The image shows the cover of a spiral-bound notebook. The cover is a light beige or cream color with a subtle, textured pattern. On the left side, there is a silver metal spiral binding. The text is centered on the cover in a dark brown, serif font. The title is split into two lines: "Writing Learning" on the top line and "Objectives" on the bottom line. Below the title, the author's name "Dr. John A. Gedeon" and the date "July 2004" are printed in a smaller, dark brown, serif font.

# Writing Learning Objectives

Dr. John A. Gedeon

July 2004

# This Lesson's Objectives...

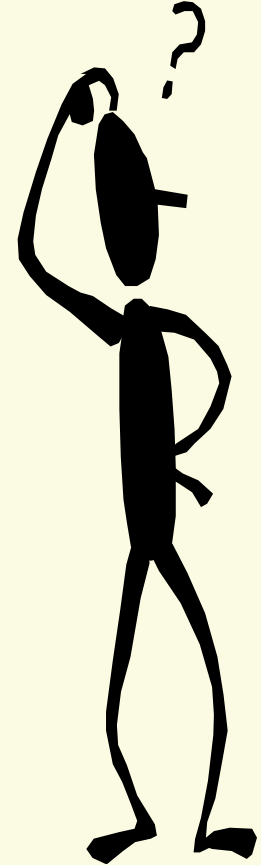
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- 📄 The aim of this lesson is familiarize trainers with the proper use and construction of learning objectives.
- 📄 Objective 1: When designing a training program or course, the trainer will value well defined objectives as the most critical step.
- 📄 Objective 2: Given an instructional intention and target group, the trainer will formulate behavioral objectives which are observable and measurable.

# The Role of Objectives

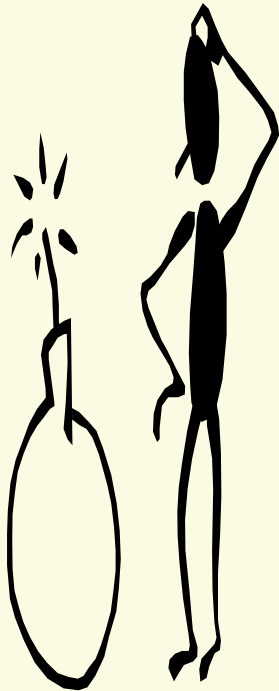
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- ☞ To determine behavioral outcomes
- ☞ To be a reference point in determining: structure, content, instructional/learning methods, and assessment & evaluation design
- ☞ A communications tool to explain the course to students, other facilitators, examiners, employers, registrars, and other stakeholders
- ☞ A motivational device for students in setting expectations and targets
- ☞ A framework to help develop student's ability for self-assessment
- ☞ A selling tool for course marketers



# Most Common Pitfalls

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- ❏ Many trainers give only perfunctory importance to objectives; they first plunge into content and then afterwards try to decide on what the objectives should be.
- ❏ Objectives are so vague or broad that they can not be measured or tested.
- ❏ They focus on what the teacher is doing, and not on the student.

# The Situational Analysis

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- 📄 Before one can write objectives a situational/training needs analysis must be undertaken
- 📄 There are two main reasons for training:
  - To correct a current deficiency in performance
  - To adapt to a change in the environment that requires new behaviors
- 📄 One must be clear about these behaviors and the conditions under which the skills will be used
- 📄 An audience analysis must be conducted to know what the existing skill levels are and where they are applied

# Types of Statements of Intention

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- ☞ The broadest statement of intention is an “aim” or “training goal,” they express broad but not measurable outcomes
- ☞ Training/learning/behavioral objectives specify a measurable outcome under defined operational conditions
- ☞ The three main types of objectives are:
  - “Cognitive” - Knowledge or Information
  - “Psychomotor or Skill” - Performance
  - “Affective or Attitude” - Values
- ☞ It is OK to start with aims or goals but these must be supported by several detailed objectives

# Objectives are Essential

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- 📄 One cannot DESIGN training without objectives
- 📄 Objectives are your (legal) CONTRACT with the participants
- 📄 Everything you do in your session MUST support the accomplishment of the objective—nothing more, nothing less—that is, content must be “necessary and sufficient.”

