

## IPE GUIDELINES FOR CREATING LEARNING OBJECTIVES

These Guidelines have been developed to assist in the creation of learning objectives for a proposed IPE event.

PIPER has identified four IPE competencies. These competencies are the main ideas or skills to be addressed during IPE initiatives. IPE learning objectives are meant to further define the specific abilities students can expect to derive from attending the IPE event.

### The ABCD Method of Writing Objectives:

\* In this method,

"A" is for audience – are the objectives aligned with the various disciplines/ level of learner/ clinical experience

"B" is for behavior - should be both achievable and measureable

"C" for conditions – what are the resources available as well as constraints (i.e. physical, material, time)

"D" is for degree of mastery – expectations for the behaviour / skill level

Example: "Given a sentence written in the past or present tense (**C**), the student (**A**) will be able to re-write the sentence in future tense (**B**) with no errors in tense or tense contradiction (**D**) (i.e., I will see her yesterday)." The key here is to use verbs that indicate a clearly observable and measurable action.

\* The ABCDs of Writing Instructional Objectives. Brett Bixler. Retrieved February 11, 2021 from [https://www.academia.edu/34952844/The\\_ABCDs\\_of\\_Writing\\_Instructional\\_Objectives](https://www.academia.edu/34952844/The_ABCDs_of_Writing_Instructional_Objectives)  
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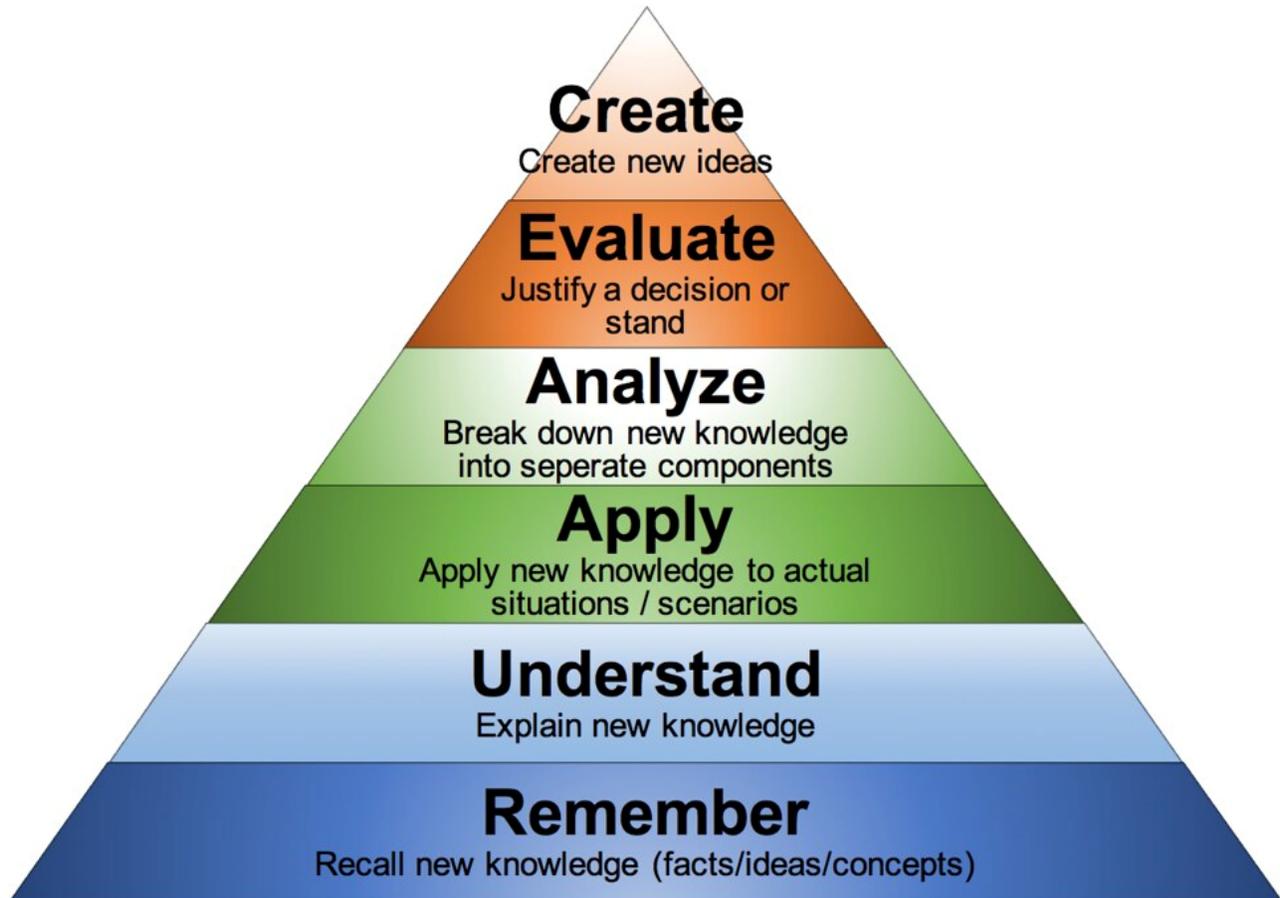
Objectives describe the behaviour of the learner and:

- Are stated clearly
- Define or describe an action
- Are measurable, in terms of time, space, amount, and/or frequency

**AVOID:** verbs that are difficult to measure objectively. The following verbs are difficult to assess, thus should be used with caution:

Know	Understand	Familiarize	Be aware
Comprehend	Appreciate	Study	Become acquainted with
Gain knowledge of	Cover	Learn	Realize

Blooms Taxonomy + Learning Objectives



**Action verbs used to create Learning Objectives**

Remember	Understand	Apply	Analyze	Evaluate	Create
Identify	Describe	Apply	Analyze	Evaluate	Create
Define	Explain	Demonstrate	Compare	Judge	Design
List	Discuss	Implement	Contrast	Argue	Develop
Repeat	Locate	Execute	Differentiate	Defend	Modify
State	Paraphrase	Solve	Separate	Support	Assemble
Recall	Articulate	Develop	Examine	Conclude	Compose
Reproduce	Restate	Interpret	Classify	Criticize	Produce

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**Learning Objective Checklist \***

- Does the learning objective stem from an IPE Competency?
- Is the learning objective specific, measurable, and observable?
- Does the learning objective target one specific aspect of expected performance?
- Is the learning objective student-centred? Does the statement describe what a student will *DO*?
- Does the learning objective utilize an effective, action verb that targets the desired level of performance?
- Do learning objectives measure a range of educational outcomes?
- Does the learning objective match instructional activities and assessment?
- Does the learning objective specify appropriate conditions for performance?
- Is the learning objective written in terms of observable, behavioral outcomes?

\*Adapted from: Mandernach, B. (2003). Writing Quality Learning Objectives. Retrieved July 12, 2012 from Park University Faculty Development Quick Tips