How to write clear & concise learning objectives

Professional development for teachers

1. What should learners be able to do after your course?

Tip 1: check if there is ONE goal per learning objective, instead of two. If you have two, split them into separate objectives.

2. Connect the objectives to Bloom’s Taxonomy

Step 2
1. Objectives need to be specific and on the right level of learning. See Bloom’s taxonomy.
2. Appendix A shows an explanation per level, including an example of a learning objective.
3. Appendix B provides an overview of ‘active verbs’ per level. This helps you to select the right active verb that indicates what students should be able to do.

Tip 2: include ONE active verb per objective. This verb is at the highest level of Bloom’s taxonomy you are aiming for.

3. Formulate learning objectives by describing 4 elements

Step 3
1. Behavior: Desired observed learning outcomes using an active verb (see Step 6 & Hot tip 2).
2. Subject: The content to which the verb applies.
3. Conditions: The conditions under which students should be able to demonstrate their behavior.
4. Degree: Degree of competence that is required.

4. Last tips

1. When you have an overlap in your learning objectives, for example: understanding and applying, decide whether these knowledge and skills need to be combined as one objective as they belong together – see hot tip 2. If this is not the case: see hot tip 1. Be aware that you need to assess these objectives separately then.

2. Keep objectives to-the-point. Don’t elaborate on details of the content.

3. It’s not always possible or necessary to use all 4 elements. Element 1 (action verb) and 2 (noun) are the bare minimum.

You’re all set - Your learning objectives are now clear & Concise!

Appendix A & B: https://canvas.eur.nl/courses/27954/pages/learning-objectives-appendix-ab