# Definition of an Objective

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- 📄 A learning objective describes:  
*What the participant will be able to know (knowledge), do (skill), or value (attitudes) after successfully completing instruction. “ASK”*
- 📄 The objective is NOT how you are going to do it, but what will be the outcome or result when training is completed.
- 📄 Training vendors and training impact cannot be evaluated without them either.
- 📄 Hint: look at performance standards as guide, if they exist



# A-B-C's of Learning Objectives

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A – **Audience** (by specific job title)

Not “students, participants, or audience”

B – **Behaviour** desired in observable and measurable way

C – **Conditions** under which the task is performed (optional)

# PROHIBITED Phrases

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☞ To appreciate

☞ To be exposed to

☞ To understand

☞ To be introduced to

☞ To sensitize

☞ To examine

☞ To know

☞ To become familiar with

☞ To gain knowledge in

☞ To survey

☞ To be acquainted with

☞ To remember

☞ To learn

☞ To perceive

☞ **All of these are not measurable**

# Objective Writing Formats


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Here are two formats used to write objectives:


1. The easiest is: “Upon completion of training...” (this helps you focus on what the student will do, NOT what the teacher does)
2. The more comprehensive way starts with “Given or When...”

## 2 Learning Objective Templates

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 **“Upon completion of training, the** [insert job title] **will** [insert observable skill].”

- “Upon completion of training, the field officer will write a complete report.”

 **“Given/when** [raw materials or triggering event], **the** [insert job title] **will** [insert observable skill].”

- “Given a field visit, the field officer will write a comprehensive report.”

# Multiple Objectives in Training Manual

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Upon completion of this workshop  
registry clerks **will**:

1. Classify correspondence according to the Public Service standard
2. Make portfolio entries correctly
3. Forward incoming documents to the correct office
4. File correspondence in the correct files
5. Retrieve any filed document, when requested

# Example 1: Objective Statement

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*Given a cash flow forecasting spreadsheet*  
[condition], *the financial officer* [target] *will*  
*specify loan requirements for the next*  
*period* [outcome behavior].

## Example 2: Objective Statement

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*When confronted with a conflict situation [condition], the customer service representative [target] will calm the client and resolve their problem [outcome behavior].*

## Example 3: Objective Statement

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*Given the geographical coordinates,*  
[condition] *the surveyor* [target] *will locate*  
*the construction site reference point*  
[outcome behavior].



# Bloom's Taxonomy of Learning

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In 1956, Bloom developed a continuum of the levels of learning from the low level, simple, concrete to the higher level, complex, abstract learning. He theorized six levels:

1. **Knowledge** - identification and recall of information
2. **Comprehension** - understanding (not parroting)
3. **Application** - use of knowledge, concepts, rules, principles to solve problems
4. **Analysis** - breaking down the whole into its parts
5. **Synthesis** - pulling together divergent pieces to create a new "whole"
6. **Evaluation** - judgment of value based on criteria or standards

