



Instructional Design Learning Objectives



- What Is a Learning Objective?

- A brief, measurable statement of what learners can do after instruction
- Focuses on observable performance, not mental states



- Objectives vs. Goals and Activities

- Broad goals set the destination; objectives map the steps
- Not a topic list or a description of an activity



- Why Observability Matters

- Observable objectives form the foundation for assessment, content, and activity alignment



- What's Ahead

- From broad topic to a complete performance-condition-criterion statement



Why Vague Objectives Fail

- Vague verbs like "understand" and "know" hide expected performance
- Mental states are invisible; only observable actions can be assessed
- Unclear objectives lead to misaligned tests and bloated content
- Specific objectives improve learner performance and question expectations



Goals, Objectives, and Outcomes



- Goals set the destination; objectives map the steps; outcomes provide evidence



- Objectives are narrow and assessable; goals are broad and aspirational



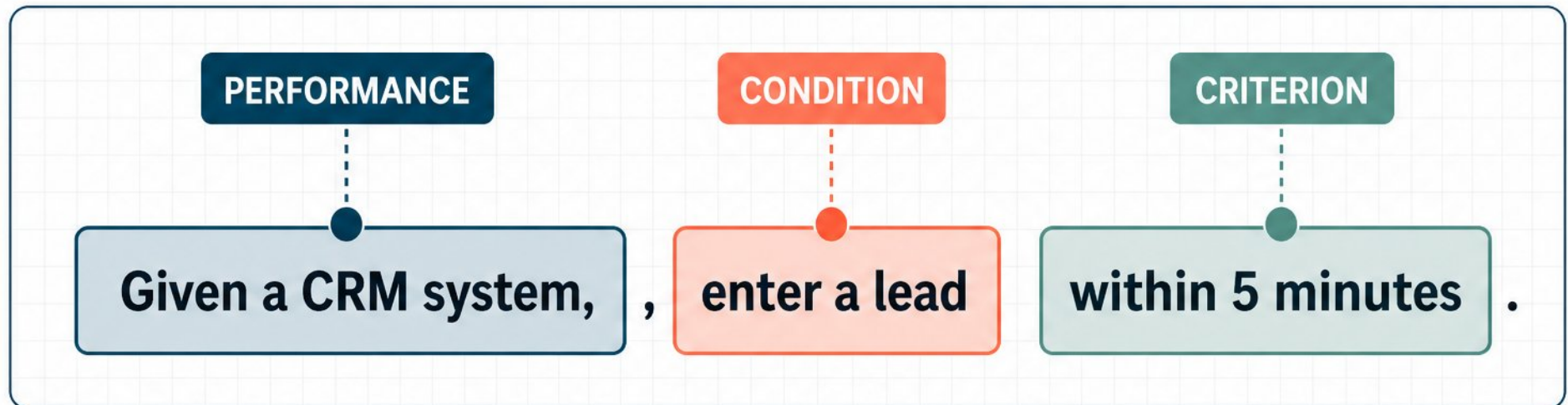
- Competencies describe broad skills; objectives define specific tasks



- Objectives focus on learner performance, not instructional activities



Anatomy of a Measurable Objective



- **Performance:** measurable learner action



- **Condition:** real job context (tools, constraints)



- **Criterion:** mastery level — accuracy, time, or errors



- **Example:** Given a CRM system, enter a lead within 5 minutes

Choosing Action Verbs That Drive Assessment



- Match verbs to cognitive levels: Remember, Understand, Apply, Analyze, Evaluate, Create



