Writing Effective Learning Objectives

Developing clear learning objectives is crucial for course approval because it establishes a direct link between the course content and the knowledge learners gain. Well-defined objectives outline what participants will learn and how the content supports their development. *This alignment helps reviewers assess the course's relevance, coherence, and alignment with the Kansas Core Competencies.*

What's the first step?

Ask yourself:

- What should early educators know or be able to do by the end of this course?

- What goals should the knowledge they acquire help them achieve in practice?

- What focus areas are on the knowledge, skills, and perspectives early educators should develop through the course?

The ABC Model for Learning Objectives provides a framework for the learning objectives of the course content.

Here's what each letter stands for:

1. A - Audience:

Who is the learner?

Specify the target group (e.g., early childhood educators, directors, infants and toddler educators, afterschool care educators, etc.).

- Example: "***Early childhood educators*** *will..."*

2. B – Behavior:

What will the learner be able to do?

This refers to the specific, observable actions or skills they will demonstrate after completing the learning experience. Use action verbs from Bloom's Taxonomy.

o Example: "Demonstrate, list, apply, identify, describe..."

*Early childhood educators will **describe** five key developmental milestones in children aged 3-5 years…"*

3. C – Condition:

What will the learner be able to do?

Under what conditions or circumstances will the learner perform the behavior?
This could include the learning activity's tools, resources, or settings.

o Example: "Early childhood educators will describe five key developmental milestones in children aged 3-5 years **using a developmental checklist.**

These objectives must align with Kansas Core Competencies Skill Areas 1 through 4, depending on the learners your content is designed for—from beginners to advanced experts. For instance, a course should not combine a Level 1 competency with a Level 4 competency, as they target distinctly different skill levels.