



## ABSTRACT

Creating effective learning objectives (LOs) is a critical yet often onerous task for faculty in higher education. Learning outcomes are internationally accepted as a key factor for quality assurance, clarifying what a degree in a specific field means and providing insights for students to clearly see their learning pathway. Effectively written learning objectives enable students to visualize the specific skills and knowledge they will develop under instructor guidance and be able to competently perform after the course has concluded.

This importance is a key tenet of Quality Matters, which mandates that course-level learning objectives describe measurable outcomes (HE SRS 2.1). Despite this necessity, many educators find the process frustrating due to the demanding requirement for objectives to be clear, specific, and measurable while ensuring alignment with broader goals. Faculty often argue that students do not use LOs, but research confirms that students appreciate them and associate them with good course design when they are well-crafted and explained how to be used.

Scan to access a ChatGPT conversation modeling alignment best practices.



## RESOURCES

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