

# Writing Learning Objectives Guide

Learners perform better in instructional situations if they have a clear understanding of what is expected of them. Instructors should communicate to learners what they are expected to know and be able to do as a result of the instruction. Such statements are known as learning objectives.

A good learning objective is measurable and uses descriptive key words from Bloom's cognitive domain. Each module in your course should have three to four measurable outcomes.

The writing of objectives is probably one of the best known components of the instructional design process. This guide discusses the four major components of a learning objective: audience, the behavior, the condition and the degree.

## 1. Audience

- The target population who is expected to complete the objective
  - Examples of the audience could be: students, faculty, managers, or fifth grade boys/girls.

## 2. Behavior

- Typically an action verb that describes what learners are expected to know and/or be able to do.

- The verb in the objective should describe an observable action and should be measurable.
- It is believed that since objectives form the basis for student assessment, if it is not measurable, it would not be possible to determine precisely if students achieved the objective.

### 3. Condition

- Serves several functions:
  - The cue or stimulus that learners will use to search for information stored in memory
  - The characteristics of resource materials or tools required to perform the task
  - The scope and complexity of the task
- It describes the conditions under which learners are expected to perform the specified behavior.
- It also states what the learner will be allowed to use.

### 4. Degree

- The criteria that describes:
  - How the performance will be measured
  - What is acceptable behavior
  - To what extent the learner is expected to exhibit the behavior