



Knowledge to lead

■ Learning Objectives Guidelines

General Guidelines

1. Determine whether the training is intended for developing awareness, enhancing knowledge or developing skills:

Type of Learning Objective	Outcome
Awareness	They lead to greater awareness through the provision of knowledge (normally introductory or beginners' level). The improvement of skills can be incorporated only after knowledge is enhanced, as the course develops.
Knowledge	They are facts and descriptions based; they lead to general understanding of concepts, processes, etc., enhancing preliminary knowledge.
Performance	They illustrate the application of knowledge to have the learner improving skills or demonstrating new ones (e.g. identifying and solving problems).

2. Identify the kind of knowledge learners will acquire:

Kind of Knowledge	Externalization
Declarative Knowledge	It is "talk-about" knowledge. Learners will be able to talk about it: naming, explaining, and recalling what/why information. Activities should provide opportunity to practice declaratively.
Procedural Knowledge	Type of knowledge that enables to <i>act</i> and <i>do</i> things; to perform tasks. Activities should adopt a "hands-on" approach.

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5. Determine what knowledge, skills and attitudes trainees will develop by asking the following questions:

a) *What learning outcomes participants of this training course need to demonstrate? What should learners know or be able to do by the end of this training event?*

→ *To determine what trainees will learn.*

b) *With what performance criteria?*

→ *To determine how one will be able to verify it.*

The answer will determine the type of objectives that must be developed, indicating the modalities of assessments that need to be designed. If the training course is an awareness raising, knowledge based and skills-based one it needs objectives stating each one of these components and assessments must be designed accordingly.

6. Start the statement with *"At the end of the training the trainee will be able to"* so as to make sure the objective makes sense from the trainee's point of view.
7. Decide on the correct behaviors. What you choose in the form of behaviors is what the trainee must exhibit to master the objectives, which represent the performance to be achieved.
8. Include the behavioral part of the objective. Use action verbs with observable behavioral meaning. The action of each objective is what determines whether it is verifiable.
9. Use the list of behaviors categorized according to Bloom's taxonomy¹, which categorizes knowledge in six progressively complex levels (from simple to more complex) to construct the objectives:

Level	Behaviors
1. Knowledge: Recalling or recognizing facts	Arrange, count, define, duplicate, draw, identify, indicate, label, list, memorize, name, order, point, quote, recognize, recall, read, recite, record, relate, repeat, reproduce, state, tabulate, trace, and write.
2. Comprehension: Understanding relationships and meanings	Associate, classify, compare, compute, contrast, describe, differentiate, discuss, distinguish, estimate, explain, express, identify, indicate, interpret, interpolate, locate, predict, recognize, report, restate, review, and select.
3. Application: Being able to appropriately apply solutions to familiar situations	Apply, calculate, choose, classify, complete, demonstrate, dramatize, employ, examine, illustrate, interpret, operate, practice, relate, schedule, sketch, solve, use, and utilize.
4. Analysis: Being able to separate a situation into its constituent parts	Analyze, calculate, categorize, compare, contrast, construct, criticize, detect, differentiate, discriminate, distinguish, examine, experiment, explain, group, infer, order, question, separate, summarize, test, translate, and transform.

¹ The Bloom's Taxonomy is a system of classifying intellectual behavior that is important to learning as it provides a framework to use when deciding which training component will add value. There are 3 categories: cognitive, affective, and psychomotor. Cognitive learning, which has to do with factual knowledge, is the category within which most training courses are developed.

<p>5. Synthesis: Being able to combine elements to form a whole</p>	<p>Arrange, assemble, collect, combine, compose, construct, create, design, develop, formulate, generalize, integrate, manage, organize, plan, prepare, prescribe, produce, propose, specify, and set up.</p>
<p>6. Evaluation: Having the ability to appraise the value of something – a subjective ability.</p>	<p>Appraise, argue, assess, attach, choose, compare, critique, defend, determine, estimate, evaluate, grade, judge, measure, predict, rank, rate, select, support, test, recommend, and value.</p>

10. Avoid using unverifiable verbs. *Know* and *understand* are wrongly used quite frequently. Whenever the *action* is inside the trainee's head the performance component of the objective is not verifiable. Learning can only be tested if it can be verified by the senses.² Some verbs that are not observable and which should not be used to develop objectives are:

- Appreciate
- be aware of
- comprehend
- enjoy
- know
- know how to
- learn
- like
- think about
- understand

11. Match the identified behaviors with adequate assessment activities. The type of assessment activity varies according to the behaviors expressed in each objective as they must match each one of them to allow proper evaluation.

12. Analyze if you have constructed a SMART objective:

- Specific
- Measurable
- Action Oriented
- Reasonable
- Timely

First and Second Level Objectives

The initial statement (or bullet list) of the course learning objectives constitute the primary objectives (First Level). These first level objectives may have other objectives subordinated to them (Second Level Objectives), which are supporting or enabling objectives.

² Hassel-Corbiell, Ribes, Developing Training Courses: a technical writer's guide to instructional design and development, Learning Edge Publishing, 2006.

The First Level Objectives give the trainees an overall guide to what they will accomplish in the course whereas the Second Level Objectives are more content specific, telling exactly what they need to know and do.

First and second level objectives are particularly used when the course content is divided into modules or units. Thus, there will be an overall objective for the course (First Level) and other subordinated objectives in each one of the modules/units (Second Level) that support and directly enable the achievement of the overall course objective.

In case modules/units are again divided into sections, these sections will also have learning objectives (third level), which are even more specific than the ones in the previous level.

References:

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