# Sample eLearning Course Purpose Statements and Learning Objectives

### **Developing Purpose Statements**

### A **Purpose Statement** specifies the reason why an eLearning course is important to the learner from both a technical and programmatic perspective. It states in broad terms what learners should know by the end of the course.

### When you write a Purpose Statement:

### State the overarching rationale for the course.

### State what you want the learner to know as a result of taking the course.

### **Sample Purpose Statements**

### **Purpose Statement from a Malaria Course:** Malaria is a leading cause of illness and death in the developing world and a significant drag on economic development. This course will provide participants with basic knowledge about the burden of malaria and effective tools to both treat and prevent malaria, and discuss the challenges and opportunities for taking these interventions to scale.

### **Purpose Statement from an Introduction to Early Childhood Development Course:** 200 million children globally are not meeting their developmental potential. Ensuring a strong beginning for children will enable them to live healthy, productive lives. Introduction to Early Childhood Development (ECD) will provide learners with an awareness of key early childhood development terms, concepts, and definitions. The course will explain how children develop, how HIV impacts the developmental trajectory of young children, and how, in the absence of intervention, children can suffer life-long consequences.

### **Developing Key Concepts**

### **Key Concepts** are what the course authors consider to be the most important technical or programmatic ideas or questions found in research, among experts, or based on experience that he/she wants to convey about subject matter within the course.

### To identify key concepts for a course:

### Brainstorm with others what is considered appropriate content for the course. Then group the concepts into course sessions, progressing from less to more difficult content.

### Select the concepts that are: (1) most timely, useful, and appropriate for the audience; (2) you have the time to present; and (3) you have the resources to develop. A rule of thumb is to specify about 5 key concepts per session, and no more than 25 per course.

### Cluster these into common groupings.

### Give each cluster a label, that is, a Session Title that captures the overall focus of that session.

### **Sample Key Concepts From the Tuberculosis Basics (Updated) Course**

**Tuberculosis (TB) Control & Prevention: Goals and Strategies**

* Global TB control targets are, by 2005, to diagnose at least 70% of people with sputum smear positive TB and cure at least 85%.
* The World Health Organization defines treatment success rates as the sum of TB cases that were cured plus those cases that completed treatment (no laboratory confirmation of cure). So, overall treatment success rates are higher than the number of TB cases that were confirmed as cured.
* The best TB prevention and control measure is finding and successfully treating all cases of sputum smear positive (active) pulmonary TB. A focus on case finding among high risk groups facilitates case detection and earlier onset of treatment.
* Expanding case finding is best done in programs that are achieving good cure rates. This approach minimizes the number of inadequately treated TB patients (who increase the pool of infectious cases) and the risk of drug resistance.

### **Writing Course Objectives**

### There are two types of objectives to write for eLearning courses. Both types ultimately link back to the course’s purpose statement and key concepts. They also provide the foundation for writing test items for the knowledge check, knowledge recap, and final test in a course.

### **High-Level Objectives.** The first type of course objectives we use are called High-Level Objectives. These communicate the instructional goal of each session in a course.

### **Detailed Learning Objectives.** The second type of course objectives we write are called Detailed Learning Objectives. These drill down from the high-level objective for a specific session, and are used to provide more specific information on what you want learners to achieve as a result of completing a given session. The rule of thumb is to create 3 to 5 detailed learning objectives per session.

### **Sample High-Level Objective**

### In a course on the Tuberculosis-Advanced Concepts, a high-level objective for a session on “Childhood Tuberculosis” might be to be able to:

### Determine the special challenges of childhood TB

###  **Sample Detailed Learning Objective**

### Drilling down from that high-level session objective above, more detailed learning objectives for that particular session in the course might include:

### Name four risk factors that increase the risk of progression to TB disease.

### Identify two challenges in the surveillance of childhood TB.

### Recall the gold standard to diagnose TB in a child.