

Learning Objective Worksheet

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Activity 1: Practice writing learning objectives

Step 1 – Define learning content.

What is a specific situation that is important to you and that you believe students should learn from (e.g., a specific course, a library seminar)?

What is something specific that students in that situation should know afterwards that they did not know beforehand? Why is this learning important?

Step 2 – Translate the content into A, B, C format.

Fill in the blanks.

This group of people [Who] _____

under these conditions [Where/When] _____ will

learn [What] _____

Now, write out your learning objective based on the component you listed above.

Step 3 – Evaluate the quality of the learning objective.

	YES	NO	NOT SURE
Is the objective meaningfully related to important content?	[]	[]	[]
Is the objective focused on an outcome students will achieve?	[]	[]	[]
Is the objective phrased as a behavior?	[]	[]	[]
Is the behavior in the objective specific enough to be measured?	[]	[]	[]

Try writing another objective.

Activity 2: Develop a basic assessment plan

Step 1 – Determine the purpose of the assessment.

What are you going to assess?

Why are you assessing it?

Step 2 – Determine the assessment method.

Direct method?

- Test
- Project
- Writing sample
- Performance
- Case study
- Standardized measure
- Portfolio
- Observation
- Oral exam
- Other _____

Indirect method?

- Survey
- Interview
- Focus group
- Peer evaluation
- Other _____

Explain your choice in more detail _____

Step 3 – Determine how data will be collected.

Who will be studied?

- Your class
- All students in a program
- Random sample of students in a program
- A specific year of students (e.g., seniors)
- Graduates
- Employers
- Other _____

Data obtained how? (more than one can apply)

- In class
- Outside class performance
- Online survey
- Mail survey
- Telephone survey
- In-person interviews
- Pre-post
- Post only
- Other _____

Explain your choice in more detail _____

Try to identify each component for the learning objectives below.

Audience – Who will be learning?

Behavior – What will they learn?

Condition – Where/When will they learn?

Degree – How much/how well will learn?

1. Students who pass Research Methods will be able to search the PsycINFO database using restrictor terms.

Who? _____

What? _____

When/Where? _____

How much/How well? _____

2. New students who complete summer orientation programming will be able to locate 3 sources of academic assistance on campus.

Who? _____

What? _____

When/Where? _____

How much/How well? _____

3. Faculty members completing Human Subjects Research Training will judge the ethicality of research proposals based on community and discipline standards.

Who? _____

What? _____

When/Where? _____

How much/How well? _____