

## Guidance for formulating learning objectives

Learning objectives are descriptions of the specific knowledge, skills, or expertise that participants will acquire from attending, participating in or watching your presentation, workshop or panel.

When writing learning objectives, the following guidance may be helpful:

- Learning outcomes should use an **action verb** (e.g., locate, explore, consider, identify, understand, examine, distinguish).
- Learning outcomes should be written clearly and should be easy to understand.
- Learning outcomes should clearly indicate what participants should learn from the presentation, workshop or panel they are attending.
- Learning outcomes should show what the expected level of learning or understanding should be, and it should be reasonable to the level of the participants.
- Learning outcomes help with assessment, and thus should clearly indicate what success looks like for the participant.

The following example is from a workshop delivered at our 2021 research conference. The workshop was on 'narrative research: an underutilised qualitative methodology for the counselling practitioner'. The presenters defined the learning objectives as follows:

*The session will help you:*

- *understand the qualitative methodological tradition of narrative research.*
- *distinguish narrative research from other qualitative traditions.*
- *understand the data collection/procedure/analysis/rigor methods unique to this methodology.*
- *distinguish the unique position that narrative research has in counselling research.*