# Bloom's Behaviors

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## LEVEL

## STUDENT BEHAVIOR

Knowledge

- Responds, Absorbs, Remembers, Recognizes

Comprehension

- Explains, Translates, Demonstrates, Interprets

Application

- Solve Problems, Demonstrates, Uses Knowledge, Constructs

Analysis

- Discusses, Uncovers, Lists, Dissects

Synthesis

- Discusses, Generalizes, Relates, Contrasts

Evaluation

- Judges, Disputes, Debates, Forms Opinions

# Getting the **VERBS** right

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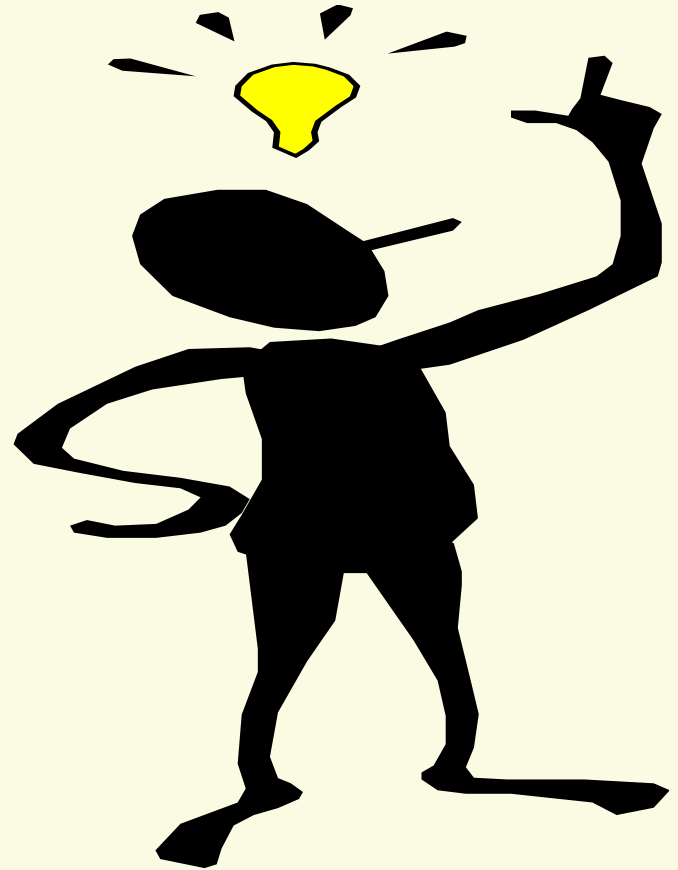
- ☞ The most critical part of writing an objective is selecting a precise verb to define behavior
- ☞ Only use the following verbs for “aims” or “goals”--not objectives:
  - Appreciate, know, understand, enjoy, exposed to, overview, introduced to, survey...
- ☞ These static verbs are wide open for interpretation and are not measurable

# Verbiage...

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📄 In each of the next six slides the verbs associated with Bloom's learning levels will be listed

📄 Note that some verbs are common to more than one group--they have a contextual meaning



# Bloom's "Knowledge" Verbs

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 Tell

 List

 Define

 Name

 Recall

 Identify

 State

 Know

 Relate

 Reproduce

 Memorize

 Order

 Remember

 Repeat

 Recognize


 Label

 Recite

 Match

# Bloom's "Comprehension" Verbs

---

 Transform


 Change

 Restate


 Describe

 Explain

 Review


 Paraphrase

 Relate

 Generalize


 Contrast

 Classify

 Summarize

 Describe


 Discuss

 Summarize

 Interpret

 Infer

 Give Main Idea

 Justify

 Report

 Sort

 Translate

 Select

 Indicate

 Illustrate

 Represent

 Formulate

 Express

# Bloom's “Application” Verbs

---

 Apply

 Predict

 Practice

 Instruct

 Employ

 Compute

 Use

 Calculate

 Demonstrate

 Perform

 Illustrate

 Choose

 Show

 Schedule

 Report

 Sketch

 Use


 Interpret

# Bloom's "Analysis" Verbs

---

 Dissect,

 Distinguish

 Examine

 Compare

 Contrast

 Survey

 Investigate

 Separate

 Categorize

 Classify

 Deduce

 Organize

 Analyze

 Identify

 Differentiate

 Solve

 Appraise

 Calculate

 Categorize

 Criticize

 Discriminate



# Bloom's "Synthesis" Verbs

---

 Create


 Invent

 Compose

 Construct

 Design

 Modify

 Imagine

 Produce

 Propose


 What If

 Write

 Combine

 Summarize

 Restate

 Generalize

 Conclude

 Arrange


 Assemble

 Formulate

 Plan

 Prepare

 Set-up

 Synthesize

# Bloom's "Evaluation" Verbs

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- 📄 Judge
- 📄 Assess
- 📄 Decide
- 📄 Select
- 📄 Justify
- 📄 Evaluate
- 📄 Critique
- 📄 Debate
- 📄 Verify
- 📄 Recommend
- 📄 Support
- 📄 Defend
- 📄 Appraise
- 📄 Argue
- 📄 Attack
- 📄 Choose
- 📄 Compare
- 📄 Estimate
- 📄 Predict
- 📄 Rate
- 📄 Score
- 📄 Value
- 📄 Determine

