Learning Objectives
Information Sheet

DEFINITION
Supporting skills, knowledge and attitudes that lead to mastery of a competency. Learning objectives serve as benchmarks. They represent the content in terms of performance and provide cues for the development of learning activities. Samples: For a competency like ***Interview for a job,*** learning objectives could include: *Explain the purpose of an interview, List the documents required for an interview.*

While competencies set the target outcomes for the course, learning objectives form the basis for what is to be learned. Learning objectives are important for both the learner and the instructor.

For the learner they:
- Break the major skills into smaller pieces and give students smaller goals that are less overwhelming.
- Provide a roadmap for achieving mastery of the competency.
- Provide benchmarks for learners to measure their progress towards achieving the competency.

For the instructor they:
- Detail the content that is embedded in the competency.
- Guide the selection of learning activities (assignments).

WHAT ARE LEARNING OBJECTIVES?
Learning objectives are linked directly to a competency. There are usually 2–10 learning objectives per competency. Most often they are written at or below the level of the competency. If you cannot write at least two learning objectives for the competency, the competency may be too small.

LEARNING OBJECTIVE CHECKLIST
- ☐ Learning objectives include supporting skills, concepts, procedures, processes, and/or principles a learner needs to perform the competency.
- ☐ Learning objectives begin with action verbs.
- ☐ Learning objectives are measurable and observable.
- ☐ Learning objectives are clear, concise, and precise description of skills, knowledge, and attitudes.
- ☐ Learning objectives specify a single performance (one verb).
- ☐ Learning objectives number 2–10 per competency.

GUIDELINES FOR WRITING LEARNING OBJECTIVES
To write learning objectives:
1. Ask, "What do learners need to know in order to perform this competency?"
2. List any facts, concepts, procedures, processes, and/or principles that support the competency.
3. Cross out any prerequisite skills or content.
4. If your list has many detailed items in it, consider combining some of them.
5. Write a performance statement for each item still on your list. You should have 2–10 learning objectives per competency.