



Professional
development program

Course Objectives

Please indicate 2-6 concise learning objectives which the audience will be able to know or be able to do as a result of the presentation. It is suggested to keep the objectives clear and worded so that after your course, the objectives are measurable. The goal of creating objectives is to ensure that the presentation is based upon measurable objectives.

Objectives use verbs such as *identify, describe, discuss and apply*. At the conclusion of the course participants will rate whether or not the objectives were met.

You should write your course objectives as follows:

At the conclusion of the course, participants should be able to:

- 1) Define crash reduction factors*
- 2) Describe the existing crash reduction factors that can be used to quantify the safety impacts of turn lane design*
- 3) Apply the crash reduction factors during a turn lane design decision-making process*
- 4) Distinguish between behaviors that are once-is-too-much versus behaviors that just keep getting worse*

For more examples of how to write purposeful objectives, please review the excerpt from “Bloom’s Taxonomy” below.

Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize course evaluation questions.

Competence	Skills Demonstrated
Knowledge/Remembering Recalling or remembering something without necessarily understanding, using,	Observation knowledge knowledge of major ideas

<p>or changing it</p> <p>“Can the student RECALL information?”</p> <p>Example: Define crash reduction factors</p>	<p>mastery of subject matter</p> <p>Useful Verbs:</p> <p>list, define, repeat, record, recognize, label, name, recognize, reproduce</p>
<p>Comprehension/Understanding</p> <p>Understanding something that has been communicated without necessarily relating it to anything else</p> <p>“Can the student EXPLAIN ideas or concepts?”</p> <p>Example: Describe the existing crash reduction factors that can be used to quantify the safety impacts of turn lane design</p>	<p>Understanding</p> <p>translate knowledge</p> <p>interpret facts</p> <p>compare, contrast</p> <p>order, group, infer</p> <p>predict consequences</p> <p>Useful Verbs:</p> <p>summarize, restate, describe, interpret, explain, express, distinguish, estimate, differentiate, discuss, identify</p>
<p>Application</p> <p>Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations</p> <p>“Can the student USE the new knowledge in another familiar situation?”</p> <p>Example: Apply the crash reduction factors during a turn lane design and signalization decision-making process</p>	<p>Use information</p> <p>use methods, concepts</p> <p>solve problems</p> <p>Useful Verbs:</p> <p>apply, demonstrate, calculate, complete, illustrate, use, estimate, interpret, operate, schedule, sketch</p>
<p>Analysis</p> <p>Breaking something down into its parts;</p>	<p>Seeing patterns</p> <p>organization of parts</p>

may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles

“Can the student DIFFERENTIATE between constituent parts?”

Example: Distinguish between behaviors that are once-is-too-much versus behaviors that just keep getting worse

recognition of meanings
identification of components

Useful Verbs:

analyze, distinguish, differentiate, compare, contrast, diagram, classify, arrange, divide, select, explain, infer