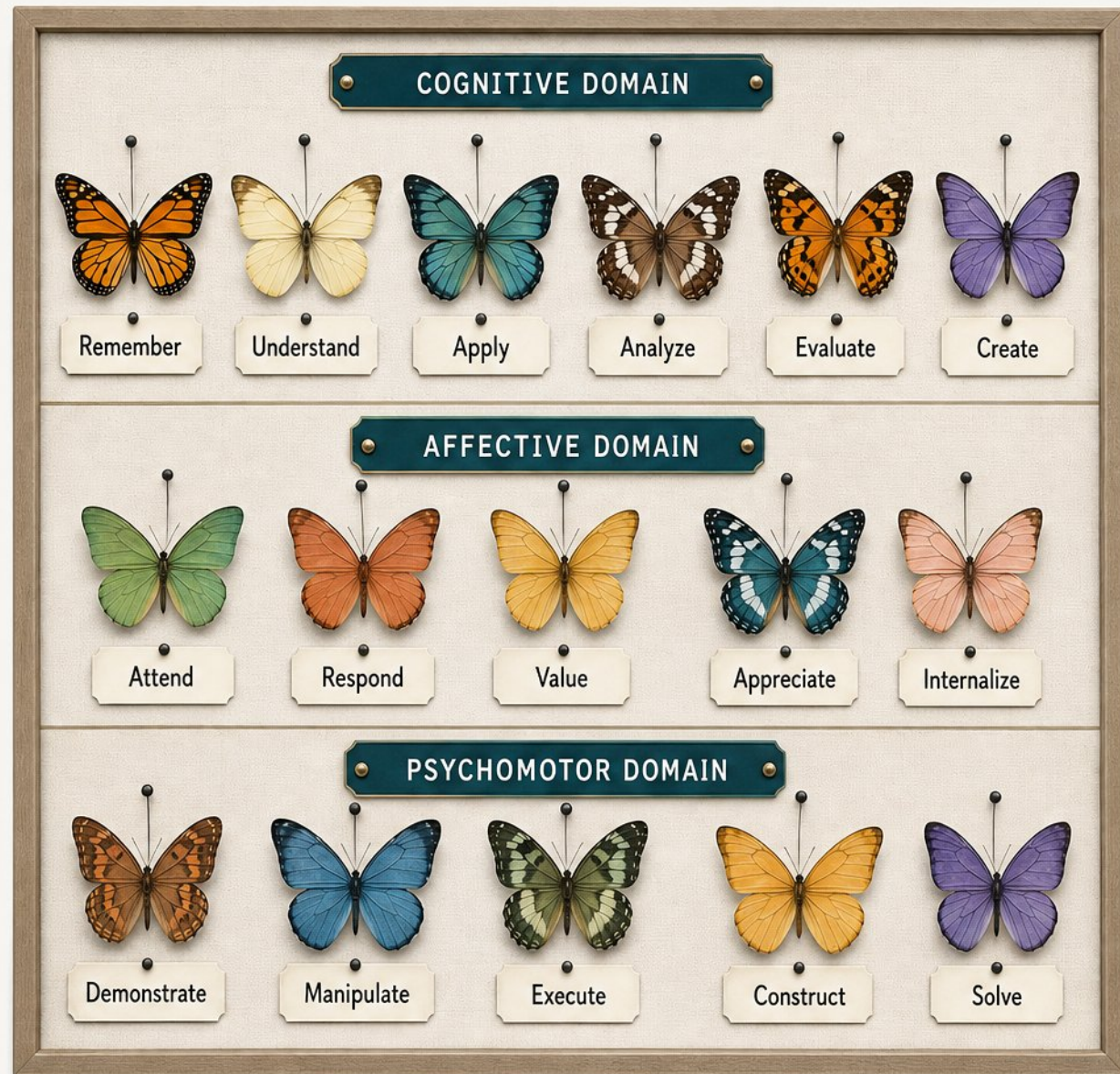
- Use 'demonstrate', 'solve' for Apply; 'analyze', 'compare' for Analyze