A spiral-bound notebook with a cream-colored page and a brown cover. The spiral binding is on the left side. A horizontal line is drawn across the page, and the text "Advanced Tips" is centered below it.

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# Advanced Tips

# Adult vs. Children's Objectives

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- ☞ Children's objectives are usually the first two levels of Bloom's Taxonomy
- ☞ Adult objectives should start on level three and go as high as is required for the learning situation
- ☞ The levels correlate closely to the management hierarchy:

Workers: 1, 2, and some of 3

Supervisors: 1 - 3, and some of 4

Manager's: 1 - 4 and some of 5

Leaders: 1 - 6.

# Two Verb Objectives

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- 📄 Bloom's higher order objectives assume lower level skills. In order to **apply** (level-3) something, one must have **knowledge** and **comprehension** (levels 1 & 2) of it.
- 📄 For instance, “Explain and design an operational plan.” Those are actually two objectives, but if you use the higher-order one it assumes knowledge of the lower order one, so all you need is: “Design an operational plan.”

# Scope of Objectives

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- ☞ How much ground should one objective cover?
- ☞ As a rule of thumb, there should be enough objectives that if you gave the list to a colleague, they could design the course or lesson.
- ☞ Another rule is about one objective for each session of training. Remember you don't want to overwhelm the student with too many. But, not so few, that enabler objectives are lost or not implied.

# Teacher-Centered Objectives

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📄 Example: “We will cover the ABC Model.”  
That is what the teacher will do, but what is the student expected to know, do, or value?

📄 Revised: “The student will be able to describe the major components of the ABC Model.”

# Objectives Stand Alone

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📄 For example, “Develop a recipe for each of the above situations.” Do not refer to other objectives in another objective.

📄 Revised: “Develop breakfast, lunch, and dinner specialty recipes for tourists using local foods.”



# Not Matching Level vs. Course

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- 📄 In foundational courses, most objectives will be on Bloom's levels 1-2 and some of 3.
- 📄 For advanced or graduate courses the focus will be on the higher-order levels (4-5-6)
- 📄 Of course, there may be lower level objectives depending on the content.

# Course vs. Module level Objectives


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For academic courses, collectively the module-level objectives should:

1. Be **necessary** to achieve the course-level objective
2. Be **sufficient** (in number or type) to achieve it

# Refine Objectives

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 Refine your objectives after exposing them to colleagues and students, getting their feedback and interpretation of it.

# Summary and Next Step

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- 📄 You now know the reasons why objectives are important and how to construct them.
- 📄 As you develop the training structure, content, methods, and assessments (tests), you must do it with reference to your objectives.
- 📄 You can only defend your design if you can demonstrate how your learning activities and materials support the objectives.

# References

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- ☰ Maritru, B., Mwangi, A., Schlette, R. (1995). *Teach Your Best: A Handbook for University Lectures*. Institute for Social-cultural Studies: University of Kassel, Germany.
- ☰ Hirumi, A. (2000). *Enhancing the Dick & Carey Model for Instructional Systems Design*. University of Houston.

# Additional Web-based Resources

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[:http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html;](http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html)

[http://killeenroos.com/adm/Blooms.htm;](http://killeenroos.com/adm/Blooms.htm)

[http://chiron.valdosta.edu/whuitt/col/plan/behobj.html.](http://chiron.valdosta.edu/whuitt/col/plan/behobj.html)

<http://www.wested.org/tie/dilrn/blooms.html> (distance learning related)