

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 four areas:

- ✓ **A**udience (Who)
 - Who does the objective pertain to?
- ✓ **B**ehavior (What)
 - What do you expect the audience to know/be able to do?
- ✓ **C**ondition (How)
 - Under what conditions or circumstances will the learning occur?
- ✓ **D**egree (How much)
 - How much will be accomplished, how well will the behavior need to be performed, and to what level?

Example:

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

Students will be able to demonstrate effective communication skills as a result of participating in the Leadership Program

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 Outcome Components Practice

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

- ✓ **A**udience (Who)
- ✓ **B**ehavior (What)
- ✓ **C**ondition (How)
- ✓ **D**egree (How much)

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.

Audience: _____
Behavior: _____
Condition: _____
Degree: _____

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

Audience: _____
Behavior: _____
Condition: _____
Degree: _____

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.

Audience: _____
Behavior: _____
Condition: _____
Degree: _____

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

Audience: _____
Behavior: _____
Condition: _____
Degree: _____