

How to Write: Learner Centered Learning Objectives

Learning Objectives should inform learners of what they can expect to learn from the specific chosen program content. Your session will be evaluated on the degree to which learning objectives were met.

Learning objectives for your sessions will describe the **intended learning outcome** from attending your session. Each learning objective is short, specific, measurable, and focused on a single outcome. A well written learning objective has 3 characteristics:

- Behaviour – This is specific and describes what the learner will be able to do
- Condition – This is the condition in which the behaviour will be achieved
- Outcome – This is the criteria for evaluating the expected or desired behaviour

Eg. “As a result of attending this presentation, the participant will be able to confidently prescribe the best therapy for outpatient pneumonia”

The behaviour is characterized by the use of an action word or verb. Avoid the use of vague verbs such as “understand”, “know”, “appreciate”, “familiarize”, “gain knowledge of”, “grasp”, “be aware of”, “comprehend”, “appreciate”, “study”, “become acquainted with” or “learn about”.

One key question to ask when writing learning objectives is: What will the learner be able to do or be expected to do once learning has occurred?

How to Determine if a Learning Objective is Well-Written

- Is it measurable?
- Will you be able to determine if the participant achieved the stated learning objective?
- Does it address observable, behavioural outcomes?
- Is it specific, addressing one aspect of an expected learning outcome?
- Is it learner-centred?
- Does it use a specific and appropriate action word, targeting the desired learning outcome?
- Does it specify appropriate conditions to achieve the desired learning outcome?