

## Learning Objective Job Aid

### What is a learning objective?

Learning objectives indicate what tasks participants will be able to achieve after training. Clearly defined objectives provide a sound basis for the selection and development of instructional materials.

### The three components of a learning objective:

- What should the participant be able to do? (Performance/Action) (See page 2 for suggestions)
- Under what conditions should the participant perform? (Environment/Condition)
- How well must the performance be done? (Measure/Criterion)

### How to write a learning objective:

Using the learning objective template, identify the 3 components; performance/action, environment/condition, and measure/criteria. When all three components have been identified, integrate them into a single statement. That statement is the learning objective.

#### Performance/Action

- States what a participant is expected to be able to do and/or produce to be considered competent  
**Example:**
  - Be able to ride a unicycle  
(The performance stated is *ride*)
- If the statement doesn't include a visible performance, it isn't yet an objective. A performance is described as a DOING word and must be observable

#### Doing words (performances)

- running
- solving
- writing

#### Being words (abstractions)

- understanding
- knowing
- happy

#### Environment/Condition

- Describes the important conditions, settings, and/or special circumstances (if any) under which the performance is to occur. Miscommunication can be avoided by informing individuals what they will have, what they will not have, and/or any special circumstances  
**Example:** ~~"Be able to run the hundred-yard dash"~~  
Are the runners tricked by unexpected conditions such as having to run barefoot or up an incline?

#### **Examples:**

- Given a standard set of tools....
- Using your number two pencil....
- In the presence of an irate customer...
- Without the aid of references...

#### Measure/Criterion

- Describes how well someone would have to perform to be considered competent
- Provides a standard against which to test the success of the instruction
- Notifies participants when they have met or exceeded expectation

- **Examples of types of criterion:** Speed, Accuracy, Quality

#### **Example:**

- Given a computer with word-processing software, be able to write a letter  
**Criteria:** *All words are spelled correctly, there are no grammatical or punctuation errors, and the addressee is not demeaned or insulted*

**Example learning objective:** Write a letter with word-processing software where all words are spelled correctly, no grammatical or punctuation errors exist, and the addressee is not insulted

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Phases	Classifications	Definition	Hints	Action Verbs
<b>Decide</b>	<b>Judgment</b>	Highest level - refers to making quantitative and qualitative judgments according to a set of specific criteria	<ul style="list-style-type: none"> <li>• Supports conclusions with data</li> <li>• Defends value of work by use of internal/external criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Appraises</li> <li>• Interprets</li> <li>• Defends</li> <li>• Compares</li> <li>• Criticizes</li> </ul> <ul style="list-style-type: none"> <li>• Attacks</li> <li>• Judges</li> <li>• Supports</li> <li>• Contrasts</li> <li>• Argues</li> </ul>
	<b>Synthesis</b>	Refers to combining existing data and information to produce a new product/plan	<ul style="list-style-type: none"> <li>• Organizes material</li> <li>• Innovates approach</li> <li>• Creates a plan for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Categorizes</li> <li>• Modifies</li> <li>• Combines</li> <li>• Summarizes</li> <li>• Concludes</li> <li>• Generates</li> <li>• Compiles</li> <li>• Resolves</li> </ul> <ul style="list-style-type: none"> <li>• Discusses</li> <li>• Predicts</li> <li>• Formulates</li> <li>• Designs</li> <li>• Devises</li> <li>• Determines</li> <li>• Composes</li> <li>• Proposes</li> </ul>
<b>Do</b>	<b>Analysis</b>	Refers to the ability to break down material into its parts so that relationships among parts are clear	<ul style="list-style-type: none"> <li>• Distinguishes fact from inference</li> <li>• Assesses fallacies in reasoning</li> <li>• Analyzes relevancy of data</li> </ul>	<ul style="list-style-type: none"> <li>• Separates</li> <li>• Analyzes</li> <li>• Compares</li> <li>• Distinguish</li> </ul> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Assesses</li> <li>• Contrasts</li> <li>• Relates</li> </ul>
	<b>Application</b>	Refers to the ability to use learned material in a new and concrete way	<ul style="list-style-type: none"> <li>• Applies theories to practical situations</li> <li>• Constructs charts and graphs</li> <li>• Solves numerical problems</li> <li>• Applies principles to new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Operates</li> <li>• Prepares</li> <li>• Predicts</li> <li>• Produces</li> <li>• Performs</li> <li>• Discovers</li> <li>• Computes</li> </ul> <ul style="list-style-type: none"> <li>• Constructs</li> <li>• Modifies</li> <li>• Classifies</li> <li>• Relates</li> <li>• Solves</li> <li>• Shows</li> <li>• Applies</li> </ul>
<b>Know</b>	<b>Comprehension</b>	Refers to the ability to grasp meaning of material	<ul style="list-style-type: none"> <li>• Explains verbal material</li> <li>• Illustrates charts and graphs</li> <li>• Defends facts and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Extends</li> <li>• Generalizes</li> <li>• Paraphrases</li> <li>• Infers</li> </ul> <ul style="list-style-type: none"> <li>• Estimates</li> <li>• Illustrates</li> <li>• Represents</li> <li>• Restates</li> </ul>
	<b>Knowledge</b>	Lowest level - refers to recognition of previously learned material	<ul style="list-style-type: none"> <li>• States common terms</li> <li>• Selects methods and procedures</li> <li>• Recalls basic concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Lists</li> <li>• Indicates</li> <li>• Selects</li> <li>• Outlines</li> <li>• Writes</li> <li>• States</li> <li>• Identifies</li> <li>• Chooses</li> </ul> <ul style="list-style-type: none"> <li>• Reproduces</li> <li>• Names</li> <li>• Recognizes</li> <li>• Underlines</li> <li>• Labels</li> <li>• Matches</li> <li>• Recalls</li> </ul>

Adapted by Accenture from Benjamin Bloom's Taxonomy of Educational Objectives, 1956 and Robert F. Mager, Preparing Learning Objectives, 1997

