

# Learning Objectives To Foster Student Learning

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Summer Institute 2022  
Your hosts: Ainsley Camps and Judy Chan

A photograph of two people sitting on the grass in a sun-dappled forest clearing. The scene is framed by large, mature trees with thick trunks and dense green foliage. Sunlight filters through the leaves, creating a pattern of light and shadow on the grass. In the background, a body of water is visible through the trees. The text "Land Acknowledgement" is overlaid in the center of the image.

# Land Acknowledgement

# AGENDA

- What are learning objectives (LOs and why do we use them)?
- How to write LOs
- Practice & Sharing
- Introduction to Bloom's taxonomy
- Revise & Sharing
- Q&A



# LEARNING OBJECTIVES

By the end of the session, you should be able to:

- Describe the benefits of using learning objectives
- Write effective learning objectives
- Practice using Bloom's Revised Taxonomy to write learning objectives
- Consider a spiritual domain of learning



What are Learning  
Objectives (and why use  
them)?

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# Definition: Learning Objectives

*what a learner knows or  
can do as a result of  
learning*  
(Otter, 1992, p. i)

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# Levels of learning objectives

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- **Program-level learning outcomes**  
*(what does a graduate know/do/value?)*
- **Course-level learning outcomes**  
*(know/do/value after your course)*
- **Module-level***(know/do/value after the module)*
- **Lesson-level learning outcomes**  
*(know/do/value after the lesson)*



Created by Rohith M S  
from Noun Project



Your target

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How to write Learning  
Objectives  
that foster student learning

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Learner-  
centred

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# Learner-centred

By the end of this lesson, **learners** will be able to....

By the end of this laboratory activity, **students** will be able to....

Specific

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## Specific

Effective learning outcomes contain

1. verb(s)
2. Subject (the what)
3. Context or criteria

By the end of this lesson, learners will be able to **create a social media plan for a non-profit organization.**

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# Bloom's Learning Domains

a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity.



1.



2.



3.



Bloom's Domains of Learning

1. Psychomotor
2. Cognitive
3. Affective



# Psychomotor

By the end of this module, learners will **be able to perform a backward dive.**

By the end of this lessons, students will be able to **position the scale to zero before measurement with an ammeter.**





# Cognitive

By the end of this module, learners will be able to **identify 7 trees that are native to British Columbia.**

By the end of this lesson, students will be able to **list the sub fields of anthropology.**



# Affective

By the end of this module, learners  
will **value** the ethical issues involved in...

By the end of this lessons, students  
will **commit** to a personal program of lifelong  
learning...



Introducing a 4th domain:  
The **SPRITUAL** domain



# Spiritual

The spiritual domain involves learning outcomes that "(connect).. fields of study and collegial relationships to a long-term view of how university knowledge and activities impact the self, families, communities and the world in a holistic way. "

Marcella LaFever (2016) Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education, *Intercultural Education*, 27:5, 409-424

Practice using  
Bloom's Domains of  
Learning to write learning  
objectives

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# Dos and don'ts when writing Learning Objectives

## Dos

- Use clear, simple and unambiguous language
- Be specific
- Create achievable and challenging objectives
- Use action verbs from Bloom's taxonomy to create measurable objectives
- Be Learner-centred

## Don'ts

- Do not use ambiguous, non-measurable terms such as “understand, know”
- Avoid jargon


# Practice and Sharing

Think about 1 of your classes (or potential classes) and an aspect of that topic that you want your students to learn about.

By the end of this **50-minute** lesson, students will be able to...

Please contribute your learning objectives on a slide (link in the chat)





