WRITING SMART LEARNING OBJECTIVES
What are Learning Objectives?

- statements of intent (what the learner should be able to do as a result of studying a unit or section)
- learner competency/outcome related
- must be measurable
- should be simple, clear, precise
Types of Objectives

- could be classified in many different ways
- Benjamin Bloom identified three types, namely:
  - **Cognitive level** (tests knowledge and comprehension, application, analysis, synthesis, evaluation)
  - **Affective level** (tests emotions/feelings, attitude)
  - **Psychomotor level** (tests what the learner can do – often used in skills training programmes)
- **Bloom’s Taxonomy** (brief overview)
Sources of Objectives

- syllabus/module/unit outlines/subject content
- your understanding of the target group
- skills/attitudes to be developed/changed
- existing objectives (if any)
- own experience
Value of Objectives

- **Enable writers to:**
  - clarify educational intentions
  - identify and sequence content
  - decide on most appropriate teaching media and most appropriate learning activities
  - decide on suitable ways of assessing learning
  - evaluate the effects and effectiveness of materials

**Advantages for learners:**
- show them what is to be covered (concepts to be learned, skills to be mastered)
- present them with challenges ahead and standards to be achieved
- enable them to evaluate themselves (assess own progress against objectives)
- build their self-confidence
- prepare them for final exams
How to Write Learning Objectives

- the objectives should indicate the learner behaviour at the end of the unit
- the objective should be **SMART**
  - *Specific*
  - *Measurable*
  - *Achievable*
  - *Realistic*
  - *Time-bound*
- the objective should match the learning activities (ITQs, SMAs, tests, assignments)
- Each objective should be introduced with an **action verb** *(review list of action verbs)*