- Avoid vague 'understand' or 'appreciate'—choose observable actions



- Pick verbs based on the actual task, not just a checklist

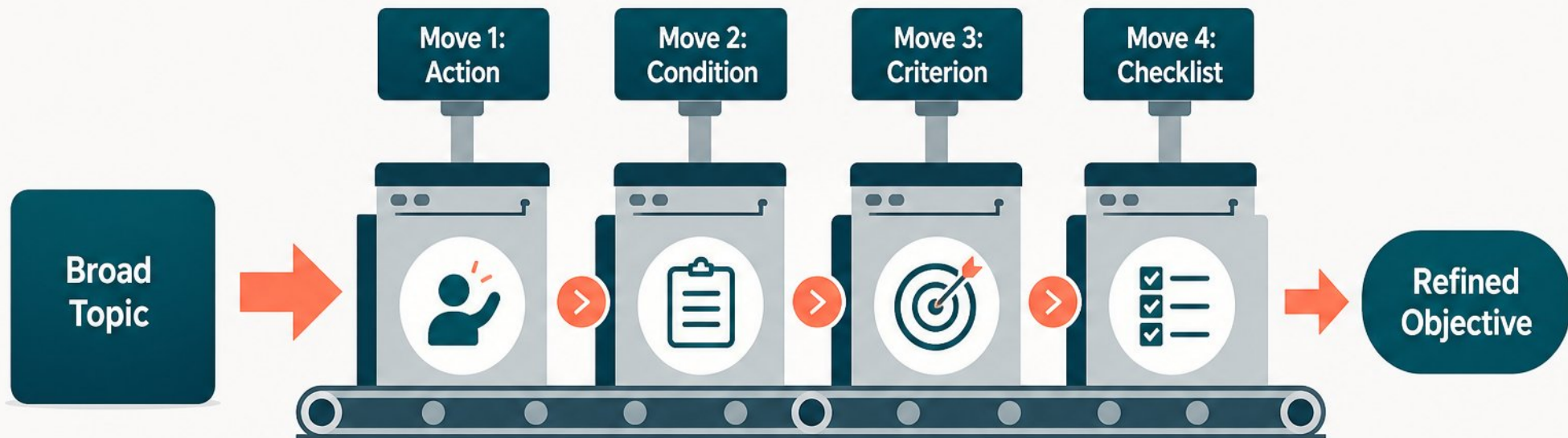


Bloom's Revised Taxonomy for Workplace Performance



- Six levels: remember, understand, apply, analyze, evaluate, create
- Most corporate training targets the apply level
- Higher levels suit expert workshops and complex roles
- Verb choice signals cognitive demand and assessment type
- Example: “apply” maps to simulations; “evaluate” maps to case studies

From Topic to Objective in Four Moves



- Start with a broad topic statement
- Move 1: Identify the observable learner action
- Move 2: Add the work context as the condition
- Move 3: Define a measurable success criterion
- Move 4: Test against the checklist

Aligning Objectives with Assessments

- Use objectives as a blueprint for assessment selection
- Knowledge objectives: recall checks; skill objectives: performance-based tasks
- Map objectives to assessments before content development
- Wrong cognitive level risks misaligned and invalid measurement

OBJECTIVES (COGNITIVE LEVEL)		ASSESSMENT TYPES	
	REMEMBER Retrieve relevant information		RECALL CHECKS Quizzes, short answers, true/false
	UNDERSTAND Explain ideas or concepts		CONCEPT CHECKS Explanations, summaries, classifications
	APPLY Use knowledge in new situations		APPLICATION TASKS Exercises, scenarios, problem solving
	ANALYZE / EVALUATE Examine and judge based on criteria		ANALYTICAL TASKS Case analysis, critiques, comparisons
	CREATE Design or produce something new		PERFORMANCE-BASED TASKS Projects, presentations, simulations

Constructive Alignment in Practice

- Constructive alignment: coherence among objectives, activities, assessments
- Assessment drives learning: students focus on what is tested
- Mapping table exposes gaps and misalignments
- Revise objectives, activities, or assessments to restore alignment



