

Visión y Compromiso™



How to Write Learning Objectives

A Learning Objective is:

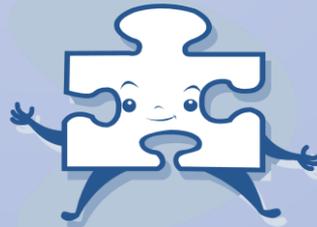
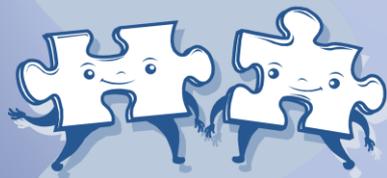
“A statement of what a participant is going to be able TO DO at the end of the session”

There are 3 types of learning objectives

- **Skills.**- Aptitude or skills of being able to do something, this can be something manual or cognitive
- **Knowledge.**- Facts, data , information
- **Attitudes.**- The expression of feelings and values in a specific situation.

BEHAVIOR

It is a combination of the three:
skills, knowledge, attitudes



Goal vs Objective

Goal: A general statement of what needs to be done. The solution to an identified need

Objectives: These define exactly what the participants are going to be able to do as a result of the training

- Examples of verbs used in writing objectives related to knowledge:

- List
- Name
- Say
- Explain
- Describe

Examples of verbs used for learning objectives related to skills:

- Apply
- Build
- Utilize
- Create
- Do

Attitude changes are the most difficult objectives to teach, the learning is measured indirectly by observing

- “The participant shows _____ by _____
- Sensibility, respect, fear, patience, awareness, curiosity, enthusiasm.

A SMART objective is one that includes the five concepts that qualify it, it is:

Specific

Measurable

Achievable

Realistic

Time bound

SMART Objectives

- **Specific.-** Clear with respect what needs to be changed, who will be involved, how, when, and where.
- **It can be measured.-** Declares a specific behavior that can be observed, verified, counted and mentions to whom it is directed.
- **It is based on achievements.-** Uses action verbs to describe the achievement (explain, demonstrate, distinguish, write, avoiding being vague by not using words such as learn, know, understand, study.
- **Realistic.-** Is it reachable with the available resources? Time, money, etc...
- **Time bound.-** Exactly indicates the time in which the objective is going to be reached.

Choosing the Appropriate Learning Techniques

| Type of Learning | Educational Technique | Evaluation Activity |
|--|--|---|
| Data/Information | Lectures, songs, presentations, brain storming | Written questionnaires Oral Tests |
| Skills (manuals, ideas, planning) | Demonstration, instruction with practice follow-up, feedback to correct mistakes | Observing the work in their practice, role playing |
| Attitudes, values | Discussions, role playing, values clarification exercises. | Indirectly, by observing the behavior |