Sample Learning Objectives:

Observable and/or Measurable

<u>Samples</u>

Students must demonstrate that they can:

- **Identify** an appropriate contemporary media issue
- **Analyze** the assumptions and **evaluate** the worth of the evidence used by the popular media
- **Select** academic evidence about the issue and **evaluate** its worth
- **Compare** and **contract** the media and academic arguments
- **Contribute** to their team and **work effectively and collaboratively** with the other members; **problem-solve**

After taking Nutrition 200, students will be able to:

- Identify food sources of nutrients, and whether or not a diet meets nutrient recommendations
- Use computer dietary analysis to assess a 2-day dietary intake and interpret results
- Be able to access nutrition-related information on the world wide web and use evaluative criteria to identify reliability of nutrition information on the Web

<u>Use Action Verbs</u>

Concrete verbs such as "identify", "argue," or "construct" are more helpful than vague or passive verbs ("understand" or "know" or "be aware of"), to articulate clear learning goals, and to guide the design of assignments and activities as well as assessment.

Below are examples of action words frequently used for learning objectives.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Classify	Apply	Analyze	Arrange	Appraise
Identify	Describe	Compute	Appraise	Assemble	Assess
Indicate	Discuss	Construct	Calculate	Collect	Choose
Know	Explain	Demonstrate	Categorize	Compose	Compare
Label	Express	Dramatize	Compare	Construct	Contrast
List	Identify	Employ	Contrast	Create	Decide
Memorize	Locate	Use	Criticize	Design	Estimate
Name	Paraphrase	Illustrate	Debate	Formulate	Evaluate
Recall	Recognize	Interpret	Determine	Manage	Grade
Record	Report	Investigate	Diagram	Organize	Judge
Relate	Restate	Operate	Differentiate	Perform	Measure
Repeat	Review	Organize	Distinguish	Plan	Rate
Select	Suggest	Practice	Examine	Prepare	Revise
Underline	Summarize	Predict	Experiment	Produce	Score
	Tell	Schedule	Inspect	Propose	Select
	Translate	Shop	Inventory	Set up	Value
		Sketch	Question		

From http://www.oie.eku.edu/SPManual/docs/Objectives.pdf.

Guidelines for Stating Learning Objectives

 "[Learning] objectives should be stated in terms of what learners will be able to know, do, or feel. Objectives should consist of an opening statement ('The student will   '), an action verb, and a content reference (which describes the subject being taught)   the three essential elements of all learning objects are a statement of *who* (the learner), *how* (the action verb), and *what* (the content)."

Learner	Action Verb	Content
The participant will	**DESIGN**	a phase I clinical trial.
The student will	**ANALYZE**	data from a phase II trial using appropriate statistical techniques.
The learner will	**EXPLAIN**	the results of a phase II trial with appropriate rationale and links to current published literature.

Adapted from: Caffarella, Rosemary S. (2002). Designing Instructional Plans. In *Planning Programs for Adult Learners* (2nd ed., p. 170). San Francisco: Jossey-Bass.

Sample learning objectives in different disciplines

Human Services:

By the end of this course, students will be able to:

- Examine the history and philosophies of human services;
- Identify what constitutes genuine and empathic relationship
- Analyze the role of conflict in individual and societal systems
- Demonstrate a broad range of relevant communication skills & strategies
- Design integrated services using innovative practices in diverse settings

Addiction and Mental Health Disorders:

By the end of this workshop, students will be able to:

1. Identify three practices associated with quality treatment as outlined by the Institute of Medicine(IOM);
2. Describe the roles and relationships of the purchaser, payer, provider and consumer in an outcomes- driven system;
3. Understand the advantages of such a treatment and funding system over current systems;
4. Distinguish between proximal, process and post- treatment outcomes;
5. Identify at least 3 potential problem areas in contracting for outcomes-based treatment.

Sample Learning Objectives

- **Calculate** lift and drag for blimps and airfoils.
- Use lift and drag calculations to **evaluate** aerodynamic vehicle performance.
- **Design** an internal structural configuration for simple trusses, beams, columns, and shafts in order to meet specified leading and deformation criteria.
- **Explain** at a level understandable by a non-technical person how jet propulsion works.
- **Create** models of inviscid, steady fluid flow over simple profiles and shapes.
- **Explain** the division of the resistance of a ship into its components.
- **Distinguish** emissions from combustion characteristics.
- **Create** interactive 3-D models of products and environments using VRML.
- **Analyze** and **evaluate** different planning techniques.
- **Solve** a system of linear equations using matrix inverse and matrix calculations.
- **Draw conclusions** about the solvability of a system of linear equations using determinant and rank of a matrix.
- **Solve** geometric problems concerning lines and planes using vectors.
- **Choose** a basis for the plane or the space suitable for a specific geometric problem.
- **Judge** if proposals to modification or proposals to new uses are a) possible, b) suitable, and c) outstanding.
- **Conduct** a heat balance over a conventional steam power plant.
- **Analyze** the relationships among the properties, structures, heat treatment, and load for metals.
- **Analyze** the factors which cause metals to disintegrate in humid environments.
- Use energy principles to **determine** the stress and deformation states of structures comprised of one-dimensional elements (beams, columns, and
- rods).