Effective Learning Objectives
An ASRM Overview

Learning Objective Framework:

When drafting learning objectives, consider the following –
1) What do we want our participants to know and be able to do as a result of this learning opportunity? The answer to this question is our desired outcome.

2) To reach our desired outcome, we start with a learning objective that identifies the skill, content, and context we will provide in the learning session or activity.

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**Examples**

- The novel "IVF Atlas" will be reviewed as a useful tool for training and competency assessments.
- Learn what changes to REI practices have come about with the COVID pandemic and telemedicine.
- Harness the power of an interdisciplinary team, from the clinic to the embryology lab the bench, to study ovarian aging across the age continuum.

**What’s the Problem?**

- Not in active voice - What’s the attainable skill? How do we assess (measure) “review” as an acquired skill? What specific activity performed by the participant will show us the skill and knowledge acquired through our session?

**Revised**

- Apply the novel “IVF Atlas” as a competency-based training and assessment tool in a case-based scenario.
- Explain the impact of telemedicine on REI practices since the beginning of the COVID-19 pandemic.
- Identify the benefits of an interdisciplinary team-based approach to studying the chronological progression of ovarian aging.

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**Context**

- How/Why/When/Where?

**Content**

- (Noun/Subject) With What?

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**Attainable Skill**

- (Verb) Do What?

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**Skill**

- Content/Knowledge

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**Context**

- (Noun or Descriptor)
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Final Tips:
1. When possible, write objectives that name a behavior directly describable in terms of patient care (i.e., diagnose primary ovarian insufficiency).
2. When not directly describable in terms of patient care, write objectives that name a behavior showing that the participant has acquired the desired knowledge (i.e., describe the mechanism of action of estradiol).
3. Avoid objectives that can only be achieved with hands-on experience (i.e., perform).
4. Use this format:
   At the end of this session, participants should be able to:
   • __________________________________________________________________________
   • __________________________________________________________________________

Suggested Verbs for Learning Objectives
Verbs are listed by aim of the objective and by level of cognitive demand. Consider these options to indicate what measurable outcome you hope learners will achieve.

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Increasing Level of Cognitive Demand

Examples of verbs to AVOID because they are passive, weak, or hard-to-measure:
- Appreciate
- Approach
- Become aware of
- Believe
- Comprehend
- Grow
- Grasp the significance of
- Improve
- Increase
- Infer
- Know
- Learn
- Recall
- Recognize
- Review