



## Measurable Learning Objectives

A measurable learning objective is a statement that clearly and precisely describes what it is that the student intends to accomplish during his or her worksite learning experience. Each learning objective involves new learning and expanded growth. Worksite learning experiences are designed to enhance students' education. Learning objectives that are carefully crafted and evaluated ensure that students get the most out of their experience and assess the extent and value of classroom learning when applied to a workplace situation. The following steps and instructions will assist the worksite learning coordinator in guiding students to write their learning objectives. When writing learning objectives, students should:

- Review their own interests and skill development needs;
- Interview the worksite supervisor about learning opportunities and needs at the workplace;
- Draft learning objectives according to the coordinator's guidance and the instructions in the *Learning Objectives Worksheet*;
- Refine the learning objectives with their worksite supervisor; and
- Meet with both the worksite learning coordinator and their worksite supervisor to finalize the worksite learning plan.

## BENEFITS OF LEARNING OBJECTIVES

### *For Students*

- Creates a climate for motivation.
- Helps students understand the importance of planning.
- Enables students to plan and gain greater control over their future.
- Adds challenge and a sense of achievement to students' lives.
- Provides a means of self-evaluation.
- Makes students results-oriented so they work smarter.
- Enables students to manage time more effectively.
- Reduces the stress related to the feeling of "not getting anywhere."
- Increases students' chances of success.
- Allows students to determine if their job is compatible with their career aspirations.

### *For Teachers*

- Ensures that student time at the workplace is learning-rich.
- Reinforces academic concepts taught at school.
- Reduces the adult-to-student ratio.
- Provides material for rich classroom discussion.
- Provides students an opportunity to direct their own learning and thus gain confidence in their ability to challenge themselves.

### *For Business and Community Partners*

- Reduces training and recruitment costs.
- Increases productivity by students in the workplace.
- Increases employee morale and leadership skills.
- Increases opportunities for focused involvement in young people's learning.



## The Worksite Learning Plan

The learning objectives section of the *Worksite Learning Plan* is divided into two categories: one focused on skill development and one focused on academic enhancement, career exploration and personal improvement. For your worksite learning program, you will need to determine the number of learning objectives required in each of these categories and convey that information clearly to the students and worksite supervisors both verbally and in writing. Keep in mind that more is not necessarily better when it comes to learning objectives. A few specific objectives can be more meaningful than too many. New learning objectives should be added as students master their initial objectives.

### Skill Development Objectives

These objectives are task- and skill-based and are designed to help students advance their abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill. Critical workplace functions, which the student needs to learn to be more effective in a worksite, are appropriate objectives in this section.

### Academic Enrichment, Career Exploration and Personal Improvement Objectives

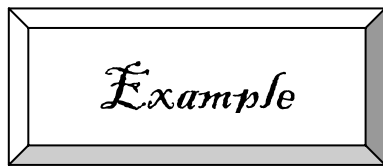
These objectives are related to the connections between academic and workplace learning, and can provide students with opportunities to explore careers and their own personal improvement.

### Setting Learning Objectives

A learning objective states an observable, measurable activity to be learned, a level of performance of that activity, and a given set of conditions under which that activity takes place.

### Writing Learning Objectives

When coaching students in writing their own learning objectives, you may want to use the following examples:



- *What does the student want to learn?*

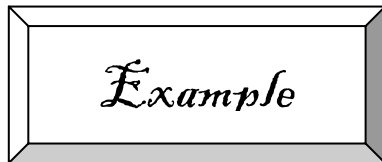
I want to learn how to write documents that help new staff members. I want to learn how to help student volunteers be more effective in the childcare center.

- *How will the student learn this?*

I will create a handbook. I will work with my supervisor to identify seven guidelines to remember, and I will write descriptions of what each guideline is and why it is important. I will use Microsoft Word to turn them into a handbook.

## Each learning objective statement should contain four components.

- The activity should have a desired outcome related to the student's objective. It may be a result, skill, knowledge or behavior.
- The level of performance needs to be specified to ensure that it is challenging but attainable. The performance should be observable and measurable.
- The means of evaluation should be indicated.
- The deadline for accomplishing the objective should be stated.



*How will the result be measured?*

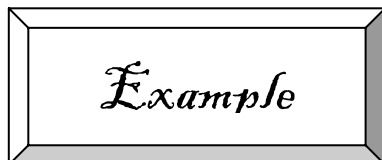
My handbook will include accurate, helpful information and look professional. My supervisor will include my handbook in materials given to all new volunteers at the center. *By when will the learning have taken place?* By the end of the worksite learning experience—May 14th.

*Final Learning Objective*

I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers and producing it in Microsoft Word. It will be approved as a part of the new volunteer package by May 14th.

## Examples of Situations that Can Guide Student Learning Objective Selection

### *Skill Development*



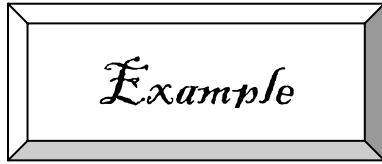
*Situation*

The worksite supervisor has told the intern that he/she would like the student to be able to develop public speaking skills. The student does not feel comfortable speaking in public yet.

*Final Learning Objective:*

I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.

### Academic Enrichment



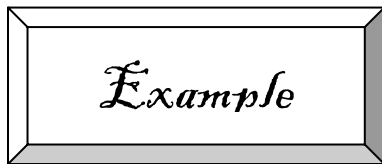
#### *Situation*

The worksite supervisor has told the student that he/she will be stocking shelves and changing displays in the bookstore. In marketing class, students will be studying how small business owners decide to display inventory. During the internship, the student's goal might be to identify how shelf space is allocated based on the balance of local consumer demand with the desire to bring in distributors' promotional fees.

#### *Final Learning Objective:*

I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class by June 12. My supervisor will verify its accuracy.

### Career Awareness and Exploration



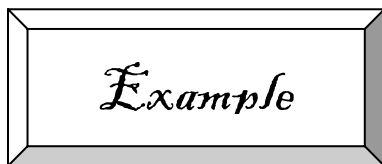
#### *Situation*

The worksite supervisor has told the student that he/she will be delivering inter-office mail to all departments. The student has stated that computer programming is a career interest.

#### *Final Learning Objective:*

I will interview three programmers about their jobs using the informational interview tool, write a five paragraph reflective paper on the suitability of a programming career for me, and discuss it with the head programmer by March 30.

### Personal Interest and Improvement



#### *Situation*

A student's personal goal is to develop better listening skills.

#### *Final Learning Objective:*

I will create a two-page report to accurately describe how shelf space is allotted to distribute and present it to the class by June 12. My supervisor will verify its accuracy