

# Learning Program Submission Template

Please complete and return to [wjohnson@aiafla.org](mailto:wjohnson@aiafla.org)

<b>Title</b> (No more than 250 characters)
<b>Description</b> (No more than 1000 characters)
<b>HSW Justification</b> (No more than 1000 characters)
<b>Learning Objectives</b> (No more than 500 characters each)
<i>Learning Objective 1</i>
<i>Learning Objective 2</i>
<i>Learning Objective 3</i>
<i>Learning Objective 4</i>
<i>Additional Learning Objectives</i>

## Learning Program Submission Guidance

### Title (No more than 250 characters)

Learning program titles should be concise, but descriptive.

Not Good	Better
Let there be light!	Let there be light! An introduction to the benefits of daylighting
A Brief Introduction to the Primary Methodologies for the Determination of Cross-Laminate Timber-Frame Construction in Commercial Building and Design Applications as Determined by Quantitative On-Site Analysis, Observation, and Computer-Based Modeling	Cross-Laminate Timber-Framed Construction in Commercial Buildings
Intro to Stuff	Introduction to Design-Build

### Description (No more than 1000 characters)

The program description should provide enough information for potential learners to evaluate whether the program suits their learning needs. There is a fine balance between providing too little and too much information, however. Approach the description as the “elevator pitch” for the program so learners can gather the crucial information they need to make a decision about completing the program. The description should explain what the program is about, how it will be taught, who should attend, and what level of knowledge is necessary to get the most out of the program.

### HSW Justification (No more than 1000 characters)

The HSW Justification is only necessary when a learning program is submitted for HSW credit. While the field is optional, we highly recommend taking the time to complete it. The HSW Justification is your opportunity to let the AIA reviewers understand how the program will address the health, safety, and welfare of the occupants of the built environment. Do not simply repeat parts of the HSW definition, your description, or learning objectives here. Use the justification to explain clearly which aspect(s) of HSW will be discussed, how it is relevant to the architect, and how it is connected to protecting or enhancing the public good.

Keep in mind that HSW is about protecting the occupants of the built environment. In the HSW Justification, you should be able to show a direct connection between the topic of the learning program and protecting the health, safety, and welfare of the occupants of the built environment.

### Learning Objectives (No more than 500 characters each learning objective)

For learning objectives, more is not often better. Learning objectives should be a single, concise sentence that states a single learning outcome.

Well-written and thought out learning objectives are critical in our review of the learning program. Best practices in instructional design dictate that the learning objectives should be written before the learning program is developed as they define what the program will cover and how learner success will be evaluated. You begin the learning program development with the end in mind.

Effective learning objectives use active verbs to describe what you want learners to be able to do by the end of the learning program. Learning objectives should define measurable outcomes and results.

## Writing Good Learning Objectives

Follow these steps to write effective learning objectives:

1. Identify what you want students to learn. Ask yourself, “At the end of the learning program, what do I want the students to do or know?”

Example:

*Steps to writing effective learning objectives*

2. Identify what level of knowledge you expect. Bloom’s taxonomy\* can come in handy here. Under Bloom’s taxonomy, there are six levels of learning. It’s important to choose the appropriate level of learning because this will drive the level of the learning program and help set any expectations for prerequisite knowledge.

Example:

*To use the steps to writing effective learning objectives (Application level)*

3. Select the right verb. This should be an observable, measurable behavior that aligns with the level of learning selected.

Example:

*Demonstrate these steps*

4. Add the criteria or conditions that constrain how, when, or where the outcome will be observable to add context for the learning

Example:

*Demonstrate the steps to writing effective learning objectives when submitting a learning program for AIA continuing education.*

\*To learn more about Bloom’s Taxonomy, see <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>