



7.1.1 | Create: 3-Column Aligned Table Example #1

Instructions: Study the sample 3-column table below, elaborate on the bottom half (on the next page), and then use the blank 3-column template provided in the website Bloom's exercises to identify learning outcomes for your own unit of instruction.

Aligned Learning Outcomes, Assessments, & Strategies for a Face-to-Face Woodworking Furniture Refinishing Course

Overall Instructional Goal: The WW150 Furniture Refinishing course provides participants with a working knowledge of refinishing processes to prepare for future hands-on experiences, including business and safety considerations, and wood identification and job evaluation.

Outcomes (<i>use action verbs</i>)	Assessments (<i>write as instructions</i>)	Strategies (<i>support outcome & assessment</i>)
1.0 (Knowledge) Demonstrate understanding of the scope and standards of the refinishing field by explaining common terms and processes. 1.1 (K) Define common industry terminology. 1.2 (K) Recall and/or recognize common furniture refinishing tasks and procedures. 2.0 (K/Skill) Evaluate refinishing jobs to accurately estimate effort and pricing to yield a profit. 2.1 (S) Identify types of wood. 2.2 (K/S) Distinguish between junk and furniture worthy of refinishing. 2.3 (K/S) Analyze the quality, worth, and effort level involved in refinishing a piece of furniture by identifying its age, type of wood, and condition.	1.0 Multiple choice test worth 10 points. 9 questions (3 per objective) plus 1 bonus question. (formative) 2.0 & 2.3 "Become the expert" individual assessment worth 100 points. Use the checklist provided and examine three pieces of furniture at the front of the room. Mark the characteristics on the checklist and then write your assessment of quality, age, and worth of each piece of furniture. 33 points per piece of furniture and 1 bonus point for neatness and legibility. (summative) 2.1 Wood sample identification test worth 100 points. Examine and identify the ten numbered wood samples, some of which are commonly used for furniture construction and some are not. (summative)	1.0 (teaching strategy) Overview video and lecture on the Refinishing industry. 1.1 (learning strategy) Learners play a definitions game in peer pairs. 2.0 (teaching strategy) Video on furniture refinishing tasks and procedures; demonstration by a master craftsman. 2.1 (learning strategy) Learners complete a labeled wood samples exercise. 2.0 (teaching strategy) Guest speaker on identifying quality furniture; practice with examples and non-examples. 2.3 (learning strategy) Small group exercises to determine age, quality and worth of sample furniture pieces using the checklist provided.
Terminal outcome 1.0, its enabling outcomes, and the associated assessments and strategies reflect an Instructivist pedagogical approach drawing from Cognitive theory. The content is primarily <i>knowledge</i>-based, with verbs reflective of Bloom's levels Remember & Understand. The multiple choice assessment is appropriate because none of the procedures must be recalled from memory. (Eventually the learner will recall them from memory after having performed them repetitively.) Strategies are reflective of instructivist pedagogy. Terminal outcome 2.0, its enabling outcomes, and the associated assessments and teaching/learning strategies reflect a Constructivist pedagogical approach drawing from Cognitive Constructivist, and Social Constructivist and Situated Learning theories. It addresses both psychomotor & cognitive skills. The outcome verbs reflect Bloom's thinking skills for Remember, Understand, Analyze & Evaluate, as well as Gagne types of knowledge: verbal information, intellectual skills (discriminations, concepts, rules, & problem-solving), and psychomotor skills. A performance assessment is appropriate because the learners will be required to perform the skill in the real world. The strategies used reflect Cognitive, Cognitive Constructivist, Social Constructivist, and possibly Situated Learning theory. They support both individual accountability for the outcome (reflected in the assessment), group collaboration to master the outcome, and a performance test situated in a real-world context. The same checklist used in the learning exercises will be used in the assessment.		



Now you try elaborating on the following to explain the alignment of these outcomes, assessments, and strategies...

3.0 (*Knowledge*) OSHA, HAZCOM and HAZMAT safety regulations and procedures.

3.1 (*Attitude*) *Demonstrate an appreciation* of the dangers involved in furniture refinishing and the dangers to the environment *by choosing to follow* the applicable regulations.

3.0 Ungraded, **formative** quiz on regulations, some fill-in-the-blank and some multiple choice, based on what should be remembered and what can be recognized by the learner.

3.1 Follow-up interviews with former students to determine adherence to regulations once they are practicing furniture refinishers. (**summative**)

3.0 Video presentation on the regulations; website exploration to locate and bookmark the applicable regulations and to answer a set of questions about the regulations.

3.1 Role-play exercise using real-life scenarios of people/environments damaged by furniture refinishing chemicals and processes.

[Elaborate on your alignment and design]