Formulating competence-oriented learning objectives

Competence-oriented learning objectives

- explain what students are expected to learn during a course unit
- are the foundation for designing teaching and learning activities and assessment tasks

Guiding question: What should students be **able to do** after your class?

Competence-oriented learning objectives comprise:

1. a verb to specify the cognitive level at which you expect the students to perform
2. the object/topic students' action relates to

Recommended:

3. an adverb to define the quality of the action

Examples

Students are able to

- independently develop measures for sustainable animal nutrition based on current best practice in research.
- systematically evaluate management options for sustainable resource use, climate mitigation and adaptation options.
- differentiate between facts and assumptions in a scientific paper on the use of mineral resources and analyse the logical construction and flow of the argument chain.

Cognitive level of the performance and typical verbs

Level	Typical verbs
1 REMEMBER	list, define, tell, identify, show, label, collect, examine, tabulate, quote, name, recognise, recall
2 UNDERSTAND	describe, contrast, predict, associate, distinguish, estimate, discuss, extend, interpret, exemplify, classify, summarise, explain
3 APPLY	demonstrate, calculate, complete, illustrate, solve, modify, relate, change, apply, experiment, discover, execute, implement
4 ANALYSE	separate, order, connect, categorise, arrange, analyse, divide, compare systematically, differentiate, organise, infer, attribute
5 EVALUATE	assess, decide, rank, grade, test, measure, recommend, evaluate, convince, check, critique, select, judge, discriminate, support, conclude, debate
6 CREATE	develop, plan, produce, combine, integrate, rearrange, substitute, create, design, invent, speculate, compose, formulate, prepare, generalise, rewrite, generate

Adapted from: Anderson, L.W., & Krathwohl, D.R. Eds. (2001). A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives. New York: Addison Wesley Longman