Writing Meaningful Student Learning Objectives

Worksheet

This worksheet is designed to help you write a single learning outcome. Repeat these steps as necessary to generate a complete set of learning outcomes.

   - Can you use any of the objectives verbatim as your own Learning Objectives?
   - If not, can you borrow some of the language from the objectives? (For example, the verbs).
   - If not, which competency will connect to your learning objectives (LO)? (NOTE: the competency is too broad to be in itself an LO for your learning event, but feel free to borrow from the language when you write yours.).

2. What should your students **know and understand** by the end of your course? Given that “remembering” is the least permanent form of learning, if at all possible, use this list to generate more ACTIVE learning objectives (see below).

3. What should your students **be able to do** by the end of the course? Consult the list of verbs on the end of this handout. It may be useful to ask yourself how students might use the knowledge in #2.

4. From your lists above, select one skill or knowledge area and compose your learning objective using the following formula:
   
   **By the end of this ___________________(learning experience)¹ students will be able to (active verb) ________________ (object, usually a noun.)**

5. Assess your Learning Outcome.
   - Ask yourself: is it specific? Is it observable? Is it measurable?
   - Does your learning objective contribute to the student’s mastery of that competency? If it links to more than one, good job!
   - If it does not link to any, start over!

---

¹ A learning experience may be a clerkship, block, lecture, pbl, or any other time you’re teaching.
<table>
<thead>
<tr>
<th>Type of Learning</th>
<th>Definition</th>
<th>Example Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Recalling information</td>
<td>Recognize, name, retrieve, describe, list, define, identify, outline, reproduce</td>
</tr>
<tr>
<td>Understanding</td>
<td>Explaining ideas or concepts</td>
<td>Explain, summarize, paraphrase, classify, interpret, distinguish, defend, discuss</td>
</tr>
<tr>
<td>Applying</td>
<td>Using information in another situation</td>
<td>Use, execute, carry out, implement, classify, solve, demonstrate, compute</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Breaking information into parts to explore understandings and relationships</td>
<td>Analyze, organize, compare, deconstruct, dissect, differentiate, diagram, combine</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Justifying a decision or course of action</td>
<td>Judge, critique, experiment, hypothesize, appraise, assess, justify</td>
</tr>
<tr>
<td>Creating</td>
<td>Generating new ideas, products, or ways of viewing things</td>
<td>Produce, design, construct, plan, invent, generate, transform, integrate</td>
</tr>
</tbody>
</table>

Reference