

Learning Objectives

After reading this handout, you should be able to:

- Construct learning objectives for use in CPD course development
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Well formulated learning objectives provide participants with an understanding of the knowledge, skills, behaviours, or attitudes they will gain as an outcome of the activity. They should address the identified needs of the target audience determined through the needs assessment process. Learning objectives must also be written from the learner's perspective and be measurable.

Overall learning objectives need to be created for all activities, while session-specific learning objectives are required when the activity involves more than one session (e.g., multi-session workshops, conferences with multiple presentations, etc.). Session-specific learning objectives can be developed by speakers with guidance from the SPC.

When writing learning objectives, the following three (3) steps are recommended:

1. Begin the statement with a phrase similar to the following:
Overall example: "At the conclusion of this conference, participants will be able to ..."
Session-specific example: "At the conclusion of this presentation, participants will be able to..."
2. Use an action verb to describe what information, skills, behaviours, or perspectives the participant will gain by engaging in the activity.
3. Complete the statement by describing what the participant will be doing when they are demonstrating achievement of the action. This refers to the expected outcome of the learning objective.

Learning objectives need to be made easily available to participants before they register for an activity so they can determine whether the activity will meet their learning needs. This can be done through the activity registration page and / or through promotional material.

Learning objectives must also be provided at the beginning of each activity through an agenda or activity program.

Participants must also have the opportunity to evaluate the learning objectives. This is a required question within the Evaluation Form. See the Evaluation Section of this Guide for information on the Evaluation Form.

Learning Objective Template:

At the end of this <u> 1* </u> participants will be able to:
• <u> 2* </u> <u> 3* </u> <u> [4 – Optional] </u>

Ref.	Action	Options
1*	Frame the setting	Session, Course, Conference, Webinar, Etc.
2*	Select a measurable verb	For example: <i>Identify, Recognize, Describe</i> OR Refer to one of the following verb lists: <ul style="list-style-type: none"> • Royal College • CFPC • Bloom's Taxonomy
3*	Complete the statement of action	What will the student gain as a result of this activity? <ul style="list-style-type: none"> • <i>Learning objectives should reflect needs assessment data!</i>
4	<i>[Optional] Level of performance expected</i>	<i>State if there is an expected standard participants will be compared to, or expected to achieve (e.g.):</i> <ul style="list-style-type: none"> • <i>Completing a specific exam</i> • <i>To enable safe patient management</i>

Quick Tips:

- Understanding, knowing, appreciating, learning, enjoying & believing **ARE NOT** measurable
- Networking, while a good goal, is not an acceptable learning objective.
- Objectives should be written from a learner's perspective (What will **learners** be able to do?)
- For a multi-session activity, the course & each session need their own objectives.
- An activity should have at least two learning objectives.