

Creating Learning Objectives

Why are they needed?

A key component of adult learning is, understanding what information or skill(s) participants will acquire by participating in an event or session. This understanding can be reached by using learning objectives.

Customarily derived from the needs assessment conducted earlier, learning objectives assist participating in determining whether a specific event or session meets their learning needs. Learning objectives clearly map the direction of the content, how it will be presented and the expected outcome for all parties involved.

Learning objectives are specific.

It is essential that learning objectives be written from the learner's perspective. Objectives should clearly state what a participant will know or be able to do as a result of attending an event or session.

STEP 1

Learning objectives typically complete a statement.

- At the end of the session, participants will be able to...
- OR
- Upon completion of the session, participants should be able to ...

STEP 2

Connect the statement created in the previous step to the action verb. This word represents what the participant will be able to do or the action they will be able to undertake. Avoid using vague or abstract words such as believe, value, appreciate, be aware of, be familiar with etc.

Examples:

| | | |
|-------------|---------------|-----------|
| Assess | Differentiate | Manage |
| Analyze | Explain | Organize |
| Compare | Establish | Plan |
| Demonstrate | Identify | Recommend |
| Diagnose | Integrate | Select |

For a more complete list, please refer to the [List of Verbs for Formulating Learning Objectives](#).

STEP 3

End the sentence with the details of what the participant will be done when they are demonstrating the action. The details should be specific and refer to the outcome of the learning objective.

Some Examples of Learning Objectives

Personal Knowledge Management

At the end of the session, participants will be able to

- identify skills related to the creation and use of the knowledge that is relevant and important to them
- describe the knowledge transfer / translation process when dealing with information and
- apply methods that will allow for the creation, gathering, distributing and use of knowledge and information

Gap Analysis

At the end of this session, participants will be able to:

- understand the difference between subjective and objective needs assessment and the importance of both
- utilize methods to identify the gap between current and desired skill / competency and
- access resources to assist in filling in areas where gap in knowledge or skill has been identified