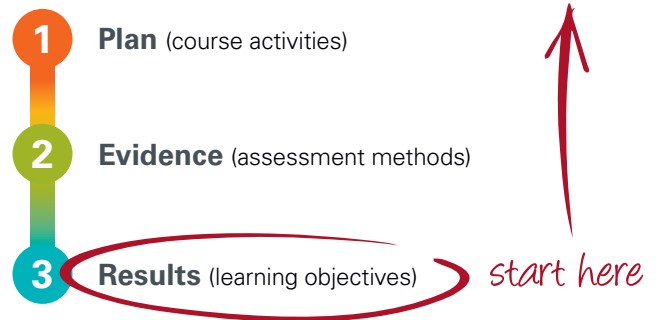# HOW TO CREATE A LESSON THAT
DELIVERS THE DESIRED OUTCOMES

» Start with the end in mind

Avoid the classic beginning-to-end approach where you decide what content to teach before creating activities and assessments.

Instead, **follow the backward design method** where you define what students are expected to learn/be able to do, and then go "backward" to create lessons that achieve those desired goals.

1 **Plan** (course activities)

2 **Evidence** (assessment methods)

3 **Results** (learning objectives) — *start here*

» Write Effective Learning Objectives

STEP 01

Identify the audience
Whom is the learning activity intended for? Objectives focus on the learner and learning outcomes, not what the instructor will do.

STEP 02

Determine the behavior
Decide the action or behavior the learner will exhibit. This should be specific, observable and measurable. The verb is usually the first word in the objective.

STEP 03

Explain the condition
This describes the boundaries or relevant factors that will be placed on the learner (example: after completing this module; without using a calculator).

STEP 04

Decide the standard
The objective standard describes what level of achievement indicates acceptable performance. This may be related to speed, accuracy, or precision.

» Determine the learning domain

There are three areas (or domains) of learning: cognitive, psychomotor, and affective. Write objectives that address all three types of learning.

Include knowledge, skill and attitude objectives!

✔ **Cognitive** (thinking or intellectual learning of factual knowledge)

✔ **Psychomotor** (doing a physical skill or activity that often requires neuromuscular coordination)

✔ **Affective** (feelings or attitudes — this is often associated with professional behavior)

» Remember these tips

Use action verbs that are measurable and observable. **Avoid vague or broad verbs** that cannot be quantified, like:

- Be familiar with
- Grasp significance of
- Grow
- Improve
- Increase
- Know
- Learn
- Understand

✳ don't use!

Use one action per learning objective. Using multiple actions makes it difficult to judge if the student has mastered the objective.

Ensure learning objectives **align with assessment methods** (ex: if your objective is design, assess with a simulation and not a multiple choice quiz).

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Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.