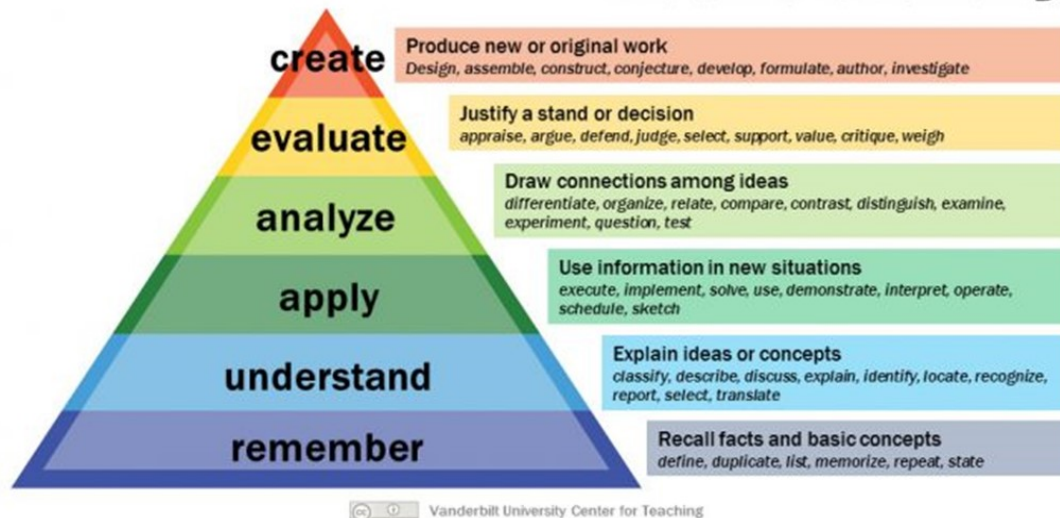


Step 2 - Creating Learning Objectives

Learning objectives are necessary for guiding any lesson. Taking time to create learning objectives sets identifiable, specific goals, and subsequently, a means to measure student success. However, not all objectives are created equal, and neither are the methods for reaching them. This guide explains how to create and follow through with learning objectives.

Bloom's Taxonomy is a hierarchal ordering of cognitive skills, in order from least to most complex in function. At the bottom lies "knowledge" (i.e. remembering, regurgitating, demonstrating basic skill or past-learned concepts.) At the top of the hierarchy lies "Creating," also known as synthesis of data (i.e. self-guided, taking something further with applied information and skills.) All levels of this pyramid are important in learning and student success, and instruction should employ a balanced mix of the skills.

Bloom's Taxonomy



Examples of Learning Objectives:

Students will learn about what climate is— (Remembering)

Example Activity: play a jeopardy game to demonstrate their grasp of the presented information

Students will recognize the 6 major types of climates—(Understanding)

Example activity: introduce students to different climates and the surrounding geography, demographics, and wildlife

Students will compare local climate with climate of a different latitude, i.e. Sub-Saharan Africa—(Analyzing)

Example activity: in groups, students will create and present a poster representing a country's climate

Students will design a weather data collector, for capturing local day-to-day happenings over a long time—(Creating)

Example Activity: Individually, students will draw or construct a weather data collector device

Remember:

Recognize which learning objectives can be grasped by each cognitive stages of development

Work to include multiple levels of Bloom's Taxonomy, where appropriate

Create a variety of activities that fulfill your learning objectives