

Wednesday, October 4, 2017: **MOQI Webinar Learning Objectives: What, Why, Where, & How Recap**

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**What** -- Learning Objectives are intended to:

- Form the foundation of the course
- Guide choice of materials, activities, and assessments
- Provide expectations about how to achieve the objectives stated

Good learning objectives are specific, written as measureable behaviors in a student perspective, describe the learning experience, contain only one action verb, and include multiple cognitive levels.

- specific
- written as measureable behaviors
- describe learning,
- contain only one action verb
- student friendly
- as a set they include multiple cognitive levels

Learning objectives create a bridge for assessments.

A learning objective is what students should know and be able to do. An assessment evaluates how well the students achieved those objectives.

Learning Objective	Type of Assessment
<b>Describe</b> the populations most at risk of serious flu complications.	MC Test
<b>Explain</b> how the digestive system of a bovine functions.	Presentation / MC Test / paper
<b>Summarize</b> the plot to the Three Little Pigs.	Presentation / essay

**Why** – Learning Objectives are important for two main reasons:

1. Help students identify what you expect and value, determine the desired outcomes that will be measured, and evaluate their performance.
2. Help instructors stay focused, plan and revise courses, and aligns instructional activities and assessments used in the course.

**How** – How should learning objectives be written?

First, before you start writing your learning objectives, ask yourself a few questions to get you focused on your expectations for your course:

1. What information or content do you want your students to learn?
2. What do you want your students to do with that information?
3. What skills do you want your students to learn, develop, or improve?
4. How will you know that your students understand?

Next, use the ABCDs of writing learning objectives to help guide the process:

A = Audience	B = Behavior	C = Condition	D = Degree of Performance
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For Example: **By the end of the course**, **students** will be able to **list** the **eight parts of speech**.

Use Bloom's Taxonomy to select the proper action verb to match the required cognitive skill level.

[Click here to access Bloom's Taxonomy](#)

Avoid using words that cannot be measured effectively. A few of the words to avoid are:

Understand	Know	Comprehend	Appreciate
Learn	Enjoy	Believe	Value

**Where** – Put your learning objectives in a number of places throughout your course to help your students connect the dots. Some suggested locations include:

1. Syllabus
2. Welcome message if using D2L
3. Content modules or Module Overviews
4. Embedding in the lesson or activity instructions (usually appears first in an overview section)
5. Quiz feedback to help “close the loop”

Summary:

Learning objectives are one way to communicate with your students and help them connect the dots. Anything that you can do to help your students avoid confusion will help them be successful in your course.

“Using learning objectives helps guide and direct students creating a state of expectations and avoiding leaving them in a state of wonder.” (Beth McMahon, 2017).