

# Writing Learning Objectives



# Index

<a href="#">Introduction</a> _____	3
<a href="#">Key Principles</a> _____	4
<a href="#">Guidelines</a> _____	7
<a href="#">Checklist</a> _____	12



# Introduction



Writing clear and effective learning objectives is crucial for successful teaching and learning. Learning objectives help clarify what you expect students to achieve by the end of a unit. They must be simple, clear, and understandable for everyone involved, including students and educators.



# Key Principles of Writing Learning Objectives

## Focus on Student Abilities

When elaborating learning objectives, focus on what students should be able to do or demonstrate after completing the unit. Learning objectives should be memorable and meaningful.

## Avoid Ambiguity

Learning objectives should not be a vague wish list of skills. They must be clearly described and capable of being properly assessed. Avoid using ambiguous verbs like "understand" or "know" as they are not easily measurable. Instead, use concrete verbs like "define," "apply," or "analyze."

## Keep It Simple

Each learning objective should be a single, clear sentence with one active verb. Stay away from unnecessary jargon and keep sentences simple. Occasionally, more than one sentence may be used for clarity.

## Use Bloom's Taxonomy

Bloom's Taxonomy is a helpful tool for writing learning objectives. It provides a list of action verbs that you can use to create clear and measurable objectives. The taxonomy encourages using active verbs to describe learning outcomes.

### BLOOM'S TAXONOMY

<b>Create</b>	<b>Use Existing Information to make something new</b> Invent, Develop, Design, Compose, Generate, Construct
<b>Evaluate</b>	<b>Make judgments based on sound analysis</b> Assess, Judge, Defend, Prioritize, Critique, Recommend
<b>Analyze</b>	<b>Explore relationships, causes, and connections</b> Compare, Contrast, Categorize, Organize, Distinguish
<b>Apply</b>	<b>Use existing knowledge in new contexts</b> Practice, Calculate, Implement, Operate, Use, Illustrate
<b>Understand</b>	<b>Grasp the meaning of something</b> Explain, Paraphrase, Report, Describe, Summarize
<b>Remember</b>	<b>Retain and recall information</b> Reiterate, Memorize, Duplicate, Repeat, Identify

helpfulprofessor.com

Source:

<https://tigerlearn.fhsu.edu/the-revised-blooms-taxonomy-as-a-framework-for-writing-learning-objectives/>



# Guidelines for Writing Learning Objectives

1

Start with an Active Verb: begin each learning objective with an action verb followed by the object of the verb and a context phrase.

2

One Verb Per Objective: Use only one active verb per learning objective to maintain clarity.

3

Avoid Vague Terms: Terms like "know," "understand," "learn," "be familiar with," "be exposed to," "be acquainted with," and "be aware of" should be avoided.





# 4

**Ensure Clarity:** Use simple sentences and avoid complex language. Use more than one sentence if necessary to ensure clarity.

# 5

**Observable and Measurable:** Learning objectives must be observable and measurable to facilitate assessment.

# 6

**Realistic and Achievable:** Make sure the learning objectives are realistic within the given timescale and resources.



7

**Assessment Considerations:**

Consider how the learning objectives will be assessed. Broad objectives might be difficult to assess, while very narrow ones can make the list too long.

8

**Feedback and Review:** Before finalizing, seek feedback from colleagues to ensure the learning objectives make sense.

9

**Balance Across Bloom's**

**Taxonomy:** Avoid focusing too much on lower levels of Bloom's Taxonomy (Knowledge and Comprehension). Include higher levels such as Application, Analysis, Synthesis, and Evaluation to challenge students.





# Example of Learning Objectives

## Poor Example:

- Understand the concept of photosynthesis.

## Improved Example:

- Define the process of photosynthesis.
- Analyze the stages of photosynthesis.
- Evaluate the importance of photosynthesis in the ecosystem.

# Checklist for Writing Learning Objectives

- Focus on outcomes, not processes.
- Start each objective with an active verb.
- Use only one active verb per objective.
- Avoid vague terms.
- Ensure objectives are observable and measurable.
- Confirm objectives can be assessed.
- Include a range of levels from Bloom's Taxonomy.
- Align objectives with the unit's aims and content.
- Ensure objectives are realistic within the time and resources available.



# References

Kennedy, D. (2006) **Writing and using learning outcomes: a practical guide**, Cork: University College Cork.

Bloom, B. S., Engelhart, M., D., Furst, E.J, Hill, W. and Krathwohl, D. (1964), **Taxonomy of educational objectives. Volume I: The cognitive domain**. New York: McKay.





**knowledge**  
**CENTRE**

---

[www.internationalschool.global](http://www.internationalschool.global)



INTERNATIONAL  
SCHOOL