The Basics of Learning Objectives

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Instructional Design Specialist
LEARNING OUTCOMES

By the end of this presentation the participants will be able to:

1. Describe learning objectives and their importance to the learner and the course.

2. Create SMART learning objectives using Bloom’s Taxonomy and the ABCD’s.

3. Summarize what words are and are not measurable.

4. Identify what topics need to be included as a learning objective.

5. Plan assignments and assessments based on a course’s learning objective.
“Can I have a volunteer, please.”

TEACHERS
Wish they could teach this way
ABOUT ME

Education:

• Bachelor’s in Elementary Education
• Master’s in Learning Systems Design and Development
ABOUT ME

Professional Background:

• Odessa R-VII School District – Long Term Substitute Teacher – 5 years

• Pinnacle Career Institute – Instructional Designer 4 years

• UMKC: Collaborative for Excellence in Behavioral Health Research and Practice – Instructional Design Specialist 2 years
ABOUT ME

Subcontract Work:

• McGraw-Hill Publishing – Product Consultant 1 year, LearnSmart 4 years, Digital Faculty Consultant 3 years

• Southwestern College of Professional Studies – Instructional Designer 9 months
WHAT IS A LEARNING OBJECTIVE?

“In education, learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.”¹

“A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes learners should be able to exhibit following instruction.”²
WHY USE LEARNING OBJECTIVES

“Learning objectives are a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period, typically for the purpose of moving students toward the achievement of larger, longer-term educational goals...”¹

~Learners know what is expected.
WHY USE LEARNING OBJECTIVES

• Helps plan the day/week/unit of learning
• Connects assessments and content
• Guide learning and teaching
• Tells the learner what to expect
• Evaluates teacher, learner, and curriculum effectiveness
BLOOM’S TAXONOMY

History lesson:

• Developed by Benjamin Bloom and colleagues starting in 1948
• Used as a classification system

  Cognitive – knowledge based, six levels
  Affective – attitudinal based, five levels
  Psychomotor – skills based, six levels

• Original levels of Bloom’s Taxonomy created in 1956
Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.  

<table>
<thead>
<tr>
<th>Arrange</th>
<th>Label</th>
<th>Order</th>
<th>Reproduce</th>
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</thead>
<tbody>
<tr>
<td>Define</td>
<td>List</td>
<td>Outline</td>
<td>Select</td>
</tr>
<tr>
<td>Describe</td>
<td>Match</td>
<td>Recognize</td>
<td>State</td>
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<tr>
<td>Duplicate</td>
<td>Memorize</td>
<td>Recall</td>
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</tr>
<tr>
<td>Identify</td>
<td>Name</td>
<td>Repeat</td>
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</tbody>
</table>
Student translates comprehends, or interprets information based on prior learning. ³

<table>
<thead>
<tr>
<th>Comprehension Terms</th>
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</thead>
<tbody>
<tr>
<td>Classify</td>
</tr>
<tr>
<td>Distinguish</td>
</tr>
<tr>
<td>Generalize</td>
</tr>
<tr>
<td>Inter</td>
</tr>
<tr>
<td>Rewrite</td>
</tr>
<tr>
<td>Convert</td>
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<tr>
<td>Estimate</td>
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<tr>
<td>Give example (s)</td>
</tr>
<tr>
<td>Locate</td>
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<tr>
<td>Select</td>
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<tr>
<td>Defend</td>
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<tr>
<td>Explain</td>
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<tr>
<td>Identify</td>
</tr>
<tr>
<td>Paraphrase</td>
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<tr>
<td>Recognize</td>
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<tr>
<td>Describe</td>
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<tr>
<td>Express</td>
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<tr>
<td>Illustrate</td>
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<tr>
<td>Predict</td>
</tr>
<tr>
<td>Transcribe</td>
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<tr>
<td>Discuss</td>
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<tr>
<td>Extend</td>
</tr>
<tr>
<td>Indicate</td>
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<tr>
<td>Recognize</td>
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</tbody>
</table>
Student selects, transfers and uses data and principles to complete a problem or task with a minimum of direction. 

<table>
<thead>
<tr>
<th>Apply</th>
<th>Demonstrate</th>
<th>Interpret</th>
<th>Predict</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Discover</td>
<td>Manipulate</td>
<td>Prepare</td>
<td>Sketch</td>
</tr>
<tr>
<td>Choose</td>
<td>Dramatize</td>
<td>Modify</td>
<td>Produce</td>
<td>Solve</td>
</tr>
<tr>
<td>Compute</td>
<td>Employ</td>
<td>Operate</td>
<td>Relate</td>
<td>Use</td>
</tr>
<tr>
<td>Construct</td>
<td>Illustrate</td>
<td>Practice</td>
<td>Schedule</td>
<td>Write</td>
</tr>
</tbody>
</table>
Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question. 3

