

## Learning Objectives

<b>Objective</b>	<b>Learning Resources</b>	<b>Evidence (Evaluation)</b>	<b>Validation</b>
<i>What do you want to learn or develop?</i>	<i>How are you going to learn it? - Techniques and tools</i>	<i>What evaluation method?  Who will evaluate it?</i>	<i>What are the criteria to prove you learned it?</i>

## Learning Objectives Evaluation Guide

Some questions which may assist the student, peer consultant, and preceptors in reviewing and testing the adequacy of the Learning Objectives.

### a) Concerning the competencies and Performance Objectives

Are the student's objectives congruent with the university's and facility's performance objectives?

Do the objectives address those performance objectives identified by the school as being appropriate and considered feasible by the facility?

### b) Concerning the Learning Strategies and Resources:

Do the strategies and resources reflect the uniqueness of the clinical setting?

Do the strategies and resources reflect the personal learning interests of the student?

Are the methods and techniques proposed for making use of the resources the most effective possible?

Are the resources proposed for each objective the most authoritative, reliable and feasible available?

Are there other resources, especially human resources that should be considered?

Are the people resources varied? Are the written resources current and relevant?

### c) Concerning the Evidence of Accomplishment:

Is the evidence proposed for each objective clearly congruent with that objective?

Is it the best evidence possible? Will it be convincing to the supervisor?

Do the evidences demonstrate variety and creativity?

Are there other evidences that might be considered?

Are the evidences to be submitted at intervals throughout the clinical experience?

### d) Concerning the Evaluation Criteria and Means for Validating the Evidence

Are the criteria proposed for judging the evidence congruent with the Learning Objective?

Are the criteria clearly stated and can they be applied?

Should other criteria be considered?

Do the means proposed for judging the evidence by these criteria seem appropriate, feasible, and convincing?

Should other means be considered?

Are the persons chosen to judge the evidence the most credible available?

### Adapted from:

*Gronlund, NE. Stating Objectives for Classroom Instruction. New York: MacMillan Publishing Company, 1978, pp. 12-18.*

*Knowles, M. Self Directed Learning - A Guide for Learners and Teachers. New York: Association Press, 1975, pp. 50-51.*

## USEFUL VERBS FOR WRITING LEARNING OBJECTIVES

### COGNITIVE INSTRUCTIONAL OBJECTIVES

#### RECALL – COMPREHENSION

DEFINE	NAME	DESCRIBE	LOCATE
REPEAT	RELATE	RECOGNIZE	REPORT
RECORD	TRANSLATE	EXPLAIN	REVIEW
LIST	RESTATE	EXPRESS	GENERALIZE
RECALL	DISCUSS	IDENTIFY	SUMMARIZE

#### APPLICATION – ANALYSIS

INTERPRET	ILLUSTRATE	CALCULATE	INSPECT
APPLY	SCHEDULE	EXPERIMENT	DEBATE
EMPLOY	SKETCH	DISCOVER	INVENTORY
USE	DISTINGUISH	TEST	QUESTION
DEMONSTRATE	ANALYZE	COMPARE	RELATE
	DIFFERENTIATE	CONTRAST	SOLVE
PREDICT	APPRAISE	CRITICIZE	EXAMINE
PRODUCE	COMPUTE	DIAGRAM	CATEGORIZE

#### SYNTHESIS EVALUATION

DISCRIMINATE	DEVISE	ASSESS	COMPARE
COMPOSE	ASSEMBLE	MANAGE	VALUE
PLAN	COLLECT	PREPARE	REVISE
PROPOSE	CONSTRUCT	JUDGE	SCORE
DESIGN	CREATE	APPRAISE	SELECT
FORMULATE	SET UP	EVALUATE	CHOOSE
ARRANGE	ORGANIZE	RATE	REARRANGE
MODIFY	ESTIMATE	MEASURE	GENERATE
COMPILE	CONCLUDE	RECONSTRUCT	REORGANIZE

#### AFFECTIVE INSTRUCTIONAL OBJECTIVES

ATTEND	FOLLOW	SELECT	INITIATE
ASK	GIVE	REPLY	JUSTIFY
DEMONSTRATE	HOLD	ASSIST	REPORT
ACCEPT	IDENTIFY	CONFORM	JOIN
COOPERATE	LOCATE	DISCUSS	DEFEND
PARTICIPATE	NAME	HELP	ORDER
CHOOSE	POINT TO	PRACTICE	LISTEN
SERVE	INFLUENCE	ACT	READ
COMPLETE	EXPLAIN	DESCRIBE	SHOW