# Learning Domains and Taxonomies

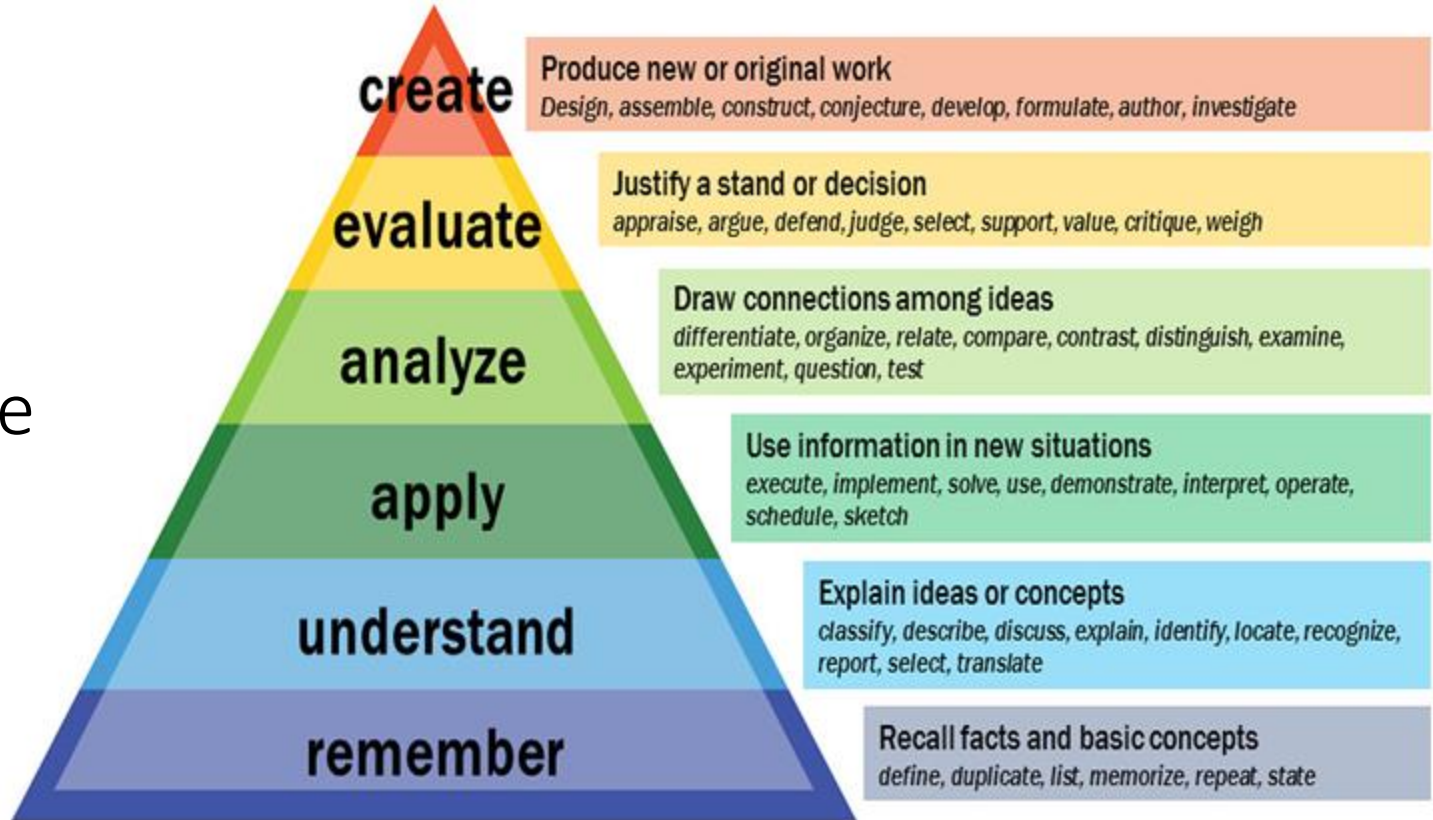
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# Bloom's Taxonomy

