

# Writing Learning Objectives

## Questions to Ask Yourself

- What do you want participants to be able to do back at their institutions as a direct result of attending this session (workshop, course, seminar, etc.)?
- What does our audience need to know or be able to do to bridge the gap between where they are today and where we want them to be tomorrow?
- If participants could learn only three things in this session, what would those three things be? What would be your three take-home messages?

## Steps for Writing an Objective

1. Write each objective beginning with the phrase "After participating in this session, attendees should be able to..."
2. Choose a verb that matches the desired level of knowledge or skill (see information on Bloom's Taxonomy below).
  - Verbs should indicate specific, measurable, and observable behaviors.
3. Review each objective to make sure it is an outcome.
  - Double check that you have not created a list of learning activity descriptions or agenda items (for example, "The participants should complete a simulation on how to perform the XYZ procedure").
  - Your objectives should describe what participants should be able to know or do as a result of a learning experience.
4. Examples:
  - Poorly defined learning objective: After participating in this session, attendees should be able to explain change management.
  - Well-defined learning objective: After participating in the session, attendees should be able to describe the three essential elements of change management.

## Bloom's Taxonomy

Bloom's Taxonomy, created by Benjamin Bloom, is a hierarchical classification of the different levels of thinking.



# Ohio Student Learning Objective Samples

**Xiaolong Qi**

## **Ohio Student Learning Objective Samples:**

### **A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth** Ohio.

Department of Education, 2012 Over the past decade Ohio has made important education policy advances with a focus on student learning and achievement standards and accountability Ohio is serious about its commitment to quality schools and honors this commitment by providing Local Education Agencies LEAs a research based transparent fair teacher evaluation system adaptable to the specific contexts of Ohio's LEAs This guide focuses on the use of Student Learning Objectives SLOs as an optional locally determined measure for student growth The information contained in this guide is intended to support LEAs that are piloting SLOs as a measure of student growth during summer 2012 Contained in this guide are the resources and guidance that has been developed by the Ohio Department of Education ODE thus far however information within the guide is subject to revision at the conclusion of the pilot program based on feedback from participating LEAs These materials were developed to support the creation of SLO examples by LEAs participating in the pilot process This LEA work will support the ODE guidance for student growth measures and help to build capacity and knowledge of LEAs to implement student growth measures The following are appended 1 Student Learning Objective SLO Template 2 Student Learning Objective SLO Template Checklist 3 Guidance on Selecting Assessments for SLOs and 4 Sample Template for the Analysis of Data

*Resources in Education*, 1997      **Learner-Centered Theory and Practice in Distance Education** Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08 This book examines critical issues in the design of theoretically based and pedagogically sound distance education programs It integrates theory and pedagogy with practical issues related to practitioners administrators evaluators and policy analysts      [Librarians and Educators Collaborating for Success](#) Marcia A. Mardis, 2016-12-05 The first in the IASL Libraries Unlimited partnership series this book features contributions written by authors from around the world about their effective collaboration experiences Collaboration between teachers and school librarians is a topic that is often discussed in the quest for educational excellence but the international perspective is something that is rarely explored This text documents the collaboration endeavors in international school libraries and drawing upon research and direct experience demonstrates effective collaboration experiences in a range of countries It also features selected brief case studies as well as several original essays on the topic of collaboration between teachers and teacher librarians in curriculum planning The result of a joint effort between Libraries Unlimited and the International Association of School Librarianship IASL this book shows how collaboration with teachers looks in the international arena It addresses topics such as collaborating for success with student searching the roles of librarians and teachers in the research process principal involvement information literacy inquiry based learning use of digital resources models of collaboration for diversity and evaluation of collaboration Additionally the current research findings presented will offer readers new insights into their profession

**Coordinating Student Affairs Divisional Assessment** Erin Bentrim, Gavin W. Henning, Kimberly

Yousey-Elsener,2023-07-03 An ACPA NASPA Joint Publication The need for the new role of student affairs assessment coordinator has emerged in response to the increasing demand for outcomes information the proliferation of data and the recognition that coordinating this work within divisions is of paramount importance For those taking on this role this book constitutes a practical guide to leading and implementing an assessment program whether doing so full or part time as an individual or in a multi person office or whether reporting to or being in positional leadership Recognizing that this function that is new to student affairs and that those who take it on frequently find themselves in an in between world being both embedded with but also distinct from their divisional colleagues this book first addresses the common challenges and issues related to defining and implementing the role and cultivating a culture of assessment It then deals with the practicalities of creating systems and structures developing assessment skills throughout the organization and creating an integrated model for measuring progress towards strategic planning goals and for informing decision making and resource allocation The book concludes with guidance on leading and maintaining ethical standards related to data collection storage and sharing for the division and on navigating the dynamic political environment that assessment professionals will encounter **Resources in Education** ,1997 **Exceptional Child Education Resources** ,2002 **Ohio's ... Annual Progress Report on Education** ,1993

**Developing and Implementing Assessment of Student Learning Outcomes** Andreea M. Serban,2004-08-18 As a result of changes in accreditation standards and state mandates community colleges are under increased pressure to produce evidence of student learning and achievement Accreditation standards and state accountability mandates are asking community colleges to produce comprehensive systems for assessing student learning outcomes that go beyond course grades and number of degrees and certificates awarded What is being requested is actual evidence of what students have learned at the course program and certificate and degree levels This volume provides examples that community colleges can apply to measuring student learning outcomes at the classroom course program and institutional levels to satisfy local state and accreditation requirements for assessing learning outcomes as a means for improving student success from cover

**Research Quarterly for Exercise and Sport** ,1980 **Show What You Know on Ohio's Fourth Grade Proficiency Test** Deborah Tong,Patricia Nay,Vicki Kiner,Jolie S. Brams,1999-06 **Learning Initiatives in the Residential Setting** Gene Luna,Jimmie Gahagan,2008 **Academe** ,2007 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , **Announcer** American Association of Physics Teachers,2003 **Dynamics of Effective Teaching** William W. Wilen,2000 Grade level 8 9 10 11 12 s t **Lifelong Learning** ,1984 **Library & Information Science Abstracts** ,2007 **Show What You Know on Ohio's Sixth Grade Proficiency Test** Patricia Nay,Jolie S. Brams,Deborah Tong,Joan Schrader,1996-08 Designed to help students prepare for the Ohio sixth grade proficiency test **Photographies East** Rosalind C. Morris,2009-03-23 Collection of essays on the history of photography in Southeast Asia and East Asia that emphasize the ethnographic uses of the medium

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