

General Guidance for Developing Learning Objectives, Active Learning Exercises, and Self-Assessment Questions

Developing Learning Objectives

1. Prepare at least one (1) learning objective for your presentation for each 15-30 minutes of instruction, up to a maximum of eight (8) for a four (4) hour activity.
2. A learning objective describes what you want the learner to be able to do as a result of participating in your continuing pharmacy education activity – they do not describe what the activity will do or say.
3. Identify the behavior by name that will be accepted as evidence the learner has achieved the objective. The behavior may be verbal or nonverbal; however it must be observable.
4. Do not use abbreviations or acronyms in learning objectives – spell it out.
5. Write observable, measurable objectives.
Measurable: describe, explain, list, state, identify, compare
Not Measurable: know, understand, learn, grasp significance of, become familiar with

Developing Active Learning Exercises

1. Active learning exercises should link to the activity learning objectives.
2. Presentations should include active participation and involvement of the learner (e.g., Q&A).
3. Active learning should be appropriate for the content level, expected audience, and time-frame (i.e. knowledge-, application-, or practice-based; pharmacist, technician or both).
4. All active learning exercises should include feedback to the learner and allow the instructor to assess the effectiveness of the instruction.
5. Allow at least 5 minutes in presentation time for each active learning exercise.

Developing Self-Assessment Questions and Answers

1. Self assessment questions should link directly to learning objectives and active learning.
2. Questions should be simple, clearly stated, and measure only the educational objective for which they were designed.
3. Pose the question in the affirmative, avoid the use of negative statements such as not and except because they often confuse the reader.
4. Ensure that each question is similar in terms of grammatical construction, length, and complexity.
5. If there are answer choices, they should be specific and distinct and not overlap with the other answers.
6. Answer choices should be uniform in length and style and grammatically consistent with the question.
7. Avoid using the same or similar words in both the question and the correct answer choice, as this may clue the reader to the correct answer.

Activity Types and Characteristics

Minimum Contact Hours	Primary Activity Purpose	Learning Objectives Verbs	Active Learning Exercises	Learning Assessment Tools
Knowledge-Based Activities				
0.25 hour	Transmit knowledge	Define, list, describe, identify	Questions, recall of facts	Post-test and/or Evaluation
Application-Based Activities				
1 hour	Apply information	Apply, calculate, compare, analyze, differentiate, relate	Case studies, group discussions, apply principles, practice	Pre-test, Post-test and/or Evaluation
Practice-Based Activities				
15 hours	Instill skills, knowledge, and attitudes	Plan, design, measure, prepare, demonstrate	Formative and summative	Practice site project, and/or Post-Test and Evaluation
NOTE: Learning assessment feedback should be provided to all participants.				