Learning Objectives Training

September 5, 2013

Learning Objectives

Upon completion of this session, you should be able to...

1. Define Bloom’s Taxonomy
2. Explain how to write Learning Objectives that are in line with Bloom’s Taxonomy.
• What is Blooms Taxonomy?
  – Classification of Learning Objectives.
  – 3 Domains (or categories) of education activities or learning
    • Cognitive: Mental skills (Knowledge)
    • Affective: (Attitude or self)
    • Psychomotor: Manual or physical skills (Skills)

• We will focus on the Cognitive Domain.

Skills in the **cognitive domain** revolve around knowledge, comprehension, and critical thinking on a particular topic.

There are 6 levels in listed in order, starting from the simplest behavior to the most complex.

6 Levels
• Knowledge
• Comprehension
• Application
• Analysis
• Synthesis
• Evaluation
So what does this mean for me?

• Your role is:
  – To review and revise learning objectives to make sure they’re in compliance with Blooms Taxonomy.
  – HOW to do this?
    • It’s really very simple...

What is a correct learning objective?

• Learning Objectives are three to five changes to outcomes or topics that you would like the participant to learn from your content.
• Each learning objective should be in compliance with Blooms Taxonomy and provide for a measurable outcome.
• Learning objectives should complete the sentence: *Upon completion of this session, participants should be able to....*
Examples of CORRECT Learning Objectives

- Title: Translating Protocols Into Practice—The Art and Science of Designing Effective Protocol Simulation Workshops
- Learning Objectives: Upon completion of this session, participants should be able to...
  1. Explain the role and value of a protocol simulation workshop.
  2. Describe principles of adult learning theory and how this impacts the design of a simulation workshop.
  3. Discuss some examples and techniques for designing and delivering effective workshops.

Examples of Learning Objectives Needing Revision

- Title: Establishment of a Collaborative System for Nurses and CRCs to Promote Subject Enrollment
  - Learning Objectives: Upon completion of this session, participants should be able to...
    1. An effective cooperation system with the nurses in a clinical study is explained.
    2. A tool to support the subject recruitment jointly prepared by the nurses and the CRC is explained.
    3. Examples of consent forms and supplemental materials easy for the subjects to understand are presented.
Comparison:

Upon completion of this session, participants should be able to...

1. An effective cooperation system with the nurses in a clinical study is explained.
2. A tool to support the subject recruitment jointly prepared by nurses and the CRC is explained.
3. Examples of consent forms and supplemental materials easy for the subjects to understand are presented.

Upon completion of this session, participants should be able to...

1. Explain an effective cooperation system between nurses and CRCs in a clinical study.
2. Describe one tool used to support subject recruitment, jointly prepared by nurses and CRCs.
3. Provide an example of consent forms and/or supplemental materials that are easy for subjects to understand.

AVOID

• Avoid using verbs that are open to many interpretations such as:
  – Appreciate
  – Believe
  – Have faith in
  – Know
  – Learn
  – Understand
More Information

• Visit: http://www.nwlink.com/~donclark/hrd/bloom.html

• You should have received 2 additional documents that include:
  – Potential List of Measurable Verbs for Formulating Learning Objectives