

## Quick Reference for Developing Learning Objectives

By the end of this workshop learners will:

- (performance/behaviour) in (condition) circumstance to (criteria) standard / degree<sup>1</sup>
- given (condition), will (performance/behaviour) to (criteria) standard / degree

### Example of conditions:

- an initial assessment of changes in community level food security conditions
- Complex rapid or in-depth assessment at the national level
- lead, work independently
- participate, work under supervision

### Performance / Behaviour:

Types of performance – Based on Bloom Taxonomy

(Section 2.1.2 – Table 2 & Section 9.4 Table 10 Learning Event Design and Planning Guide)

- Cognitive - Intellectual
- Psychomotor - Skill

### Criteria / Standard

*In the event a criteria statement is not included in the objective, you can assume that the acceptable standard is 100%.*

*Within area of food security assessments, we have not yet identified performance standard for the main assessment and analysis activities. Consequently, in cases you may not be able to specify the standards of performance the learner is expected to achieve (criteria).*

### Sample Learning Objectives

#### Sample Learning Objectives – Cognitive / Intellectual:

By the end of the end of the training workshop, learners will be able:

- define and describe the basic food security and livelihood concepts
- identify and describe approaches and tools available to conduct *an initial assessment to verify changes in community level food security*
- describe how to evaluate and select the assessment methods and tools appropriate for *an initial assessment* and a particular context

#### Sample Learning Objective – Psychomotor / Skill

By the end of the training workshop, learning will be able to, *within the context of an initial rapid assessment of community level food security condition and under supervision of an experienced assessor*, undertake the following task:

- collect qualitative data utilizing interview guides and check lists
- plan assessment logistics, transport and administration

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<sup>1</sup> National Guidelines for Educating EMS – Instructors – August 2002

## **Other Hints**

- In most cases, trainers will need to identify the steps in the task the session will cover prior to developing the learning objectives for complex concepts or skills.
- For learning objectives that address understanding concepts or procedures, sub-objectives maybe required to describe what a learner who understands look like.
- Remember the learning objectives should direct the content, exercises, cases studies and knowledge assessment test. It is important that all are linked.