Learning Objectives
Moderator: Donald Sefcik, DO, MBA
Content Expert: Margaret (Peg) Lechner, EdD (ABD)

This module will help you:
✓ Understand what Learning Objectives do
  o Focus on students; not teachers
  o Provide a clear picture of Learning Outcomes; not teaching processes
  o Serve as an Advanced Organizer for students
✓ Develop Learning Objectives that
  o Are SMART
  o Help students manage their time and efforts (create a roadmap for them)

Your Course Syllabus must include Learning Objectives
MSU Academic Council (April 29, 2005; see reference #4 for details)
✓ All instructors must distribute a course syllabus
✓ Course syllabi must include instructional objectives
✓ Instructional objectives should focus on a product (not a process)

Every learning session should have its own learning objectives
✓ Learning objectives should be student-driven
✓ Learning objectives should explain what the results of the session will be

Learning Objectives should answer one question
✓ What is it that your students should know and/or be able to do at the end of each
  learning session that they could not do before it?

Learning Objectives communicate with your students
✓ What are you trying to teach as the instructor?
✓ What should they know and/or be able to do after your course?
  o What is the course delivering
✓ How will their ability be measured (i.e., what is the testing format)?
✓ What evidence reflect their achievements (i.e., how will they be graded)?
  o How will they be assessed
There are three parts to a Learning Objective

- **Behavior**
  - Effective action verbs are important
  - Clear, targeted verbs provide direction (see reference #5 for a list)
- **Conditions**
  - One expectation should be targeted
  - Expected performance of the task should be clearly stated
  - The situation in which performance is expected must be provided
- **Criteria**
  - Must define what constitutes acceptable performance
  - Must describe how the performance will be measured

**Learning Objectives should be SMART**

- **Specific**
- **Measurable**
- **Attainable**
- **Results-focused**
- **Time-bound**

**TEMPLATE: How to write a Learning Objective**

After the ________________ (session / lesson / etc.) the learner will be able to:

____________________________ (verb) ____________________________ (task)

__________________ (to what standard) _______________(under what conditions).

**Examples**

**Poor**: The student will know how to intubate.

**Better**: After the completion of this workshop the participant will be able to establish an airway using an endotracheal tube (ET) and laryngoscope, and verify ET placement by direct visualization, in an apneic patient without suspected cervical injury in 30 seconds or less.

**References**

4. https://www.msu.edu/unit/ombud/classroom-policies/syllabus-faq.html#question3
5. http://www.llcc.edu/LinkClick.aspx?fileticket=]%2f0BA4qIDaAE%3d&tabid=3938