

Effective Learning Objectives

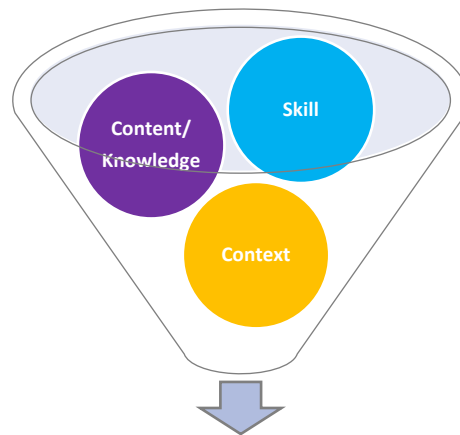
An ASRM Overview

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.



Attainable Skill
(Verb)
Do What?



Content
(Noun/Subject)
With What?



Context
(Noun or Descriptor)
How/Why/When/Where?

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?

How do we assess (measure) "learn" as an acquired skill? What specific activity performed by the participant will show us the skill and knowledge acquired through our session?
Is the main topic really REI practice changes or the pandemic and/or telemedicine?

How do we assess (measure) "harness" as an acquired skill? What specific activity performed by the participant will show us that skill and the 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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Final Tips:

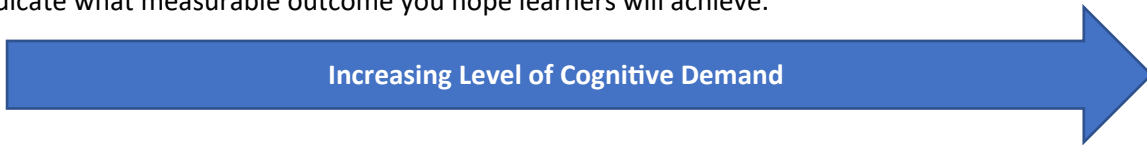
1. When possible, write objectives that name a behavior directly describable in terms of patient care (i.e., diagnose primary ovarian insufficiency).
2. When not directly describable in terms of patient care, write objectives that name a behavior showing that the participant has acquired the desired 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.



Information/Recognition	Application	Analysis	Evaluation
Cite	Apply	Analyze	Appraise
Define	Choose	Compare/Contrast	Assess
Describe	Demonstrate	Debate	Critique
Identify	Develop	Differentiate	Determine
Indicate	Examine	Distinguish	Estimate
List	Illustrate	Explain	Evaluate
Name	Locate	Interpret	Measure
Quote	Operate		Rank
Record	Practice		Rate
Select	Predict		Recommend
State	Prescribe		
Summarize	Report		
Update	Restate		
Write	Treat		
	Use		
	Utilize		

Examples of verbs to AVOID because they are passive, weak, or hard-to-measure:

- | | | |
|-----------------|---------------------------|-----------|
| Appreciate | Grow | Know |
| Approach | Grasp the significance of | Learn |
| Become aware of | Improve | Recall |
| Believe | Increase | Recognize |
| Comprehend | Infer | Review |