

SMART

- Specific** The learning objective should describe the desired learning **exactly**, stating clearly what the learner will be able to do as a result of your teaching. To achieve this, care should be taken in choosing the appropriate action verb. The action verb is the word that comes immediately after *'will be able to ...'*.
- Measurable** What the learner will be able to do should be observable. It should result in some form of action that allows you to satisfy yourself that learning has indeed taken place. This may be through listing, naming, explaining, recognising, demonstrating, performing or a number of other different ways in which the learners will show you they *'are able to ...'*.
- Achievable** Regardless of how well your learning objective is written – it may be a model of clarity and clearly measurable – it is only of practical use if it is within the capabilities of the intended learners and sufficiently challenging. Learning objectives must be written with the learners in mind, which is why it is important to find out as much as you can about your learners prior to planning. After all it is they who *'will be able to ...'*.
- Relevant** What is the point of this learning described by your learning objective? If the learners cannot see why it is important or how it will help them, then they may ask themselves why they should bother *'to be able to ...'*.
- Time bound** How long will it take to achieve this learning objective? It may take one session, a week or a lifetime of trying. Learners should be made aware of how long it will be before they can be reasonably expected *'to be able to ...'*.