- Analyze
- Apply
- Categorize
- Change
- Choose
- Compare
- Compute
- Contrast
- Demonstrate
- Dramatize
- Discover
- Employ
- Examine
- Illustrate
- Interpret
- Manipulate
- Modify
- Operate
- Practice
- Predict
- Prepare
- Produce
- Relate
- Schedule
- Show
- Sketch
- Solve
- Use
- Write
Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her. ³

Arrange  Compose  Explain  Prepare  Rewrite
Assemble  Construct  Formulate  Rearrange  Set up
Categorize  Create  Generate  Reconstruct  Summarize
Collect  Design  Hypothesize  Relate  Synthesize
Combine  Develop  Invent  Reorganize  Tell
Comply  Devise  Plan  Revise  Write
Student appraises, assesses, or critiques on a basis of specific standards and criteria. 3

<table>
<thead>
<tr>
<th>Appraise</th>
<th>Compare</th>
<th>Describe</th>
<th>Judge</th>
<th>Relate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argue</td>
<td>Conclude</td>
<td>Discriminate</td>
<td>Justify</td>
<td>Select</td>
</tr>
<tr>
<td>Assess</td>
<td>Contrast</td>
<td>Estimate</td>
<td>Predict</td>
<td>Summarize</td>
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<tr>
<td>Attach</td>
<td>Critique</td>
<td>Evaluate</td>
<td>Rate</td>
<td>Support</td>
</tr>
<tr>
<td>Choose</td>
<td>Defend</td>
<td>Interpret</td>
<td>Recommend</td>
<td>Value</td>
</tr>
</tbody>
</table>
BLOOM’S TAXONOMY REVISED

Current

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

www.learnnc.org
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.
Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
Solve problems to new situations by apply acquired knowledge, facts, techniques and rules in a different way.\(^4\)
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. 

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Conclusion</th>
<th>Divide</th>
<th>List</th>
<th>Take part in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume</td>
<td>Contrast</td>
<td>Examine</td>
<td>Motive</td>
<td>Test for</td>
</tr>
<tr>
<td>Categorize</td>
<td>Discover</td>
<td>Function</td>
<td>Relationships</td>
<td>Theme</td>
</tr>
<tr>
<td>Classify</td>
<td>Dissect</td>
<td>Inference</td>
<td>Simplify</td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td>Distinguish</td>
<td>Inspect</td>
<td>Survey</td>
<td></td>
</tr>
</tbody>
</table>
Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. 4
Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. 

Adapt, Build, Change, Choose, Combine, Compile, Discuss, Compose, Construct, Create, Delete, Design, Develop, Happen, Image, Improve, Invent, Formulate, Happen, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory.
SMART LEARNING OBJECTIVES

**S**
Specific

What, Where, How?

A specific goal is distinct & defines as much of the goal as possible and contains no abstruse language.

**M**
Measureable

From and To?

A measurement gives feedback and let’s one know when the goal is complete.

**A**
Assignable

Who?

Goals must be assignable to individuals or groups.

**R**
Realistic

Realistic goals are challenging yet attainable within the given timeframe.

**T**
Timely

When?

Timeframe must be aggressive yet realistic

Adapted from: wikispaces.psu.edu
MAGER’S ABCD’S

A – Audience, the who

B – Behavior, what student is expected to be able to do (overt or covert)

C – Condition, important conditions under which behavior is to occur

D – Degree, perform is acceptable.
LEARNING OBJECTIVE NOT TO USE

Understand
Become acquainted with
Internalize
Learn

Realize
Appreciate
NOT ASSESSABLE
Know
Believe
EXAMPLES

Understand the metric system.

The learner will be able to explain and use the metric system by the end of this course.

YES

The student will be able to complete the reading of the Bible in one week.

The student will be able to summarize the Bible by the end of the semester.
Activity

The learner will be able to create at least one learning objective, using Bloom’s Taxonomy in less than five minutes.
WHAT NEEDS TO BE A LEARNING OBJECTIVE?

Need-to-Know
- Follows course description.
- Aligns with program’s outcomes.
- Assessed

Nice-to-Know
- Filler information
- Very little time spent
- Not important, or not important now.
- Not assessed
ASSIGNMENTS AND ASSESSMENTS

They must align with your learning objectives!!!
One Last Thing

I taught Stripe how to whistle.

I don't hear him whistling!

I said I taught him. I didn't say he learned it.
Q & A

How can I help you?
Recourses:


2. Teacher and Education Development, University of New Mexico (2005). *Effective Use of Performance Objectives for Learning and Assessment*  
   [http://ccoerbhs.rutgers.edu/forms/EffectiveUseofLearningObjectives.pdf](http://ccoerbhs.rutgers.edu/forms/EffectiveUseofLearningObjectives.pdf)


CONTACT

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