Handling SME and Stakeholder Pressure



- Recognize pressure to overload a single objective



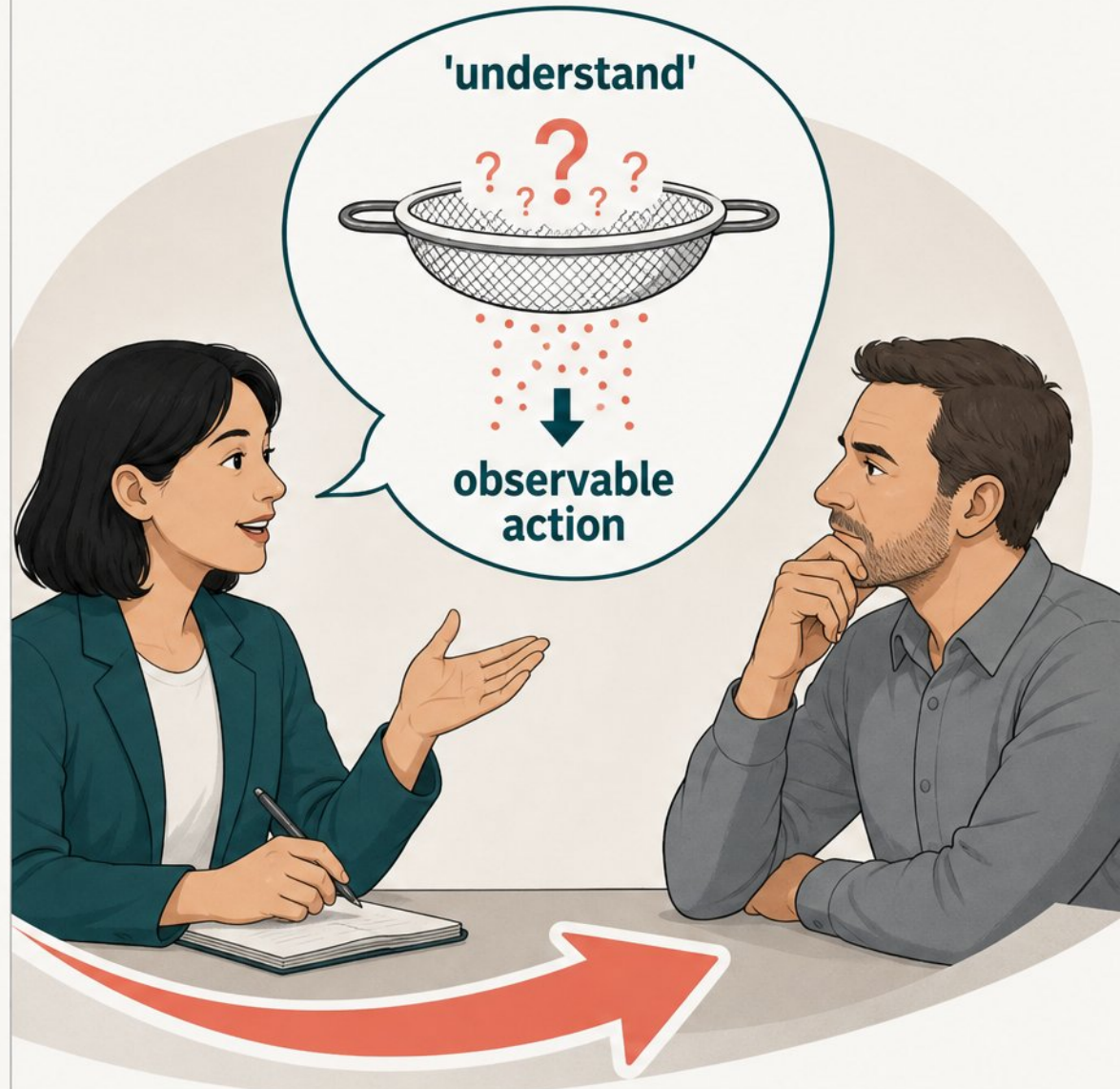
- Use scripts to reframe 'understand' into observable action



