapter I because it is pretty straightforward, as most of the "Remembering" based objectives will be. **Objective #9 is specifically looking for the different origins of prejudice and discrimination**, which is what you need to locate in the textbook. Begin to search the Chapter I section headings until you've found a heading that addresses these things; a little digging should turn up the basic information you need. It is also possible that you could find this information in your class notes so it's always a good idea to check those too.

Now that you've found the basic information, go back to your objective and figure out how I am asking you to use it. In Objective #9 I expect you to be able to "Summarize the historical and theoretical origins of prejudice." Once you have found those origins in the chapter (or your class notes) be sure to use good study habits to memorize them. Once you are able to recite from memory these factors, you have achieved mastery of this "Remembering" objective!

2. Let's take a look at another one, Objective #5, which is an "Understanding" objective and says, "Discuss the relationship between intent and prejudice." As a reminder this level of learning requires you be able to *remember* information but also to demonstrate a level of comprehension, or understanding of it. To master this level objective you must first obtain knowledge before comprehension, so go through the same process you would go through for a "Remembering" objective. In dissecting this objective you must first identify its concepts, which are "*Intent*" and "*prejudice*" then locate these concepts within the chapter and/or your class notes.

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The next step is to identify and interpret the action word, which in Objective #5 is “*discuss*,” which means that you are expected to be able to have a conversation about how *intent* and *prejudice* are connected to each other, or not. This relationship will be either discussed during class time and/or in Chapter 1. Once you can discuss this relationship clearly, then you have mastered this objective!

3. Let’s take a look at a higher level objective, **Objective #1**, which is an “*Analyzing*” objective, another level of learning that requires mastery of basic knowledge (i.e. *Remembering*) but also comprehension (i.e. *Understanding*), so be sure to go through those processes first.

Objective #1 says, “**Discuss race as a social and biological construct.**” To achieve an *Understanding* level of learning you must first be able to define each concept (biological construct of race and the social construct of race); then after interpreting the action word (i.e. **Discuss**) you see that I expect you to be able to have a conversation about these two concepts.

4. Let’s take a look at another higher level one, Objective #6, which is an “*Applying*” objective, another level of learning that requires mastery of basic knowledge (i.e. *Remembering*) but also comprehension (i.e. *Understanding*), so be sure to go through those processes first.

Objective #6 says, “**Identify examples of interpersonal, organizational, institutional, and cultural discrimination.**” The key concepts are the ones stated after the colon – **interpersonal, organizational, institutional, and cultural discrimination**. The first step is to master comprehension (i.e. *Understanding*) of these key concepts. However for this objective you must be able to *apply* your understanding of these concepts, so you should be prepared to *identify* (which is the action word) examples of this on the exam and should expect to see specific examples of discrimination that you would have to identify by their associated type of discrimination (the key concepts in this objective).

5. There is one another level of learning, called *Evaluating*. To dissect these objectives you will go through the same process as we have been doing with the other levels of learning. Just keep in mind that you will need to achieve mastery of the lower levels of learning (i.e. *Knowing*, *Understanding*, and *Analyzing*) in order to master the *Evaluating* level of learning. This type of objective will ask you to draw conclusions based on your knowledge and understanding of the concepts presented.

Module Objectives Tutorial Part 3 – Dissecting the Objectives

6. As you can see, it takes time to work through each objective so it is important that you begin working through each chapter objective as we cover them throughout the semester. If your plan is to wait until Week 8 to start studying for that Midterm Exam, you are going to be wishing you had started 8 weeks earlier! I can't stress this enough; don't wait until the last minute. The bottom line is if you take the time and work through these objectives as we cover each chapter, you will be better prepared to pass the exams. And that concludes Part 3 of this tutorial. In Part 4 I will discuss some strategies for taking notes using the module objectives.

Module Objectives Tutorial Part 4 – Taking Notes

Welcome to Part 4, which is designed to help guide the note taking process using the module objectives. As a reminder, just reading the chapters and coming to class will not result in mastery of the objectives, which is a common fallacy; learning is an active process, not passive, and a successful student will be actively engaged in all facets of the class. This tutorial is a guide to help you; you are free to use your own note taking skills and strategies as well as or in lieu of these.

