


A Guide to Constructing Learning Objectives

Dale Lackeyram
dlackeyr@uoguelph.ca



What are Learning Objectives?

- State what the learner will be able to do by the end of the learning experience
- They are measurable
 - Knowledge
 - Skills
 - Attitudes
- They can be at the program, phase, course, module and/or lecture level

What should Learning Objectives do?

- Reflect the core (versus essential) K,S,A
- Reflect what happens at the end of the experience (*as opposed to the process*)
- Represent the minimum performance that must be achieved

Consider this question as a guide...

- *What will a learner be able to know and to do at the end of the learning experience?*

What else should learning objectives do?

- State clear expectations
 - essential, significant, verifiable
- Preferably state ONE performance per objective
- Should not list the curriculum content

Constructing Learning Objectives

LO = action word + learning statement + standard

write

medical record

POVMR approach

accurate

Write an accurate and effective medical record using the problem oriented veterinary medical (POVMR) approach

versus - Follow the POVMR approach

Aiming for Clarity

Appreciate the use of drugs their clinical uses, adverse effects and potential for drug interactions.

Understand the drugs used to stimulate or inhibit the sympathetic or parasympathetic nervous systems.

List and discuss key drugs used to stimulate or inhibit the sympathetic or parasympathetic nervous systems, their clinical uses, adverse effects and potential for drug interactions.



Constructing Learning Objectives

LO = action word + learning statement + standard

performance to be demonstrated

the type/range learning will be demonstrated

criterion, standard, extent

list
discuss

alter nervous system, adverse effects, drug interactions

key drugs
clinical use

List and discuss key drugs used to stimulate or inhibit the sympathetic or parasympathetic nervous systems, their clinical uses, adverse effects and potential for drug interactions.

Another example

Understand the pathogenesis associated with displacement and/or obstruction

Recognize and describe the gross appearance, explain the pathogenesis and discuss the sequelae of intestinal lesions associated with displacement and/or obstruction



Evaluating your learning objectives

Remember this...

S – Specific

M – Measurable

A – Achievable

R – Relevant

T – Timely

Also remember your context

Phase

Course

Module

Lecture

Some common pitfalls

Action

Understand
Know
Enjoy
Realize
Be aware of

Learn
Perceive
Appreciate
Value
Acknowledge

Recognize
Become aware
of
to study
to master

Learning Statement

Develop capacity & appreciation,
achieve understanding
accomplish
elementary concepts

Criterion/Standard

Professional
Appropriate
Acceptable

Some verbs that may help

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Recall	Translate	Apply	Analyze	Write	Evaluate
Identify	Extrapolate	Sequence	Classify	Specify	Rank
Recognize	Convert	Carry out	Estimate	Build	Verify
Acquire	Interpret	Solve	Discover	Plan	Measure
Distinguish	Abstract	Prepare	Determine	Produce	Assess
	Transform	Repair	Compare	Integrate	Test
		explain	Observe	Organize	Judge
		Operate	Detect	Formulate	Check
			Explore	Design	Select
			Breakdown	Propose	Appraise

A cyclical approach is best

1. Figure out an intended outcome
 - representative of the delivered material
 - captures the end-result learning action
 - describes the context of use
2. Figure out the assessment that you want to use
 - considers the logistics and limitations of the course such as time, resources etc.

Review and Refine

3. Design the teaching and learning activities that are required
4. Review and Refine



Contact me if you have any questions.

I would be happy to help.

Dale Lackeyram
dlackeyr@uoguelph.ca
Ext 58784