



**Train-the-Trainer
Certificate Program**

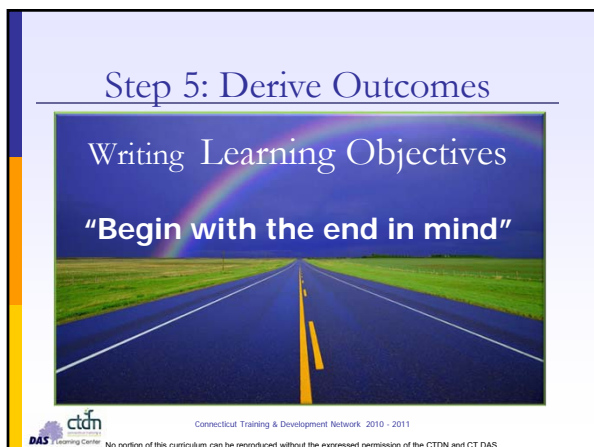
Module 4

Learning Objectives

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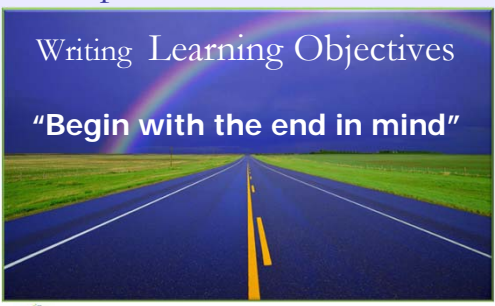
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Step 5: Derive Outcomes

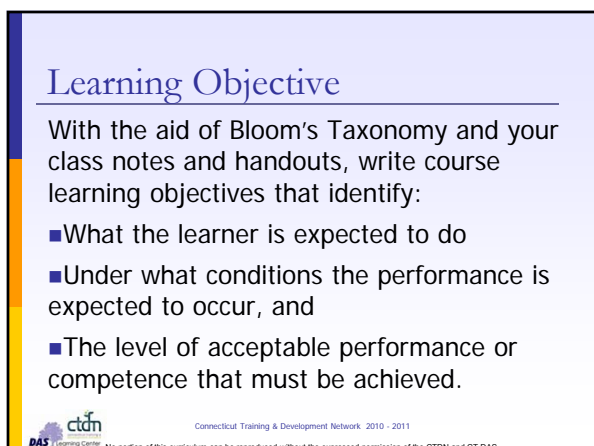
Writing Learning Objectives

"Begin with the end in mind"



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Learning Objective

With the aid of Bloom's Taxonomy and your class notes and handouts, write course learning objectives that identify:

- What the learner is expected to do
- Under what conditions the performance is expected to occur, and
- The level of acceptable performance or competence that must be achieved.

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What Is a Learning Objective?

Statements about what the learner should **KNOW** or be able to **DO** as the result of training



Making Instruction Work, Robert F. Mager

The First-Time Trainer, Tom W. Goad



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Why Learning Objectives?

1. Aid in content selection
2. Guide course developer
3. Provide goal posts for learners
4. Ensure measurable results



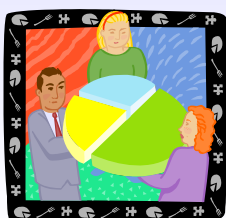
Making Instruction Work, Robert F. Mager



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Where Do Objectives Come From?




- Needs Analysis
- Task Analysis
- Task Listing
- Skill Derivation

Making Instruction Work, Robert F. Mager



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3 Parts to a Learning Objective

1. Performance	What the learner should be able to <u>DO</u>
2. Condition	The <u>CONDITIONS</u> under which the doing will occur
3. Standard	The <u>CRITERIA</u> by which the learner's performance will be judged

Making Instruction Work, Robert F. Mager
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1. Performance




Ask yourself: What does the learner need to DO or to KNOW?

Complete this sentence:
At the end of the session, learners will be able to...

Source: (ASTD InfoLine, Dec. 1997)
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Performance-Oriented Verbs



Vague	Measurable
Understand	Write
Grasp	Construct
Internalize	Identify
Appreciate	Calculate
Consider	List
Know	Demonstrate
Learn	Describe
Familiar with	State

Source: (ASTD InfoLine, Dec. 1997)
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Performance-Oriented Verbs




Which of these words describe performance?