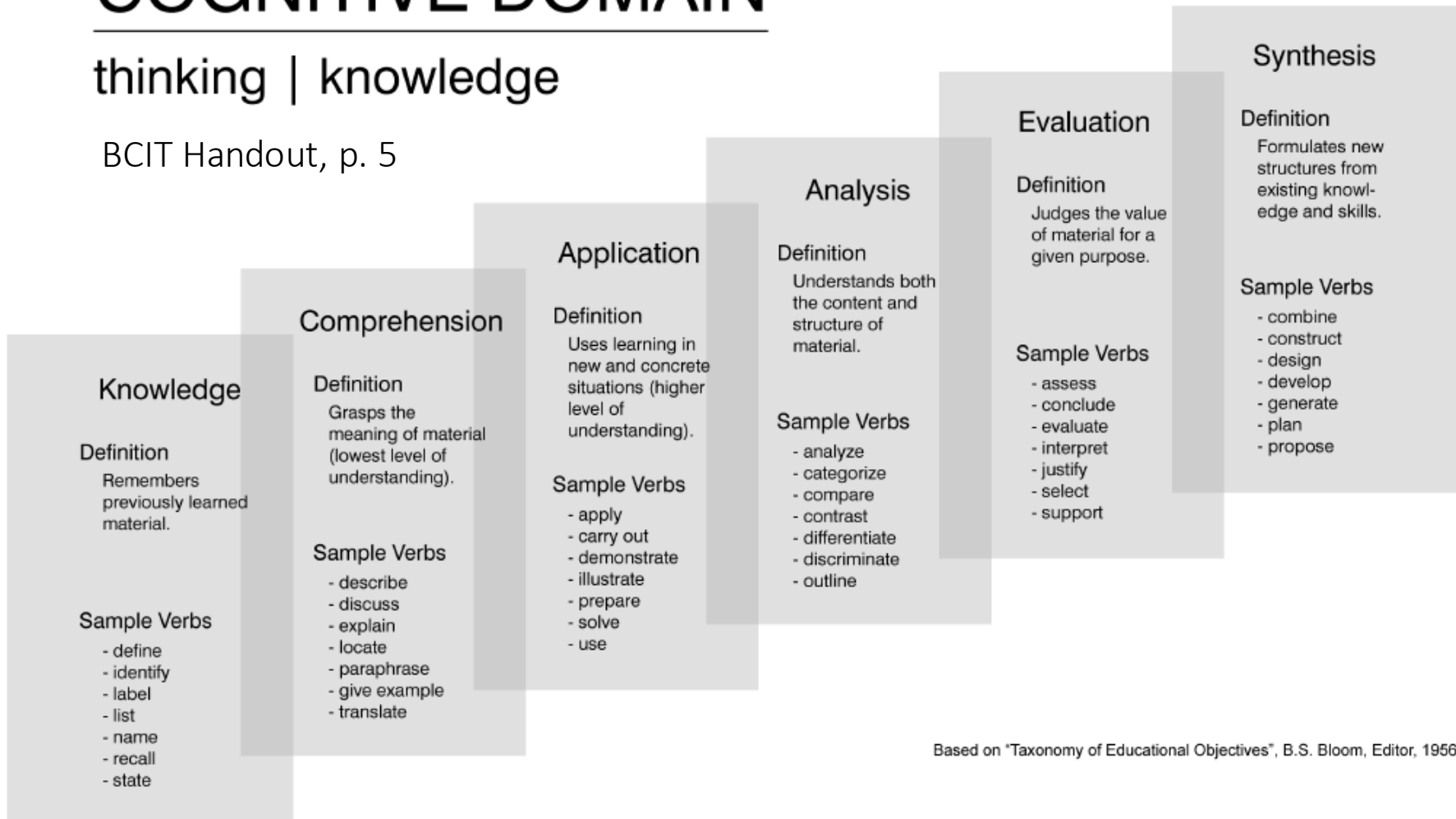
Cognitive



# COGNITIVE DOMAIN

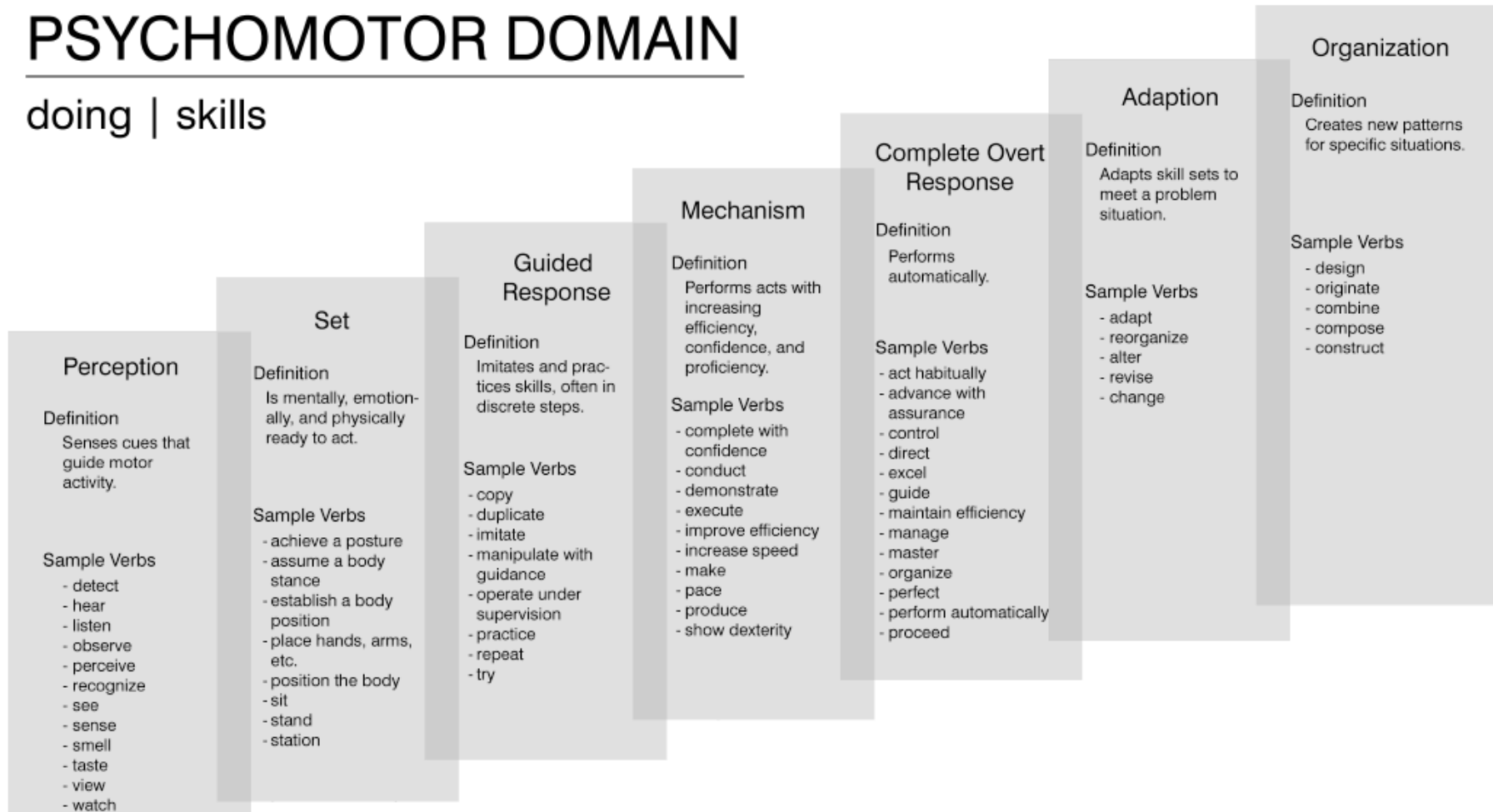
thinking | knowledge

BCIT Handout, p. 5



# PSYCHOMOTOR DOMAIN

doing | skills



# AFFECTIVE DOMAIN

feeling | attitudes

## Affective

### Receiving

#### Definition

Selectively attends to stimuli.

#### Sample Verbs

- accept
- acknowledge
- be aware
- listen
- notice
- pay attention
- tolerate

### Responding

#### Definition

Responds to stimuli.

#### Sample Verbs

- agree to
- answer freely
- assist
- care for
- communicate
- comply
- conform
- consent
- contribute
- cooperate
- follow
- obey
- participate willingly
- read voluntarily
- respond
- visit
- volunteer

### Valuing

#### Definition

Attaches value or worth to something.

#### Sample Verbs

- adopt
- assume responsibility
- behave according to
- choose
- commit
- desire
- exhibit loyalty
- express
- initiate
- prefer
- seek
- show concern
- show continual desire to
- use resources to

### Organization

#### Definition

Conceptualizes the value and resolves conflict between it and other values.

#### Sample Verbs

- adapt
- adjust
- arrange
- balance
- classify
- conceptualize
- formulate
- group
- organize
- rank
- theorize

### Internalizing

#### Definition

Integrates the value into a value system that controls behaviour.

