

Learning Objectives

Robert Mager (Making Instruction Work)

How to Create Learning Objectives:

1. Collect all the analysis documents drafted to this point.
2. While reviewing the task flowcharts, write an objective to describe the performance on each task.
3. Now look at the list of skills that anyone would have to have before practicing the entire task. Write an objective to describe each of those skills. In other words, write a statement to describe the limits of those skills, one that tells how much of each skill is needed by someone intending to perform the task.
4. Test your objectives for completeness. Each one will be good enough when you can answer yes to the following questions:
 - a. Does it say what someone will be doing when demonstrating accomplishment of the objective (e.g. writing, solving, disassembling)?
 - b. Does it describe the important conditions that will exist while the performing is being done (e.g. given an irate customer)?
 - c. Does it tell how to recognize when the performance will be considered satisfactory (e.g. all customer objections have been addressed)?
5. If you have completed one or more goal analyses during the task analysis, and if you listed one or more performances that students cannot now do, write an objective to describe each performance that will need to be taught.
6. If, as your draft your objectives, you find yourself writing one or more fuzzies, such as *understand*, *comprehend*, *appreciate*, *know*, *demonstrate*, or any other abstraction, complete a goal analysis for each fuzzy. Mark the performances that represent things student cannot yet do, and write an objective describing each of those performances.