

# GOALS, OBJECTIVES & OUTCOMES

Learning Goals, Objectives and Outcomes are three course design terms that are often used interchangeably. But they are in fact meaningfully different terms.

- **Learning Goals** – are **big picture** focused. Learning goals are often about the purpose of your course and how it fits into your organization's plan. This is something that you hope to achieve.
- **Learning Objectives** – are **instructor focused**. Objectives are the things that the instructor wants to teach or accomplish in the course. Objectives are translated into outcomes.
- **Learning Outcomes** – are **learner focused**. Learning outcomes are statements that provide clarity about what a learner should know or be able to do at the end of a course.

## LEARNING GOALS

Learning goals are usually defined at the organizational level and generally shared internally or in reports.

### Some questions to ask when determining goals

- What knowledge is needed and why?
- Who needs that knowledge and why?
- Why might someone want or be required to have this knowledge?
- Does this course/program help meet an organizational goal? Which one(s)? How?

### Examples of learning goals

- Provide training to new employees
- Share expert knowledge and research about a topic
- Educate the general public

## LEARNING OBJECTIVES

Learning Objectives are defined by the course creators or instructor(s). Learning objectives are teacher or instructor-focused. Objectives are often displayed as a list of topics that are to be covered in a course, lecture, on a course page, etc.

Learning Objectives are defined by the course creators or instructor(s). Learning objectives are teacher or instructor-focused. Objectives are often displayed as a list of topics that are to be covered in a course, lecture, on a course page, etc.

Learning objectives help an instructor create lesson plans and ensure they are providing the information and skills training needed for learners to achieve the learning outcomes.

The terms 'learning objectives' and 'learning outcomes' are often used interchangeably and for many instructors and learners, achieve the same goal of providing information to learners.

### **Some questions to ask when determining learning objectives**

- What are the major topics that need to be covered to help learners meet the learning outcome?
- What are the key terms, definitions, concepts, theories, and/or examples that need to be presented?

### **Examples of learning objectives**

- Provide context for rise in information manipulation in political campaigns
- Present 3 case studies as examples of information manipulation
- Explain the four main tactics used in information manipulation campaigns; provide examples.

## **LEARNING OUTCOMES**

Learning outcomes are written by the course creators or instructors for learners. Learning outcomes are learner-focused. Learning outcomes should give learners an idea of what they are expected to learn and how they will provide evidence of their learning.

A learning outcome is something that is achievable and measurable within the parameters of the course.

Learning outcomes begin with a measurable or observable action verb. Bloom's Taxonomy of learning is used to help course instructors pinpoint the level of learning that can be achieved within their course. The table below provides some examples of measurable learning verbs that can be used in learning outcomes

- Note: Many instructors write learning outcomes that begin with the verb 'understand'. Keep in mind that 'understand' is not something that can be directly observed or measured. It is often measured by defining, listing, identifying, explaining, etc. Being more specific about how you plan to measure understanding helps your learners process and review information to the appropriate level.

RECALL	EXAMINE	APPLY	ANALYZE	CREATE	EVALUATE
Define	Explain	Solve	Differentiate	Develop	Justify
List	Describe	Demonstrate	Measure	Build	Investigate
Recognize	Summarize	Use	Diagnose	Design	Interpret

**Some questions to ask when determining learning outcomes**

- What will my learner know or be able to do at the end of this section, unit, course?
- How will my learner provide evidence of their learning? How can I assess their achievement of the learning outcome?

**Steps for writing learning outcomes**

- Begin with a verb (use bloom’s taxonomy)
- State something that is observable
- State something that can be assessed in the platform

**Examples of learning outcomes**

- Define information manipulation
- Identify the threat actors, tactics, content and vectors co-opted by information manipulation campaigns
- Discuss emerging challenges as information manipulation adapts to new media platforms

