



## Checklist for Meeting Quality Matters Standard 2 Learning Objectives (Competencies)

- 2.1 The course learning objectives describe outcomes that are measurable.
- 2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
- 2.3 Learning objectives are clearly stated, are learner-centered and are prominently located in the course.
- 2.4 The relationship between learning objectives, learning activities and assessments is made clear.
- 2.5 The learning objectives are suited to and reflect the level of the course.

### Creating Learning Objectives

- Course and module level objectives describe what students will learn (2.1 & 2.2)
- Course and module level objectives are written from the student’s perspective with student-friendly language (2.3)
- Course and module level objectives are observable – use Bloom’s taxonomy and action verbs (2.1 & 2.2)
- Course and module level objectives are measurable (2.1 & 2.2)
- Course and module level objectives are appropriate for the level of course (2.5)
- Learning objectives are prominently placed at the beginning of the course or module as appropriate (2.3)

### Alignment

- Course learning objectives form a foundation for the rest of the course design, to align with assessments, materials, activities, and technology (2.1)
- Module learning objectives support the course level objectives (2.2)
- The relationship between the learning objectives and the other alignment components is clearly communicated throughout the course (not just in the syllabus) (2.4)

### Tips (Recommended strategies to consider)

Include a table to demonstrate how course and module level objectives are aligned with one another.

Create a numbering system for course level objectives to include in assignment and activity descriptions, to demonstrate alignment.

