

HOW TO COMPOSE A LEARNING OBJECTIVE

1. Begin with a statement like “Upon successfully completing this course, students will be able to...”
2. Add an action verb to reflect an OBSERVABLE, MEASURABLE performance or behavior
3. End with a qualifier to describe or restrict the conditions and terms under which the objectives are met

Conditions	Given x	Upon successfully completing this course
Performance	The learner will [insert verb]	students will be able to <u>plan an oral history project</u>
Standards	With this degree of accuracy, quality, quantity or time constraints	from beginning to end according to best practices in the field

ACTION VERBS

For each learning objective, use **ONLY ONE** verb from any of these categories:

1. KNOWLEDGE VERBS describe cognitive behaviors, i.e. what students will need to know (e.g., define, explain, examine, compare)
2. ATTITUDE VERBS describe affective behaviors, i.e., what students should care about (e.g., accept, observe, judge, verify)
3. SKILL VERBS describe psychomotor behaviors, i.e., what students should be able to do (e.g., touch, locate, illustrate, build)

EXAMPLES

- Upon successfully completing this course, students will be able to plan an oral history project from beginning to end according to best practices in the field.
- At the conclusion of this course, you will be able to optimize audio and video for streaming on the web.
- At the conclusion of this course, participants will be able to describe the history, laws and current practices pertaining to the education of students with disabilities in the least restrictive environment.
- At the conclusion of this course, you will be able to prepare a comprehensive annual fund plan appropriate for presentation to the board of a nonprofit arts organization.
- After completing the activities related to this session, you will be able to compose a well-written learning objective.

THE “NO FLY” ZONE

Do not use any of the following ambiguous or imprecise verbs, because they are not measurable:

ACCEPT, KNOW, APPRISE, REFLECT, EDUCATE, KEEP ABREAST, APPRECIATE, REALIZE, DO, UNDERSTAND, ACQUAINT, LEARN, REVIEW, FAMILIARIZE, BE FAMILIAR WITH, BE AWARE OF, BECOME EXPERT IN, GAIN A WORKING KNOWLEDGE OF

COVERT (not observable)	OVERT (observable)
Understand Ohm’s Law	Define Ohm’s Law in writing
Determine the bad circuit	Verbally identify the bad circuit
Select between...	Sort into groups

CHECKLIST

- Do my learning objectives speak directly to my students?
- Do my learning objectives refer to what my students should achieve, not what I, the instructor, will do?
- Does each learning objective target *just one* specific aspect of expected performance?
- Does each learning objective use *only one* action verb?
- Is each learning objective measurable or observable?
- Does each learning objective match instructional activities and assessments

WHY SHOULD I USE LEARNING OBJECTIVES?

- Learning objectives help students know what they will need to STUDY and what they’ll be able to DO after completing your course
- They help you align your curriculum through congruency with content, learning activities, and assessment tasks
- They help you create learning plans, methods, and materials
- They help learners understand your expectations
- They prepare learners for the task ahead
- They increase motivation to learn (“motivation is enhanced by the way in which instructional material is organized”)
- They help you make sure you’ve reached your goals
- Studies show that students learn more when they are provided with this information

VERBS TO
CHOOSE FROM

