**Checklist for Learning Objectives**

Here are some more guidelines to take into account when you’re formulating a learning objective:

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| Is it formulated from the perspective of the students? | |
| /Users/cbijsterveld/Downloads/geel face-smile.jpg | Students are able to describe the concept of ….. |
| /Users/cbijsterveld/Downloads/gele droevig.jpg | In this course we give an introduction to the concept of …. |

|  |  |
| --- | --- |
| Does it describe the learning objective? | |
| /Users/cbijsterveld/Downloads/geel face-smile.jpg | Students are able to apply theory x to problem y. |
| /Users/cbijsterveld/Downloads/gele droevig.jpg | Students will practice to apply theory x to problem y. |

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| --- | --- |
| Is it formulated in generic terms that go beyond the scope of the course? | |
| /Users/cbijsterveld/Downloads/geel face-smile.jpg | Students are able to perform procedure z on a case. |
| /Users/cbijsterveld/Downloads/gele droevig.jpg | Students are able to perform procedure z on the case given during the the exam in week 6. |

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| Is it indisputable? | |
| /Users/cbijsterveld/Downloads/geel face-smile.jpg | Students can indicate strengths and weaknesses of their own design. |
| /Users/cbijsterveld/Downloads/gele droevig.jpg | Students can create an inspiring design. |