**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.**

**Sample Competency: *Interview for a job***

**Sample learning objectives:**

* ***Explain the purpose of an interview***
* ***Identify appropriate job interview attire***
* ***List the documents required for an interview***

**DEFINITION**

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 learners 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 Objectives Checklist***

* Learning objectives number 2–10 per competency.
* 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).

# 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.

**Learning Objectives Sample**

**COMPETENCY: Interview for a job**

 **Assessment Strategy:**

* Written Product: Role Play Interview

 **Criteria:**

* learner is dressed at least "one step" above that expected of daily wear; wears no tennis shoes, blue jeans, or T-shirts
* learner greets the interviewer with confidence and warmth
* learner explains how his/her skills and background can contribute to the organization
* learner answers questions thoroughly, without presenting irrelevant or inappropriate information
* learner shows sincere interest and enthusiasm for the employment situation
* learner asks questions that show knowledge about the company and insight about the job, but are not benefits-related
* learner maintains eye contact
* learner demonstrates a comfortable, poised manner

# Sample Learning Objectives:

Sample learning objectives might include the following. (This list is not exhaustive.)

1. Define the purpose of the interview
2. Describe behaviors that communicate a positive self-image
3. Explain why it is important to tell the truth in a job interview
4. Identify ways to gather information prior to the job interview
5. Recognize the important of the two-way job interview
6. Identify potential job interview questions
7. Plan answers to common job interview questions
8. Choose appropriate attire for a job interview
9. List activities to take after completing the job interview