



Faculty Guidance Document

Developing Behavioral Learning Objectives:

Learning objectives are tools to guide the development of the content of the Continuing Nursing Education (CNE) activity. They are intended to be a statement of what the learner should gain through participation in the CNE activity. The development of objectives serves as the guide in the process of planning, presenting and evaluating Continuing Nursing Education (CNE).

Objectives are stated in behavioral and measurable terms and state what the learner should be able to do upon completion of a CNE activity.

Objectives are central to CNE development because they reflect input from the learners related to educational needs; determine the selection of content and teaching methods and provide a guide to the evaluation.

Educational objectives are the bridge from the identified gap in knowledge or practice to closing the gap.

All written objectives:

- Use verbs which describe an action that can be observed
- Are measurable
- Use one action verb per objective
- Describe what the learner should achieve NOT what the instructor will teach
- Are appropriate for the educational design and teaching/learning strategies

Literature suggests that there are 3 steps to writing learning objectives correctly:

1. Select and action verb that specifies what the learner will be able to do
2. State the conditions or requirement for completion
3. Specify criteria for acceptable performance

Example of a learning objective:

At the completion of this activity the learner will be able to:

Document accurate information in the patient's record to insure quality care and appropriate reimbursement

Behavioral Objectives – Suggested Verbs					
To Recall Information – knowledge -----	To understand and modify information – comprehension -----	To apply abstractions and concepts – application -----	To understand component elements – analysis -----	To clarify relationships between components – synthesis -----	To judge placing it in context - evaluation -----
To: Identify Define Label List Memorize Name Order Recognize Relate Recall State	To: Describe Discuss Explain Indicate Classify Outline Report Restate Review Translate Select	To: Apply Choose Demonstrate Employ Illustrate Interpret Use Write Schedule Practice	To; Analyze Appraise Calculate Categorize Compare Contrast Differentiate Distinguish Examine Investigate Question	To: Arrange Assemble Collect Compose Create Design Develop Manage Organize Plan Prepare Propose	To; Appraise Assess Argue Compare Defend Choose Judge Predict Rate Select Evaluate Estimate

Avoid using words that describe mental responses that cannot be measured, or terms that are vague, broad and difficult to measure and permit a variety of interpretation.

Non-Behavioral Terms to Avoid		
Appreciate Be acquainted with Be aware of Be familiar with Comprehend Develop an appreciation of Develop conceptual thinking	Enjoy Gain a working knowledge of Grasp the significance of Have knowledge of Increase interest in Know Learn	Perceive Remember Sympathize with Think Understand

What is active participation?

Active participation encourages the audience to do more than passively listen to a lecture / presentation. Rather, participants are processing and applying knowledge gained during a presentation. Active participation requires the audience to talk, listen and reflect on the material presented

The benefits of active participation are demonstrated by the encouragement of interest and attention throughout the presentation. Additionally traditional lecturing creates a passive learning environment while active participation requires the audience to assume a participatory role. As a consequence, greater comprehension and better retention of the material is achieved. As such, research has demonstrated greater learning and enjoyment when participants are actively involved in the learning experience.

Active Learning Strategies

- Select strategies with which you feel comfortable
- Develop a goal for the activity and determine when in the presentation / lecture the activity will occur
- What preparation will be required to effectively use the strategy?
- Determine time frame for the strategy
- Implement the strategy and collect feedback. Use feedback to modify the plan
- Some examples:
 - Ask questions of the participants: may be polling questions / audience response questions – this provides an opportunity for instant feedback to the participants and the presenter with some indication of the extent to which the material is understood
 - Respond to the results of the polling questions – for example if the results of the poll indicate that a significant percentage of the participants respond incorrectly, the presenter will return to the content and provide clarity
 - Small group activity that may include application of the material with report back to the presenter and other participants – discussion may follow
 - Case studies for application of the material presented with report back – generates discussion and provides the presenter with feedback related to comprehension of the material
 - Question and answer – allows time for the participants to verify and possibly amplify the material

Preparation of Presentation Materials

- Keep slides simple to convey just one idea or thought
- Use visuals as outline for content
- Know what you want to highlight, boil down the points
- Use visuals as a reminder to yourself to keep focused
- Place points in order of importance

- Use bullets rather than letters or numbers
- Upper & lower case are easier to read than all caps
- Use graphics instead of text whenever possible (pie or bar charts etc.) while following copyright rules
- Use horizontal or vertical lines to create zones on the visuals (e.g., title above line, information below; columns of information)
- Show slides only when referring to them
- Don't just read from slides – relate to the audience!

Preparation of Assessment/Quiz Questions (if applicable):

- Keep it simple
- State clearly
- Use to measure only one educational objective at a time
- Pose the question in the affirmative
- Avoid use of negative statements such as not & except
- For multiple choice questions
 - Ensure that each assessment question is similar in terms of construction (uniform in length & style and consistent with the question)
 - Each choice for the answer should be specific
 - Avoid “all of the above”, “each of the following statements is correct except”, etc.