

3 Easy Steps to Writing Learning Objectives

> SMHS Center for Faculty Excellence Virtual Faculty Connection 2/8/21

Learning Objective

- Definition:
 - A clear, concise, specific statement of observable student behavior that can be evaluated at the conclusion of a learning event.
- Is not the same thing as a course goal, but serves the course goals by defining the steps students will take along the way to achieving the goal.



Before You Write Any Objectives

- Ask yourself the following questions:
 - Who are the learners?
 - What is their current level of knowledge of the topic?
 - What do they need to know?
 - What's motivating them to learn this topic?
- Review your session or course goals. Think about where you are trying to move the student from and where you would like them to end up.
- Ex: The goal of this course is teach PA students with various levels of medical experience to safely perform common clinical procedures used in the Emergency Department.

		NTERFACE OF LEARNING	OBJECTIVES AND TE	ACHING STRATEGIES	5	
 How to use: 1) Select a step: a cognitive processing dimension you want the learner to achieve by the end of the session 2) Select <u>one</u> word below your step as the first word of the learning objective 3) Consider the alternative teaching strategies above your step 			3 Teaching Strategies Related to Learning Objectives exercises practice demonstrations projects	problems exercises case studies critical incidents discussion questions test	projects problems case studies creative exercises develop plans constructs simulations SYNTHESIS arrange collect	case studies projects exercises critiques simulations appraisals EVALUATION appraise assess choose estimate evaluate judge
		questions				
		discussion review test assessment reports	sketches simulations role play microteach	ANALYSIS analyze calculate compare	compose construct create design formulate	rate revise score select
	lecture visuals video audio	learner presentations writing	APPLICATION apply demonstrate dramatize	contrast criticize debate diagram	organize manage plan prepare	value
1 Cognitive Processing Dimension	examples illustrations analogies	COMPREHENSION describe discuss explain	illustrate interpret operate	differentiate distinguish experiment inspect	propose set up	
	KNOWLEDGE define list record repeat	express identify recognize restate translate	practice perform schedule shop sketch use	inventory question relate test	2 Learning Objectives	

Adapted from: Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain. New York: David McKay. Ellen F. Goldman. EdD 11-1-2010

Steps to Developing Learning Objectives

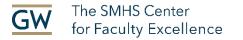
- 1. Ask yourself which knowledge or skills you want the learners to acquire and demonstrate through participation in this session. Consider the "cognitive processing dimension" which you would like the learner to achieve. Do they need to be able to define a concept, demonstrate a psychomotor skill, or evaluate a complex process?
- 2. Describe the *one* expected learner performance or outcome in measurable terms using action words from Bloom's taxonomy.
- 3. Use a teaching strategy which matches the cognitive processing dimension on Bloom's taxonomy.

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Step 1

Ask yourself which knowledge or skills you want the learners to acquire and demonstrate through participation in this session. Consider the "cognitive processing dimension" which you would like the learner to achieve. Do they need to be able to define a concept, demonstrate a psychomotor skill, or evaluate a complex process?

• Ex: I would like the students to be able to properly perform a lumbar puncture





Describe the *one* expected learner performance or outcome in measurable terms using action words from Bloom's taxonomy per learning objective.

- "At the end of the session, the student will be able to ..."
 - Explain the indications and contraindications for performing lumbar puncture
 - Demonstrate the proper technique for passing the spinal needle into the intrathecal space
 - Analyze the results of CSF laboratory studies



Step 3

Use a teaching strategy which matches the cognitive processing dimension on Bloom's taxonomy.

- Ex: A session on LPs with the learning objectives on the last slide likely will include:
 - Discussion of indications / contraindications (Comprehension)
 - Demonstration and practice of LP technique (Application)
 - Various CSF "problem sets" for students to work through (Analysis)

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How to use:		NTERFACE OF LEARNING				case studies projects exercises
 Select a step: a cognitive processing dimension you want the learner to achieve by the end of the session Select <u>one</u> word below your step as the first word of the learning objective Consider the alternative teaching strategies above your step 			3 Teaching Strategies Related to Learning		projects problems case studies creative exercises	critiques simulations appraisals
			Objectives exercises practice	problems exercises case studies critical incidents discussion	develop plans constructs simulations	EVALUATION appraise assess choose estimate
		questions discussion	demonstrations projects sketches	questions test	arrange collect compose	evaluate judge measure
		review	simulations role play	ANALYSIS analyze	construct	rate revise
		assessment reports	microteach	calculate compare	design formulate	score select
	lecture visuals	learner presentations	APPLICATION apply	contrast	organize manage	value
	video	writing	demonstrate dramatize	debate diagram	plan prepare	
	audio examples illustrations analogies	COMPREHENSION describe discuss explain		differentiate distinguish experiment inspect	propose set up	
Cognitive Processing Dimension	→ KNOWLEDGE define list	express identify recognize	practice perform schedule	inventory question relate	(2)	
	record repeat	restate translate	shop sketch use	test	Learning Objectives	

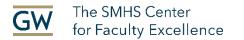
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"Understand" "Learn" "Appreciate"



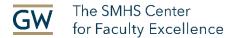
Time to Vote! #1

At the end of the session, the students will be able to list the common presenting symptoms of colon cancer and discuss indications for diagnostic colonoscopy.





At the end of the session, students will have changed their minds regarding the causes of homelessness.

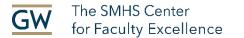


At the end of the session, students will be able to perform cannulation of a peripheral vein on a model.



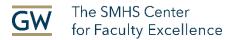


At the end of the session students will understand the etiology of breast cancer.





At the end of the session, students will be able to compare and contrast the pathological changes in Crohn's disease vs. Ulcerative Colitis





Questions?

