This video is part of the online seminar , developed by the Reinert Center for Transformative Teaching and Learning at Saint Louis University.

[slide] I'm Debra Rudder Lohe, Ph.D., director of the Center, and I'll be facilitating this instructional video on .

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If course goals , and hopes, wishes, and aims for a course, they focus on the perspective).

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Learning objectives, by contrast, are ; they articulate the specific, measurable things students will upon leaving your course; they put the focus on the perspective).

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Now that we've discussed the key features of learning objectives, and how they differ from course goals, let's take a look at a few examples. We'll look at five.

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The focus here is on actions that can easily be measured in various types of assignments. But the objective is complex and suggests a lot of other learning: the physics concepts must be "appropriate" for specific situations, that is, they must be chosen carefully. This requires , discerning which concepts are appropriate and which are not. The point of this objective is not simply remembering concepts and performing a kind of "plug-and-chug" problem solving skill. The point an analytical skill that helps students solve complex problems and understanding in a deep way why certain concepts are appropriate to certain situations.

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The verb "explain" is most often linked to the lower-order thinking skills. (Later in the seminar, we will talk about Bloom's Taxonomy of Cognitive Development, and the ways in which certain skills or knowledge are foundational to others. For Bloom, easier, simpler tasks are often referred to as lower-order thinking skills, whereas more complex and challenging ones are referred to

Also, this may be a good time to mention that students' demonstrated achievement of learning objectives may look different depending on the specific teaching situation. For example, first-year undergraduates might demonstrate achievement of this objective at one level, whereas first-year graduate students in an MBA program might demonstrate achievement of it at a much higher level. The same objective may be appropriate for both contexts, but the specific assessment criteria would look quite different. This variability is one reason rubrics or other assessment criteria can facilitate student learning at the level you are aiming for.

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This learning objective combines both content-area knowledge (theories of gender-identity development) with cross-cutting skills (complex, argumentative, well-researched essays). And while "explain" may strike some as too simple a task, for highly theoretical content, it may be a fairly challenging one for students. Obviously, there are smaller objectives that must be layered in before this objective can be met. And as with the previous example, it would be important to establish the criteria you'd be using to assess students' achievement of this objective. Certainly, for instance, students would need guidance to understand what you mean by "complex, argumentative, well-researched essays."

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This is a good example of a more complex, high-level learning objective. It's not simple, and it demands that students achieve other, smaller objectives, before they can achieve this one. "Evaluate" is a pretty high-level skill, and designing a study to contribute to the knowledge base is also a high-level skill. Certainly, typical undergraduates might not be able to achieve this objective at the beginning of the semester. To help them get there, you'll have to Finding relevant literature on a given topic, reading studies critically, and identifying the specific parts of a study are all precursor skills to achieving this larger objective.

[slide] Compared to course goals, you should notice that all of these objectives are much more