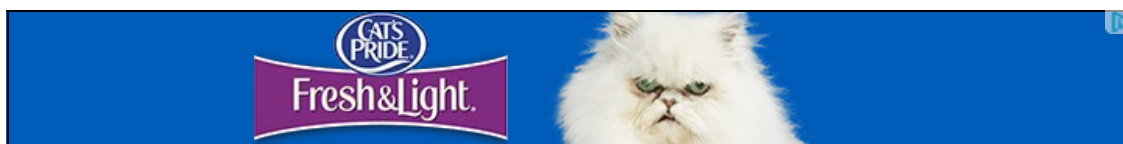


Big Dog & Little Dog's Performance Juxtaposition



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A Quick Guide to Writing Learning Objectives

Related Resources



[Instructional Design Toolkit](#)



[ISD Concept Map](#)

- Select a [verb](#) for performing the task.
- Determine if the verb you have chosen best describes the type of behavior that the learners need to display after training (see [Bloom's Taxonomy](#) or the [People, Data, and Things Checklist](#)).
- Under what [conditions](#) must the task be performed?
- Determine to what [standards](#) the task must be performed.
- Sample outlines for writing a [learning objective](#):

Template 1

After the training period the learner will be able to perform _____(task)_____. The task must be performed under the following conditions: _____(condition 1)_____, _____(condition 2)_____, and _____(condition 3)_____. The following standards must be met: _____(standard 1)_____, _____(standard 2)_____, and _____(standard 3)_____.

Template 2

Perform _____(task)_____ when given _____(condition 1)_____ and _____(condition 2)_____. The learners must be trained to _____(standards)_____.

Template 3

Given a _____(condition 1)_____, _____(condition 2)_____, and _____(condition 3)_____, perform _____(task)_____. The task must be performed as _____(standards)_____.

Template 4

_____ (task) _____ with _____(condition 1)_____, _____(condition 2)_____, and _____(condition 3)_____, by _____(standard 1)_____, _____(standard 2)_____, and _____(standard 3)_____.

Standards with Examples

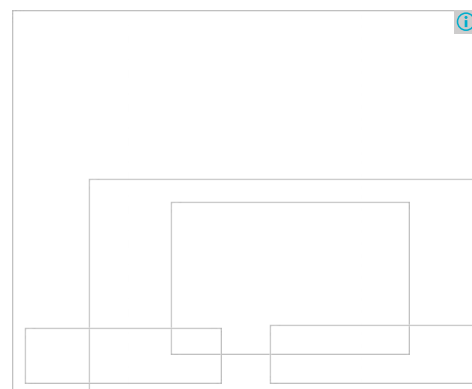
Standards are measurable criteria:

- How often?
 - at least once per hour
 - at the start of every cycle
 - Before starting the task or after
- How well?

Task - What must the learner perform (one behavior, thus one verb)

Condition - How will it be performed?

Standard - How well must it be performed?



- exactly 7%
- no more than 1 error
- accurate to three decimal points
- within 15 minutes (never use a time standard unless it is required by the job)
- How many?
 - identify at least 16 items
 - produce 4 items
- How much?
 - 100 meters long
 - 1/2 block before turning
- How will we know it is OK?
 - until the left hand is touching
 - by speaking only after the customer has spoken
- Combination
 - produce at least 15 per hour (how many and how often)
 - until the ditch is 300 feet long with tapering slopes (how much and we know it is OK)

Conditions with Examples

- What is given?
 - by checking a chart
 - by looking at photo
 - by referring to the manual
- or not given
 - without reference to the manual
 - with no supervision
- What are the variables?
 - no matter how upset the customer becomes
- Combination
 - when driving (what is given) in the city (variable)

References and Further Readings

[Developing Learning Objectives](#)

[More On Performance and Learning Objectives](#)

Notes

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