1. **That wasn't covered in class!** First of all, I will not cover all of the objectives during class time; this is a college level class therefore I expect you to come to class prepared with a basic level of knowledge and encourage you to read each chapter and begin working through the objectives before I discuss them in class. I will spend class time focusing on those objectives that are more difficult or most important for students to master.
2. **There is too much information to study!** I agree; there is far more information in the textbook than I expect you to know on exams therefore you should focus your reading and note taking based on the module objectives that I've given you. If your plan is to simply read the chapters and try to retain everything, you'll likely experience brain overload, leaving your success up to chance and feeling extremely frustrated. Instead you should use the module objectives to guide all aspects of your study routine, which includes how you take notes when reading and during class time.
3. **But I came to each class...how come I didn't pass this class?** Reading + listening does not equal learning. Because learning is an active process and takes time you need to be efficient in every aspect of how you study for this class, which includes how you take notes. I always suggest reading the chapter through one time, then go back and begin to work through the chapter using the module objectives as I showed you in Part 3. This will give you a good overview of the content of the chapter before focusing appropriate attention on the concepts that you will be tested on.
4. **Should I take notes?** When it comes to note taking, it is always important to take notes during class, especially during lecture. Of course this doesn't mean that you have to write down everything I say or that is said in class. To be efficient you must hone the skill of deciphering what is important and what is not; you must also learn to take shorthand notes, using abbreviations rather than writing full words or complete sentences. This is a skill that you will get better at as the semester progresses.

I acknowledge that the rate at which I speak is probably faster than the rate at which you write (at least this is true for me), so again it is important that you develop a note

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taking language that you can understand while retaining the accuracy of what I am saying. This is up to you to develop and is essential for efficient note taking.

5. **Be efficient.** To help you efficiently take notes in class, as we work through the content each class I will identify which objectives we are covering. For example before I start discussing Objective 1, I will always identify it either by writing that objective # on the board or identifying it in PPT. No matter how I deliver that lecture, you will always know which objective we are discussing therefore you should clearly organize your notes during class by objective #. A simple way of doing this is to write the objective # in the left column of your notes page, using LARGE BOLD PRINT so it can clearly be identified.

6. **Organize your notes.** Throughout the semester I will vary how I deliver class content, sometimes in lecture format other times in discussion format,; I also regularly use PowerPoint slides. The content in these slides are a skeleton outline (and sometimes the use of visuals, such as pictures) of what is important so writing down the key concepts is helpful, however you are expected to fill in the details as we discuss them during class. This is where the shorthand comes in handy; it is impossible to write full sentences of what is discussed in class. You will need to develop a method for outlining your notes, and going back later to fill in the missing pieces. Remember learning is an active process that you must be engaged in. Here are some general tips to help you with organizing your notes:
 - Use shorthand notes – do not copy word for word
 - Skip unimportant words, such as “a” “and”
 - Incorporate symbols, arrows, and visuals into your notes to convey ideas
 - Don’t worry about being neat or tidy
 - Always organize notes by objective #

7. **Re-write your notes.** Consider your class notes to be a “first draft” and plan to re-write them at least one more time, adding clarity where needed. Also follow this same process for taking notes from the textbook. You’ll also need to consolidate your class notes with your textbook notes, all of which should be guided by those module objectives. This is again another reason why it is important to start early in the semester, and not wait until the last minute. Did you know that writing helps with learning them?!

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8. Once again these tips are intended to improve your efficiency when taking notes during lecture and reading the chapter. The most common mistake is to be a passive receptacle of knowledge, but very few people can do this and pass this class. However if you choose to be actively engaged as you take notes and study for exams, these tips will improve your note taking skills and ultimately improve your performance on exams.

9. That concludes the Module Objective Tutorial. To help summarize this process I have created a flow chart to help you workthrough the module objectives. I hope you find it helpful!

How to Use Module Objectives Summary