- Apply questioning protocol to reveal true performance intent



- Stay objective while building stakeholder trust



From Objectives to Content and Activities



- Use performance, condition, criterion to drive activity design



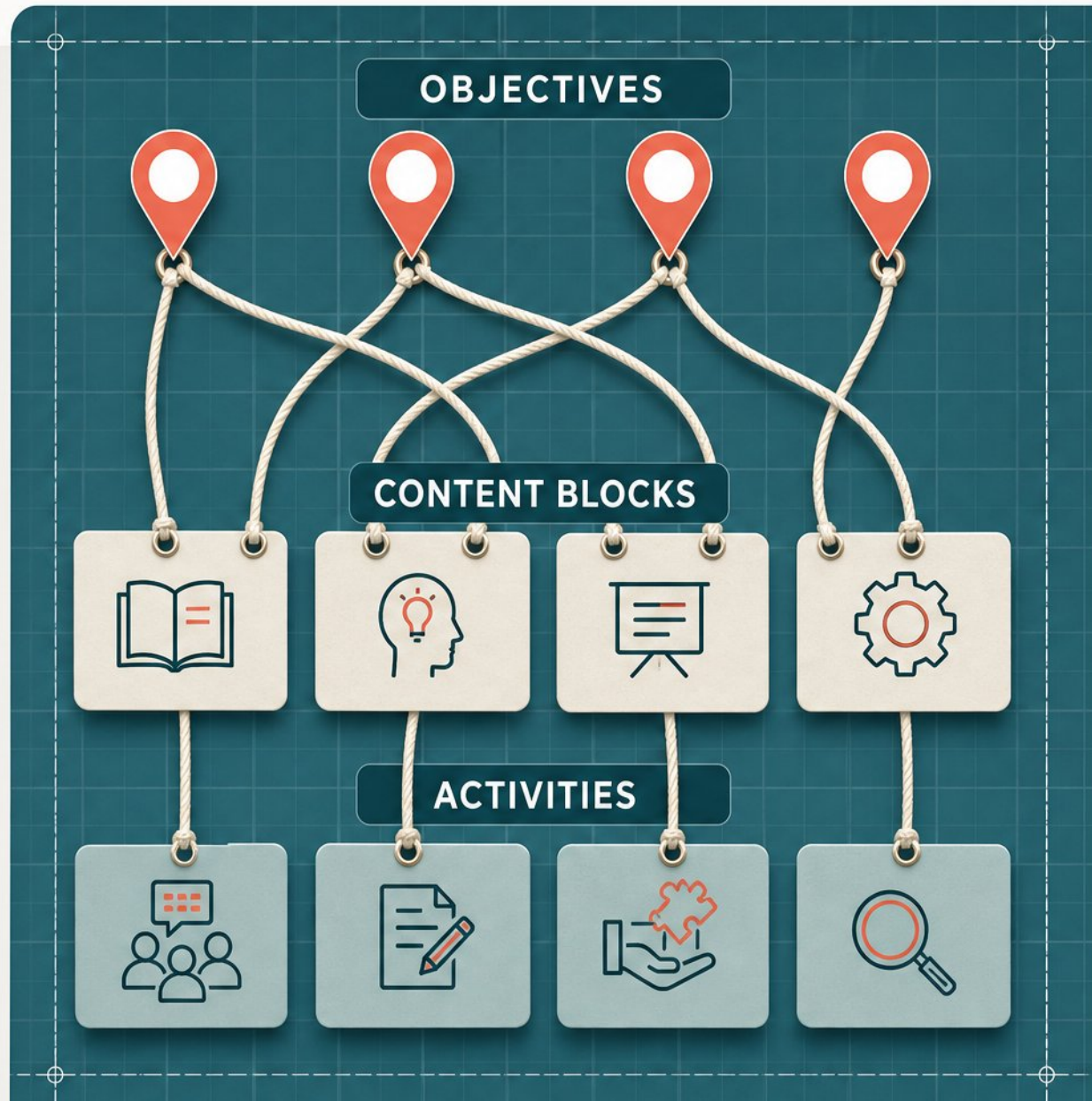
- Map each content block to at least one objective



- Objective scope controls course length and depth



- Match activities to assessment types for alignment



Review and Refine Checklist



- Quick checklist: observable verb, condition, criterion, alignment



- Rewrite weak objectives using the checklist



- Establish a peer review habit for objective quality



- Feedback phrases focusing on observability and alignment



Weak Objective (Before)

~~Understand the process
of customer service~~

Stronger Objective (After)
Explain the steps of the
customer service process
in correct sequence.



Applying Objectives to Your Next Project



- Draft three measurable objectives for one current project



- Run each against the alignment check



- Embed objective review into your standard workflow



- Anticipate barriers: SME pressure, scope creep, vague requests



- Use the ABCD plus SMART method for quick validation



PROJECT BRIEF



OBJECTIVE 1



OBJECTIVE 2



OBJECTIVE 3



ALIGNMENT CHECK



Does this objective align with the goal and meet SMART criteria?



NEXT STEP



Key Takeaways and Next Steps



- Apply observable verbs in objectives



- Template:

“By the end of [time],
[learner] can [verb] [task]
[condition] [criterion]”



- Use performance-condition-criterion structure



- Align objectives with assessments and content



- Build objective checks into your design workflow

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