

## **Learning Objectives**

Part of the requirements of a Cooperative Work Experience Education Program in California is that a student must pursue a planned program which includes new or expanded responsibilities and learning opportunities beyond those experienced during previous employment. While the general benefit to students of being able to gain related work experience is recognized, the demand for new learning opportunities requires special attention. One way to meet this demand is through a program of planned learning objectives centered on the student. By having both students and supervisors determine the learning objectives, it is anticipated that a greater realization of educational accomplishments will occur.

The evaluation of the student's performance by worksite supervisors is a meaningful assessment tool and with fixed objectives and evaluation procedures, which are predetermined, the student will know what is expected from him/her.

The key to a successful learning objective plan in Cooperative Education is mutual collaboration between the student, the work supervisor, and the instructor. The worksite supervisor must assist in setting objectives, be willing to validate the stated objective, guide the student in accomplishing these objectives, and evaluate the student's achievement of the objectives. The role of the instructor is to help the student and work supervisor establish meaningful learning objectives.

By identifying and planning learning opportunities, students become predictors of their own success and accomplishments. The process of formulating and pursuing definite learning objectives fit the definition of an instructional system. Through active student/supervisor dialogue, the supervisor becomes a partner, with knowledge of the student's intent, and at the same time, the student becomes more aware of the supervisor's expectations. With the emphasis on learning objectives, it is the belief that students cannot be passive and merely perform well in their instructional assignments, but rather be perceptive and seek experience of real on-the-job learning.

Statements of learning objectives rarely reach a state of perfection, but some can be re-written and improved upon. For our purposes, a statement of learning objectives aims at identifying goals and describing desired outcomes of performance. Students should achieve these as a result of some extra effort at their worksite. The procedures usually describe the content, treatments, processes, activities, and sequence of events that will take place in carrying out the stated objectives.

# Suggested Guidelines for Writing Learning Objectives

**Routine duties:** Is there room for specific improvement?

**Problem-solving goals:** Is there a specific problem to be solved with measurable results?

**Creative goals:** Can it result in saving time, cost, etc.?

Write meaningful objectives. The following may be **useful** when forming an objective statement:

- Start with an **action verb**.
- Identify a **single** key result for each of the objectives.
- Give the estimate **completion** date.
- State verifiable **criteria** that may be used when the objective has been reached.
- Be sure that you and the worker/trainee are able to **control** the outcome of the objective. This will require dialogue between you and your worker/trainee.

The following should be **avoided** when forming an objective statement:

- Words to avoid when writing objectives:  
**APPRECIATE ~ BELIEVE ~ ENJOY**
- Objectives to avoid:
  - To get promoted
  - To receive an A in the class
  - To graduate and transfer to a four-year university
  - To get a raise
  - To arrive at work on time
  - To learn Microsoft Excel or Microsoft Word

When testing for validity of learning objectives, the following basic questions should be asked:

- Is the objective measurable?
- Is the objective achievable?
- Is the objective feasible?
- Can the objective be achieved within the time limit available?

# **Steps for Establishing Learning Objectives**

**STEP 1:** The student will lay out a plan to accomplish new learning objectives.

**STEP 2:** The student will put into writing the learning objectives to be accomplished in terms of single result. The learning objectives need to be in the four-part formatting; **what** you plan to accomplish, **how** you are going to be trained, by **when** you will be finished, and the type of **evaluation** by which your supervisor will evaluate that you have accomplished the learning objective.

**STEP 3:** The student will secure the understanding and approval of the learning objectives from their worksite supervisor. Any program involving planned learning objectives is most effective when objectives are discussed face-to-face between the student and his/her worksite supervisor, so that they are mutually understood and accepted.

**STEP 4:** The student will ensure stated learning objectives are measurable. Avoid statement of learning objectives in generalities.

**STEP 5:** The student will schedule a Training Agreement meeting with the Cooperative Education instructor and worksite supervisor to approve the learning objectives.

## Examples of Learning Objectives

<b>What:</b>	Obtain knowledge of central control functions.
<b>How:</b>	Interview central control sergeant to obtain policy, procedures and processing pre-post count packages.
<b>When:</b>	8 <sup>th</sup> week of semester.
<b>Evaluation:</b>	Oral quiz from sergeant.

<b>What:</b>	To determine current portion of long-term debt, fixed asset management (depreciation and amortization), prepare a sales tax return, and prepare and assemble a financial statement.
<b>How:</b>	Be guided by head bookkeeper and CPA.
<b>When:</b>	By end of semester.
<b>Evaluation:</b>	Performance/Evaluation.

<b>What:</b>	To make estimates for upholstery for in-home visits.
<b>How:</b>	On-the-job training from supervisor.
<b>When:</b>	By the 12 <sup>th</sup> week of the semester.
<b>Evaluation:</b>	Comparison of estimates with professional estimates.

<b>What:</b>	Prepare and create a classroom bulletin board.
<b>How:</b>	Gather materials and assemble board.
<b>When:</b>	By the fourth week of the semester.
<b>Evaluation:</b>	Finished product.

<b>What:</b>	Write a procedures and policy manual for the Health Information Portability Privacy Act (HIPPA).
<b>How:</b>	Work with HIPPA officer and attend HIPPA training.
<b>When:</b>	End of semester.
<b>Evaluation:</b>	Finished product.

<b>What:</b>	Acquire the skills of reading blueprints and making appropriate changes to the original per the customer's request.
<b>How:</b>	Working with the architect.
<b>When:</b>	End of course.
<b>Evaluation:</b>	Finished product.

<b>What:</b>	Develop news gathering skills.
<b>How:</b>	Evaluate news potential of voice and emails. Interview callers to obtain additional details. Email newsworthy information to news reporter.
<b>When:</b>	End of term
<b>Evaluation:</b>	News reporter will critique on a weekly basis.

<b>What:</b>	To properly photograph evidence at a fire scene for court cases.
<b>How:</b>	Photography and investigation procedures.
<b>When:</b>	End of semester.
<b>Evaluation:</b>	Performance/Evaluation.

<b>What:</b>	Write a computer program to run radius gauges on a mill (numerical control).
<b>How:</b>	Work with programmer.
<b>When:</b>	Upon the completion of the term.
<b>Evaluation:</b>	Finished product.

<b>What:</b>	Become more familiar with menus and method of preparation (be able to list ingredients to customers).
<b>How:</b>	Study recipe books and taking the ingredients test (take twice in semester with manager).
<b>When:</b>	End of semester.
<b>Evaluation:</b>	By manager's observations and test score.