

Appendix 3

Tips on Writing Learning Objectives and Learning Assessments

Learning Objectives

Programs being offered for CE Credit for psychologists must include clearly stated objectives. The objectives should be written in **measurable, behavioral terms** and should state exactly what the participant will be able to do following the workshop.

As a guideline, a four-hour workshop should include three or four objectives while a seven-hour workshop should have five to seven objectives. Think in terms of new skills or knowledge the participant will have upon completion of the workshop.

Verbs to consider

- ✓ list, describe, recite, write, connect
- ✓ compute, discuss, explain, predict
- ✓ apply, demonstrate, prepare, use
- ✓ analyze, design, select, utilize, identify
- ✓ compile, create, plan, revise, develop
- ✓ assess, compare, rate, critique, differentiate

Verbs to avoid

- ≠ know, understand, approach, consider
- ≠ learn, appreciate, accept, encourage, ensure
- ≠ become aware of, become familiar with
- ≠ maintain, recognize, anticipate, respect

Example:

This workshop is designed to help you:

1. Describe various theoretical approaches to coaching.
2. Differentiate between the coaching relationship and the therapeutic relationship.
2. Identify steps to quickly build an effective coaching relationship and avoid potential pitfalls.
4. Demonstrate knowledge of ethical issues present in coaching relationships, using a case study example.

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Assessment of Learning Outcomes

Your programs must also include a method of determining how well the program met the stated Learning Objectives.

The Assessment of Learning Outcomes:

1. determines whether or not the workshop participant learned what you set out to teach them,
2. provides feedback on how well you met the stated educational objectives,
3. allows for improvements for future programs.

The Assessment of Learning Outcomes should be based directly on the learning objectives set for the workshop where each educational objective is restated so that participants can rate them using the following scale:

Example

Based on the content of this workshop, I am able to:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Describe at least 2 theoretical approaches to coaching relationships	1	2	3	4	5
2. State at least 2 differences between coaching and therapeutic relationships	1	2	3	4	5
3. Employ at least 2 steps to build effective relationships or avoid pitfalls	1	2	3	4	5
4. Apply ethical standards to a case study of a coaching relationship	1	2	3	4	5

Learning Objective Sample Language*

Knowledge Level: The successful student will recognize or recall learned information.

list	record	underline
state	define	arrange
name	relate	describe
tell	recall	memorize
recall	repeat	recognize
label	select	reproduce

Comprehension Level: The successful student will restate or interpret information in their own words.

explain	describe	report
translate	express	summarize
identify	classify	discuss
restate	locate	compare
discuss	review	illustrate
tell	critique	estimate
reference	interpret	reiterate

Application Level: The successful student will use or apply the learned information.

apply	sketch	perform
use	solve	respond
practice	construct	role-play
demonstrate	conduct	execute
complete	dramatize	employ

Analysis Level: The successful student will examine the learned information critically.

analyze	inspect	test
distinguish	categorize	critique
differentiate	catalogue	diagnose
appraise	quantify	extrapolate
calculate	measure	theorize
experiment	relate	debate

Synthesis Level: The successful student will create new models using the learned information.

develop	revise	compose
plan	formulate	collect
build	propose	construct
create	establish	prepare
design	integrate	devise
organize	modify	manage

Evaluation Level: The successful student will assess or judge the value of learned information.

review	appraise	choose
justify	argue	conclude
assess	rate	compare
defend	score	evaluate
report on	select	interpret
investigate	measure	support

* adapted from Blooms taxonomy