LEARNING OBJECTIVES

DESCRIPTION
Learning Objectives are student performance-centered descriptions of what will be accomplished during a course or course component. They are the foundation of course planning and are created at the beginning of the course design phase. There are several kinds of objectives that cover various scopes. These include course objectives, module objectives, and assignment objectives. The materials that you include in this course depend on these objectives.

Objectives are typically formed in the ABCD format:
- **Audience**– Your students and their characteristics, including demographics, prerequisite knowledge, etc.
- **Behavior** – The observable outcome that reveals students have learned the objective.
- **Conditions**– The environment, tools available, and time span in which the student will perform the observable outcome.
- **Degree**– The “degree of mastery”, or how effectively they perform the outcome. To understand, consider a rubric: rubrics have levels of achievement with the upper two reserved for passing. These upper two levels would be similar in purpose to Degree.

Phrasing learning objectives effectively involves careful attention to word choice. Particularly important is “behavior”. Avoid using words like “understand” or “be able” which are hard to objectively evaluate and opt for words that can be directly assessed such as “explain” or “display”. A valuable tool for acquiring these words is Bloom’s Taxonomy. The result of properly formulated objectives is that students will have a clear idea of what they will learn upon finishing the course and you will have a clear idea of how to assess their learning.

WHY
Learning Objectives serve your course in several ways:
- Learning objectives define the viewpoint of course design.
- Objectives are also great tools of reference during the course. You and your students will be able to identify these goals, which allow for attention to relative areas of instruction.
- Objectives will help lead you and instructional designers through the progression of instructional material.
- All class assignments help your students learn and apply information presented. These assignments are an extension of learning objectives.
**BEST PRACTICES TO CONSIDER**

- Consider categorizing your objectives for several levels of learning, via Bloom’s Taxonomy.
- It is suggested that you produce course assignments and assessments from learning objectives.
- Consider assigning competencies to accompany modules.
- Consider the use of action verbs when creating learning objectives.

**CONTACT US**

**DISTANCE LEARNING CENTER – KENNESAW**

3203 CAMPUS LOOP ROAD, MD 5800
KENNESAW, GA 30144
470-578-7550
DISTANCELEARNING@KENNESAW.EDU

**DISTANCE LEARNING CENTER – MARIETTA**

LIBRARY ANNEX, ROOM C-133, MD 9021
MARIETTA, GA 30060
678-915-3200
DISTANCELEARNING@KENNESAW.EDU