

Developing S.M.A.R.T. Laboratory Training Learning Objectives

This job aid accompanies the [Developing S.M.A.R.T. Laboratory Training Learning Objectives](#) course. It provides a summary of how to apply [CDC Quality Training Standard #2](#), along with exercises to develop S.M.A.R.T. learning objectives for your laboratory training.

Importance of Learning Objectives

Learning objectives are clear statements of the desired knowledge, skills, or abilities (KSAs) learners should attain at the end of a given training or activity. Learning objectives are important because they:

- Provide learners with a clear picture of what to expect from your laboratory training.
- Help learners assess the relevance and usefulness of the training.
- Ensure that the training content and activities are aligned with the needs of your learners.
- Guide the development of learner assessments that measure performance levels.

S.M.A.R.T. Criteria

Learning objectives should be S.M.A.R.T., which is an acronym for:

Specific. The learning objective should clearly identify a specific KSA that learners can demonstrate after taking your training. It specifies “who” the training is targeted at and “what” skills or knowledge they will acquire afterwards.

Measurable. The learning objective should describe what a learner will do and how you will measure the KSA they have gained. To do that, you need to identify actions that can be objectively observed or tested, to determine whether the objectives have been met.

Achievable. The learning objective should be achievable within the time you have with learners. You may need to limit the number of objectives to ensure this occurs.

Relevant. The learning objective should align with the training goals and learners' needs. If the training aims to help learners meet laboratory competencies, align these objectives with those.

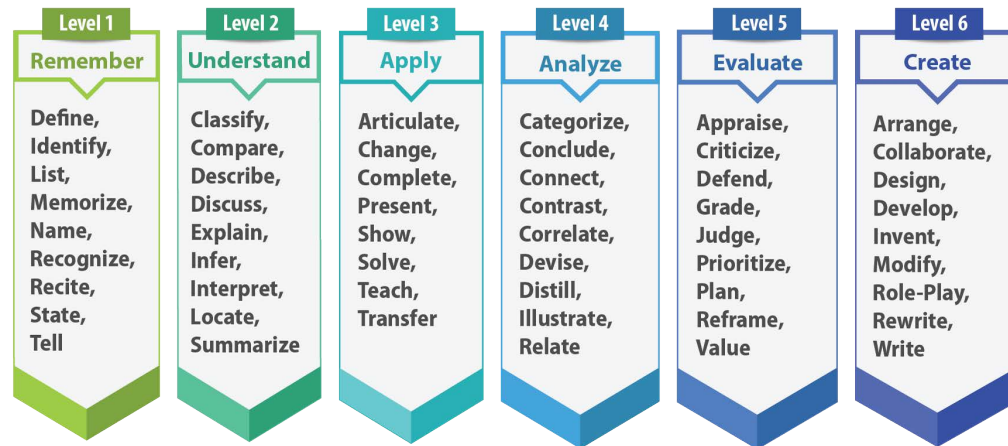
Time-bound. The learning objective should state a time by which it will be completed. For many training sessions, the time frame is “by the end of the training.”



Action Verbs

Effective learning objectives also use action verbs. These verbs are used to create learning objectives, learner assessments, and course activities that promote development in six categories: remember, understand, apply, analyze, evaluate, and create.

Here are some examples of recommended action verbs, based on a revision of **Bloom's Taxonomy of Educational Objectives**:



Writing S.M.A.R.T. Learning Objectives

It is important to regularly review your training learning objectives and make necessary updates. Use the space below to write S.M.A.R.T. learning objectives based on the training needs assessment.

Training topic:

Training modality:

Learning objective #1

- Is this learning objective S.M.A.R.T.? Yes No
- What category does this learning objective address?
 Remember Understand Apply Analyze Evaluate Create
- Does this learning objective use an action verb? Yes No

Learning objective #2

- Is this learning objective S.M.A.R.T.? Yes No
- What category does this learning objective address?
 Remember Understand Apply Analyze Evaluate Create
- Does this learning objective use an action verb? Yes No

Learning objective #3

- Is this learning objective S.M.A.R.T.? Yes No
- What category does this learning objective address?
 Remember Understand Apply Analyze Evaluate Create
- Does this learning objective use an action verb? Yes No

Learning objective #4

- Is this learning objective S.M.A.R.T.? Yes No
- What category does this learning objective address?
 Remember Understand Apply Analyze Evaluate Create
- Does this learning objective use an action verb? Yes No