

Writing Learning Objectives Worksheet

Including course goals and objectives in a syllabus is the clearest way to communicate course expectations to students. Well-written goals and objectives tell students what is to be learned, and what behaviors will be expected of them and graded.

- **Goals** are broad, generalized statements about what is to be learned. Goals are a target to be reached.
- **Objectives** are specific, measurable, short-term, observable student behaviors that are easily assessed and rooted in course goals.

Objectives should focus on three areas:

- ✓ **Level of Performance**
 - What is the cognitive skill required (i.e. Bloom's Taxonomy word)
- ✓ **Focus**
 - What content do you want the students to learn?
- ✓ **Context**
 - Under what conditions or circumstances will the learning occur?

Example:

Students who attend advising sessions **will choose courses that fulfill their chosen degree requirements.**

Students **will be able to demonstrate effective communication skills in scientific presentations**

Is your objective SMART?

Specific Measureable Attainable Relevant Targeted

Problems to avoid:

- Describe program outcomes, rather than learning outcomes
- Using vague terms like: *appreciate, become aware of/familiar with, know, learn, value, use, understand*; instead of action verbs (Bloom's Taxonomy)
- Too complex, too wordy
- Multiple outcomes in one learning outcome statement
 - Not specific enough (e.g., **effective communication skills** above!)

Learning Objective Components Practice

For each learning outcome, try to identify the three components:

- ✓ Level of Performance
- ✓ Focus
- ✓ Context

1) As a result of attending five counseling sessions at the Student Counseling Center, students will implement one or more strategies to cope with their problems.

LOP: _____
Focus: _____
Context: _____

2) At the conclusion of the Anti-Hazing presentation, students in attendance will be able to identify five behaviors or activities that constitute hazing.

LOP: _____
Focus: _____
Context: _____

3) Faculty who attend the NSSE workshop will be able to identify three ways their work contributes to the institution scoring well on the NSSE benchmarks.

LOP: _____
Focus: _____
Context: _____

4) By the conclusion of the course, students will objectively critique their own scientific communications, as well as those of peers and mentors.

LOP: _____
Focus: _____
Context: _____

Now it's your turn!

Objective 1:

1. Identify the overarching/broader objective or goal your outcome is going to support:
2. Identify the audience:
3. What LEVEL OF PERFORMANCE do you want them to meet?
4. What concept do you want them to FOCUS this performance on? (What concept do you want them to be able to know, think, or be able to do?)
5. In what CONTEXT will the learning occur? (Be specific!)
6. How will you measure the learning?

Fill in the blanks:

LOP: _____

Focus: _____

Content: _____

Check yourself:

| | Yes | No | Not sure |
|------------------------------|--------------------------|--------------------------|--------------------------|
| Is the objective specific? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective measurable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective attainable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective relevant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective targeted? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rewrite the learning objective statement to address any issues:

Objective 2:

1. Identify the overarching/broader objective or goal your outcome is going to support:
2. Identify the audience:
3. What LEVEL OF PERFORMANCE do you want them to meet?
4. What concept do you want them to FOCUS this performance on? (What concept do you want them to be able to know, think, or be able to do?)
5. In what CONTEXT will the learning occur? (Be specific!)
6. How will you measure the learning?

Fill in the blanks:

LOP: _____

Focus: _____

Content: _____

Check yourself:

| | Yes | No | Not sure |
|------------------------------|--------------------------|--------------------------|--------------------------|
| Is the objective specific? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective measurable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective attainable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective relevant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the objective targeted? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rewrite the learning objective statement to address any issues: