Defining Learning Objectives

Defining learning objectives is important for several reasons:

Focus and Direction: Learning objectives provide clear direction for educators and participants. They focus attention and effort, defining what is to be achieved.

Intentionality: Teaching is a purposeful act. Educators teach with a specific aim – usually to convey content and facilitate learning for participants. Learning objectives reflect this purpose and make it explicit.

Rationalisation: Learning objectives are chosen because they are deemed important, making the teaching process a reasoned act. Objectives must be thoughtfully considered and selected to ensure they meet the participants' needs.

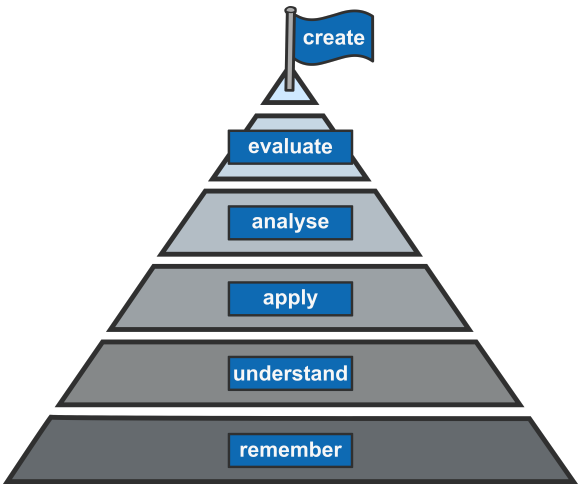
Alignment of Teaching Methods: The learning environment, activities, and methods should be in harmony with the chosen learning objectives. This ensures that the teaching is coherent.

Measurability and Assessment: Learning objectives allow educators and participants to measure and evaluate progress. Even if some objectives are not easily measurable, they still provide a basis for assessing learning success.

Clarity and Precision: Vague objectives can cause confusion. When precisely articulated, they aid in structuring the planning of teaching and in making educational events goal-oriented.

Development of a Framework: Learning objectives offer a structure that aids educators in organising and prioritising content. Taxonomy can assist in categorising learning objectives along a continuum for better understanding.

Formulating learning objectives is a central component of the teaching process, creating clarity and supporting learning success. They form the foundation for designing educational events, selecting methods, and evaluating learning progress.



Literature

Anderson, Lorin W./ Krathwohl, David R./ Bloom, Benjamin S., 2001: *A Taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives*. Longman, Complete: New York.

Remember	Understand	Apply	Analyse	Evaluate	Create
describe	repete	conduct	test	scrutinise	develop
define	describe	calculate	categorise	reason	design
reproduce	determine	use	compare	argue	build
list	demonstrate	find out	isolate	predict	construct
recount	derive	generalise	choose	estimate	hypothesise
term	discuss	realise	differentiate	interprete	connect
recite	explain	illustrate	contrast	justify	conceptualise
state	formulate	perform	criticise	check	conduct
tell	summarise	transfer	classify	decide	implement
name	localise	solve	integrate	criticise	deduce
draw	present	plan	arrange	support	assemble