



## LEARNING OBJECTIVES

Learning objectives are explicit statements that provide a context for what will be learned. There are both discipline-specific (knowledge, skills, attitudes, and behaviors) and non-discipline-specific (communication and presentation skills, moral values, ethics) objectives. Objectives can help students clarify their personal goals for a course and give them a framework against which to measure their success. Articulated objectives can reduce student anxiety and improve a student's studying effectiveness.

Objectives need to be organized so they are useful to the students and the instructor. To accomplish this, objectives need to be written as student outcome statements.

According to Bob Diamond in *Designing and Improving Courses and Curricula in Higher Education* (p. 131), objectives must be written to answer the question "What must the student do to prove that she/he has succeeded?" or "What should a student be able to do as a consequence of instruction?" This means writing statements that are clear, concise, and concrete (open to limited interpretation).

When objectives are written in this way, they can be used to evaluate whether student outcomes are met and whether the instructor successfully taught the material.

### Desired Outcome

Using Bloom's six stages of learning, state what new skill and/or knowledge the attendee will gain by participating in the program:

- Knowledge: identify, list, tell
- Comprehension: describe, explain, summarize
- Application: construct, demonstrate, solve
- Analysis: analyze, generalize, organize
- Synthesis: compile, create, design
- Evaluation: appraise, compare, contrast

*Taxonomy of Educational Objectives; The Classification of Educational Goals.*  
Longmans, Green, 1956.

### Use verb(s) that describes an observable action

A description of the conditions under which this action takes place ("When given x, you will be able to...")

The level of acceptable performance (i.e., what percentage of correct answers will be considered acceptable, how many errors will be permitted, how many and which examples must be included, and so on)

*Sample action verbs:*

analyze	compare	describe	inspect	solve
apply	compute	determine	interpret	specify
assess	construct	devise	master	translate
build	contrast	evaluate	research	utilize
calculate	create	examine	resolve	
clarify	define	identify	select	

## Writing the Learning Objective

Based on Robert Magar's behavioral objectives, write the learning objective in outcome-based language:

- Performance to be completed (2)
- Under what condition (1)
- Against what criterion (3)

*Preparing Instructional Objectives* Fearon, 1961.

### *Sample Learning Objective*

"Using<sup>1</sup> the *ANSI A108/A118/A136-1999 American National Standard Specifications for the installation of ceramic tile*, the participant will be able to research, evaluate, and select appropriate<sup>2</sup> bonding and grouting materials for successful<sup>3</sup> tile installation."

Write a Learning Objective:

Performance to be completed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Under what condition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Against what criterion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_