#### Sample Verbs

- act upon
- advocate
- defend
- exemplify
- influence
- justify behaviour
- maintain
- serve
- support

# Spiritual Domain

## (transcend self-interest)

<p><b>Honouring</b></p> <p><b>Definition</b> Conscious or aware of learning that is not based in material or physical things, and transcends narrow self-interest.</p> <p><b>Sample verbs</b> Consider Meditate on Be aware Seek Open Allow Listen Observe</p>	<p><b>Value/d</b></p> <p><b>Definition</b> Building relationships that honour the importance, worth, or usefulness of qualities related to the human spirit.</p> <p><b>Sample verbs</b> Empathize Honour Acknowledge Balance Exemplify Serve Recognize Respect</p>	<p><b>Connect/ed</b></p> <p><b>Definition</b> Link, build, and sustain positive relationships with someone or something [i.e. community, culture, etc].</p> <p><b>Sample verbs</b> Consult Work with Bond Support Relate to Respond Care for Cooperate Participate Provide Develop Build</p>	<p><b>Empower/ed</b></p> <p><b>Definition</b> Provide and feel supported by an environment that encourages strength and confidence, especially in controlling one's life and claiming one's rights.</p> <p><b>Sample verbs</b> Express Gain Speak out about Advocate Act upon Defend Influence Engage in Re-imagine Prepare Maintain</p>	<p><b>Self-Actualize/d</b></p> <p><b>Definition</b> Ability to honour and be honoured as a unique individual within a group, in order for each member to become what each is meant to be.</p> <p><b>Sample verbs</b> Become Self-define Use resources Create Progress Reinforce Remain Possess Sustain Dream Envision Guide</p>
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Spiritual


Marcella LaFever (2016) Switching from Bloom to the Medicine Wheel:

creating learning outcomes that support Indigenous ways of knowing in post-secondary education, Intercultural Education, 27:5, 409-424, DOI: 10.1080/14675986.2016.1240496




Example 1:  
History course

*By the end of the lesson you will be able to understand the events surrounding the war of 1812.*



Example 2:  
Medicine  
course

*By the end of the lesson you will know  
how to use a needle and puncture a vein  
without causing bruising.*



Example 3:  
Education  
course

*By the end of the lesson you will learn  
that your peers are a valuable source of  
information for your projects.*



# Practice and Sharing

Revisit your earlier Learning Objective

- Identify the **domain** of learning.
- Identify the **level** of learning within that domain.
- Choose an **action verb** that specifies your intended learning.
- **Revise** as needed. Update the google doc

Take 5 mins.



# Practice and Sharing

An opportunity to receive feedback on your learning objective! (3 mins)

- Review your partner's learning objective
- Breakout Rooms
  - Mostly pairs
  - Please move yourself to a room according to your slide number
  - If you can't find the 'button', just ask us (chat or unmute)
- Seek clarifications and revise (or at least ponder)



# References

- Anderson, L.W., Krathwohl, D.R., & Bloom, B.S. (2001). *A Taxonomy for Learning, Teaching, and Assessing : a Revision of Bloom's Taxonomy of Educational Objectives*. (Eds.) L.W. Anderson, D.Krathwohl ; P.W. Airasian, et al. New York: Longman.
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- Hoque, M. E. (2016). Three domains of learning: cognitive, affective and psychomotor. *The Journal of EFL Education and Research*, 2(2), 45-52.
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- Otter, S. (1992). *Learning Outcomes in Higher Education*. A Development Project Report for the Development of Adult Continuing Education. London, UK.
- Webb, E. M., Naeger, D. M., Fulton, T. B., & Straus, C. M. (2013). Learning objectives in radiology education: why you need them and how to write them. *Academic radiology*, 20(3), 358-363.
- Writing effective learning outcomes (2020). West Virginia University Teaching and Learning Commons. Retrieved from: <https://tlcommons.wvu.edu/course-curriculum-design/writing-effective-learning-outcomes>



Videos

Bloom's Taxonomy

(video): <https://www.youtube.com/watch?v=7k10Xwo1lkc>



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