State	Add
Write	Draw
Value	Know
List	Understand
Appreciate	Explain
Internalize	Summarize

Source: Robert F. Mager's Six Pack: Preparing Instructional Objectives, 1997
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2. Conditions



- Specify what tools or other resources learners will and will not be allowed to use
- Specify the environment in which learners will perform the task

Sources:
 • Dec. 97 ASTD InfoLine, Instructional Objectives
 • www.nwlink.com/~donclark/hrd/templates/objectivetool.html
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3. Standards (Criteria)



Standards describe the level of mastery that must be achieved:

- Standards of Quality
- Standards of Quantity






Sources:
 • Dec. 97 ASTD InfoLine, Instructional Objectives
 • www.nwlink.com/~donclark/hrd/templates/objectivetool.html
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4 Categories of Standards


1. Degree of Supervision
2. Time and Speed
3. Accuracy
4. Overall Quality



Sources:
• Dec. 97 ASTD InfoLine, Instructional Objectives
• www.nvlink.com/~donclark/hrd/templates/objectivetool.html

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Knowledge Check #1

Given a computer with PowerPoint 2007 installed, create a PowerPoint presentation that includes at least 15 slides, 2 different animation effects, and at least 3 different slide layouts.

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Knowledge Check #2

Given a specific topic, deliver a speech that is at least 10 minutes in duration and compares and contrasts two different points of view.

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Knowledge Check #3

Learning Objective:

With the aid of Bloom's Taxonomy and your class notes and handouts, write a learning objective that identifies what the learner is expected to do, under what conditions the performance is expected to occur, and the level of acceptable performance or competence that must be achieved.

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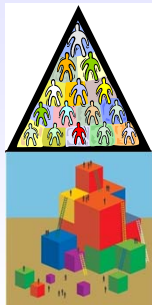
Common Errors When Writing Learning Objectives



1. Combining Two Objectives into One
2. Using the words "Knowing" or "Understanding"
3. Making the scope Too Narrow or Too Broad
4. Stating a Topic as an Objective

Source: Nanette Miner, Ed.D., The Accidental Trainer
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Bloom's Taxonomy of Educational Objectives



- Most commonly used classification scheme for writing learning objectives
- Provides a learning hierarchy

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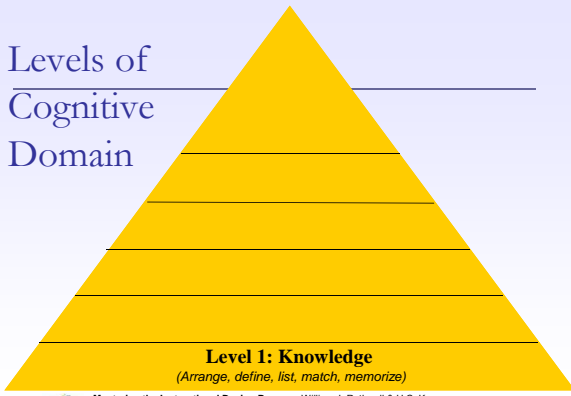
3 Domains of Learning



- 1. Cognitive Domain**
Mental Skills
- 2. Affective Domain**
Attitudes
- 3. Psychomotor Domain**
Manual or Physical Skills

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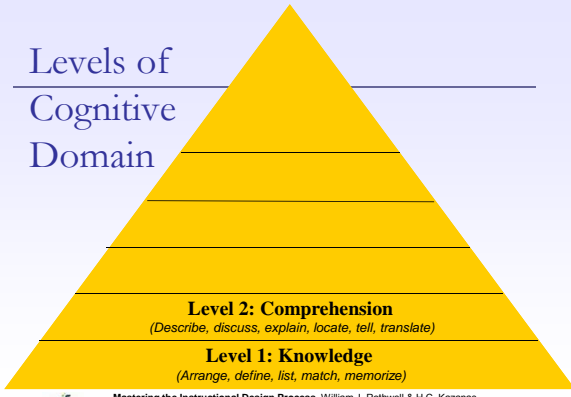
Levels of Cognitive Domain



Level 1: Knowledge
(Arrange, define, list, match, memorize)

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Mastering the Instructional Design Process. William J. Rothwell & H.C. Kazanas
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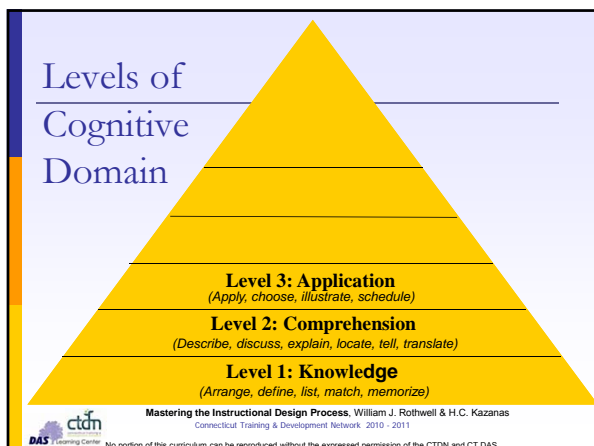
Levels of Cognitive Domain

