



Institute for Leadership in Education Development (I-LED)

What Do Learners Need?

Focusing on the Learner

Look at the training from two views:

1. What do the learners want from the training?
2. What do other people think learners should get from the training? For example:
 - faculty,
 - advisors,
 - sponsors, and
 - other stakeholders

When and how to assess the learners' needs:

Before the training

- Review written/formal materials like:
 - surveys,
 - evaluations of similar programs, and
 - research
- Hold focus groups or discussions with experienced professionals like:
 - representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)
 - colleagues/other professionals,
 - course designers,
 - faculty
- Collect information of work performance like:

Continue on Reverse

- direct observation,
- informal reports of peers, and
- information from resource center

During the training

- Figure out what learners already know, through:
 - observations, and
 - pre-course surveys
- Watch how and what the learner is doing during training and make changes as needed, for example:
 - how they respond to questions,
 - comments they are making,
 - how they are doing in problem-solving exercises

After the training

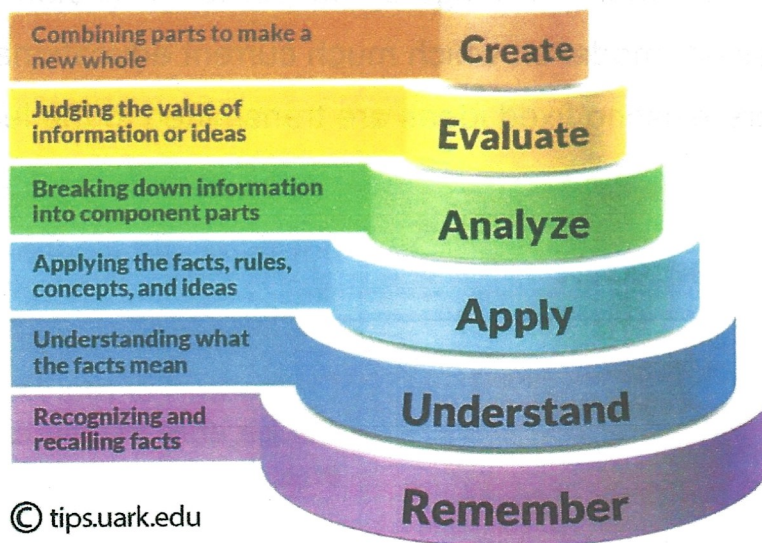
- Discuss the training with faculty and staff.
- Revise the training using comments from learners.
- Send out post-training surveys (3-6 months after the training).
- Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.

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LEARNING OBJECTIVES

Key Questions:

1. Based on your needs assessment, what should participants **think, feel, or do** because of the class?
2. What level of **cognitive functioning** are you hoping to achieve?



3. What **actions** will demonstrate that participants are able to remember, understand, apply, analyze, evaluate, or create?

Objectives should complete this phrase “*Because of this class, participants will be able to...*”

arise from consistent patterns of transaction between the individual and his or her environment. The way we process the possibilities of each new experience determines the range of choices and decisions we see. The choices and decisions we make to some extent determine the events we live through, and these events influence our future choices. Thus, learning occurs through the equilibration of the dialectic processes of *assimilating new experiences into existing concepts* and *accommodating existing concepts to new experience* (Piaget).

6. **Learning is a process of creating knowledge.** ELT proposes a constructionist theory of learning whereby *social knowledge is created and recreated in the personal knowledge of the learner*. This stands in contrast to the “transmission” model on which much current educational practice is based, where pre-existing fixed ideas are transmitted to the learner.

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Creating	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</i>
Evaluating	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy."</i>
Analyzing	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.</i>
Applying	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.</i>
Understanding	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words</i>
Remembering	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this lesson, the student will be able to recite Newton's three laws of motion.</i>

Resources obtained from: <https://tips.uark.edu/using-blooms-taxonomy/>

4. Are your objectives SMART?

S	Specific
M	Measurable
A	Achievable
R	Relevant
T	Time-oriented