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Tips for framing learning objectives

Structuring and planning learning objectives is critical to having an overview of the online course to be offered to learners.

In school as well as work, planning is critical. Whether it is the curriculum or the agenda for a meeting, it is essential to have a clear structure. Even in the case of eLearning, it is essential to frame the learning objectives, i.e. the very essence of the course. This step is essential not only to plan lessons but also to give students a "map" of their online training path.

How best to structure these objectives so that they have a positive impact on the course? Here are some tips:

1. Distinguish types of objectives

Learning objectives do not mean general course goals, but rather a step-by-step, activity-by-activity description of the course through the major tasks and specific skills that learners will be able to use at the end of the course. They should be communicated clearly through simple, direct language so that learners know, time after time, exactly what the next steps in their learning journey are.

2. Ask the right questions

To frame your objectives and create a detailed, structured list, you need to answer some basic questions, such as "What skills will the trainees have acquired by the end of this course?" These questions can help shape the overall concept, which will then be broken down into simpler steps and activities.

3. Using Bloom's Taxonomy

A good way to bring order to ideas related to learning objectives is to use **Bloom's revised taxonomy**. Through this method you can break down the cognitive process into six categories: remember, understand, apply, analyze, evaluate, create. These words can be very useful for schematizing goals and getting things in order.

4. Be practical

The learning objectives serve to explain a bit more in detail how the whole virtual training course is constituted. For this reason, it is best to avoid listing goals that are too general. You need to frame the objectives with practical actions in mind, for example, "What should you do if an employee is the victim of an incident of discrimination?"

5. Measurable goals

These goals should always be in the sight of the students who should have the opportunity to know when they were able to acquire a specific skill during course development or how far along they are in reaching a primary competency.

6. Target-compatible language

While important in the design phase of a course, learning objectives are a point of reference for learners. Therefore, it is critical that the language be consistent with that used by the target audience.

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