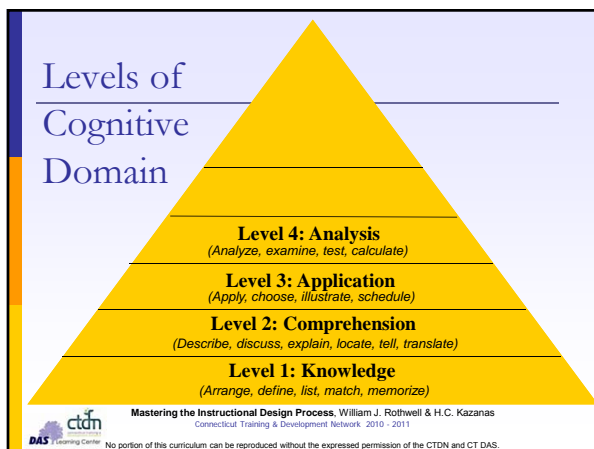


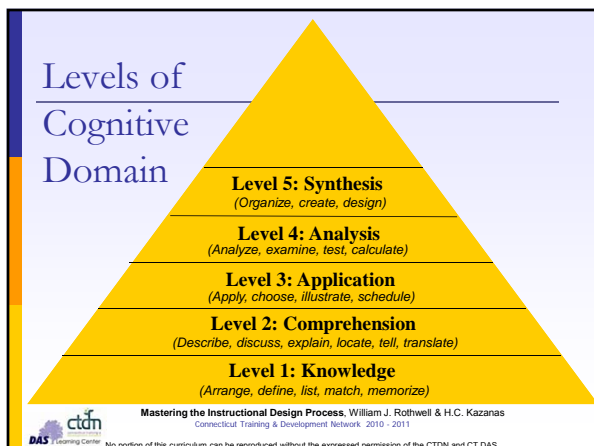
Level 2: Comprehension
(Describe, discuss, explain, locate, tell, translate)

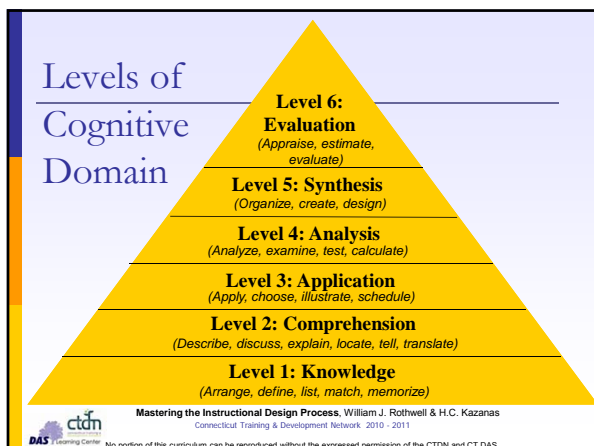
Level 1: Knowledge
(Arrange, define, list, match, memorize)

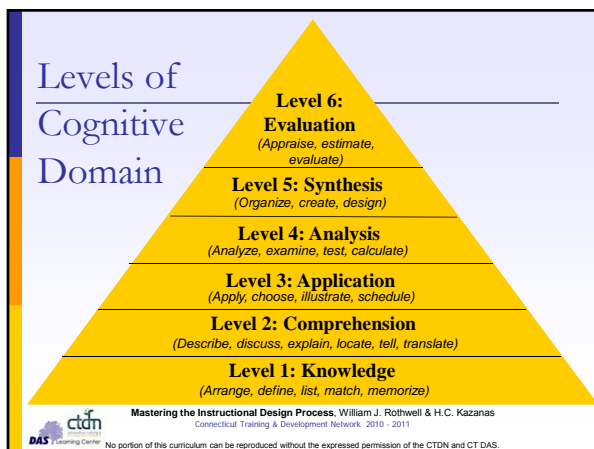
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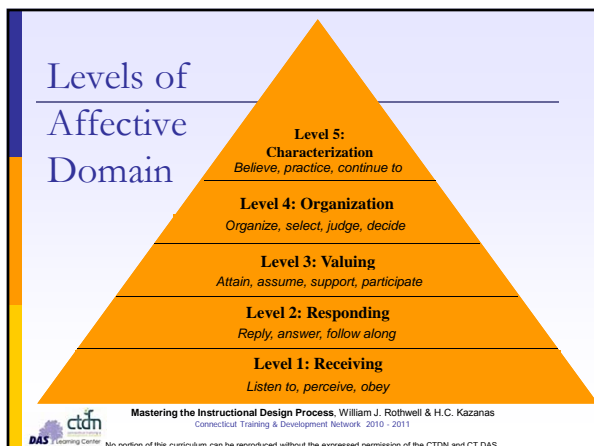


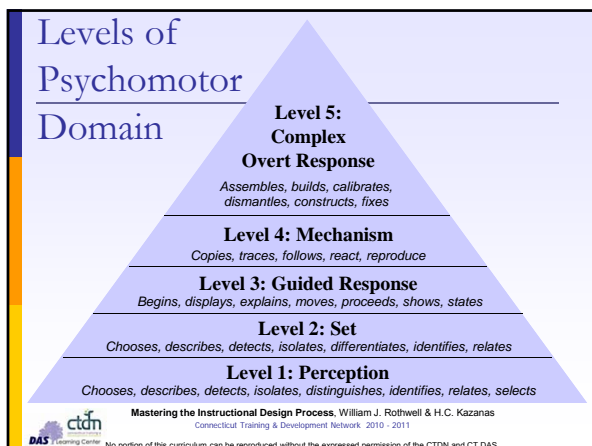












Learning Objectives Application Activity

1. Read each learning objective
2. Identify the learning domain: Cognitive, Affective, or Psychomotor?
3. Identify what's missing: Performance, Condition, or Standard(s)?
4. Re-write the objective to include all three parts

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Learning Objectives Application Activity

Learning Domain?


Demo #1
 List the components that should be included in a State of Connecticut job description.

- Cognitive
- Affective
- Psychomotor

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Learning Objectives
Application Activity

Which Part is Missing?




Demo #1
List the components that should be included in a State of Connecticut job description.

- Performance
- Condition
- Standard

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Learning Objectives
Application Activity




Example:
Given your class notes and handouts, list the seven components that should be included in a State of Connecticut job description.

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Learning Objectives
Application Activity

Learning Domain?



Demo #2
Participants will be able to identify all the parts of a car engine.

- Cognitive
- Affective
- Psychomotor

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Learning Objectives
Application Activity

Which Part is Missing?

Demo #2
Participants will be able to identify all the parts of a


- Performance
- Condition
- Standard



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Learning Objectives
Application Activity


Example:
Given a diagram, participants will be able to identify (label) all {insert #} parts of a car engine without using their textbook.



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Learning Objectives
Application Activity

1. Read each learning objective
2. Identify the learning domain: Cognitive, Affective, or Psychomotor?
3. Identify what's missing: Performance, Condition, or Standard(s)?
4. Re-write the objective to include all three parts



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Learning Objectives
Application Activity




Given a calculator, cost, and pricing data, the learner will calculate the cost of paint.

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Learning Objectives
Application Activity

Add a Standard




Given a calculator and cost and pricing data, the learner will calculate the cost of paint:

- With no errors.
- At least 10 times with no errors.
- Correctly each time.

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Learning Objectives
Application Activity




Given your workshop notes and handouts, list elements to consider when developing an employee handbook.

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Learning Objectives
Application Activity


Add a Standard



Given your workshop notes and handouts, list at least eight elements to consider when developing an employee handbook.

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Learning Objectives
Application Activity




Participants will be able to use Core-CT to make online purchases under \$10,000.00.

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Learning Objectives
Application Activity


Add a Condition and a Standard



With the use of a job aid, participants will be able to use Core-CT to make online purchases under \$10,000.00 with no errors.

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Learning Objectives
Application Activity




Demonstrate how to splint a prone patient's broken arm in less than 5 minutes.

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Learning Objectives
Application Activity

Add a Condition



Given the appropriate supplies and a mannequin, demonstrate how to splint a prone patient's broken arm in less than 5 minutes.

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Learning Objectives
Application Activity




At the end of the training, learners will know sign language.

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Learning Objectives
Application Activity

Add a Performance, Standard, and Condition



Given a sign language alphabet chart, learners will sign all the letters of the alphabet correctly and in under 2 minutes.

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Learning Objectives
Application Activity



Be able to develop an appreciation of classical music.

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Learning Objectives
Application Activity


Add a Performance, Standard, and Condition



Be able to pass a multiple-choice test about the history of classical music, without the use of class notes, by scoring at least 80% or better.

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Nudge Your Neighbor...



1. What's the **most noteworthy** thing you have learned?

OR

2. What's the **most valuable** thing you have learned?

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Where to Learn More


- Don Clark: A Quick Guide to Writing Learning Objectives:
<http://www.nwlink.com/~donclark/hrd/templates/objectivetool.html>
- ASTD Infoline: Jump Start Your Learning Objectives (April 2008)

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Step 5: Derive Outcomes

Learning Objectives...

If you don't know where you are going, any road will get you there.



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Learning Objectives
Application Activity



**Begin writing a
learning objective
for your TtT
Independent
Project**



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