Objective Writing

GOALS

Definition:

A statement that describes in broad terms what the learner will gain from instruction.

Example:

To contribute to the graduation of socially accountable undifferentiated physicians who effectively:

1. Use investigations and evidence based principles to support the process of making or dismissing a diagnosis;

2. Work with patients to choose treatment plans for symptom management, disease modification and prevention;

3. Care for, and communicate with self, other professionals, patients and their support networks such that practice is safe, ethical and sustainable..

LEARNING OBJECTIVE

Definition:

A statement in specific and measurable terms that describes what the learner will know or be able to do as a result of engaging in a learning activity.

Example:

After this presentation, you will be able to write at least one learning objective that is stated in performance based language.

COMPONENTS OF A LEARNING OBJECTIVE

1. **Student Behaviour** – skill or knowledge to be gained and the action or skill student is expected TO DO.

2. **Conditions of Performance** – under what circumstances or context will the behaviour be performed

3. **Performance Criteria** – how well is the behaviour to be done; compared to what standard
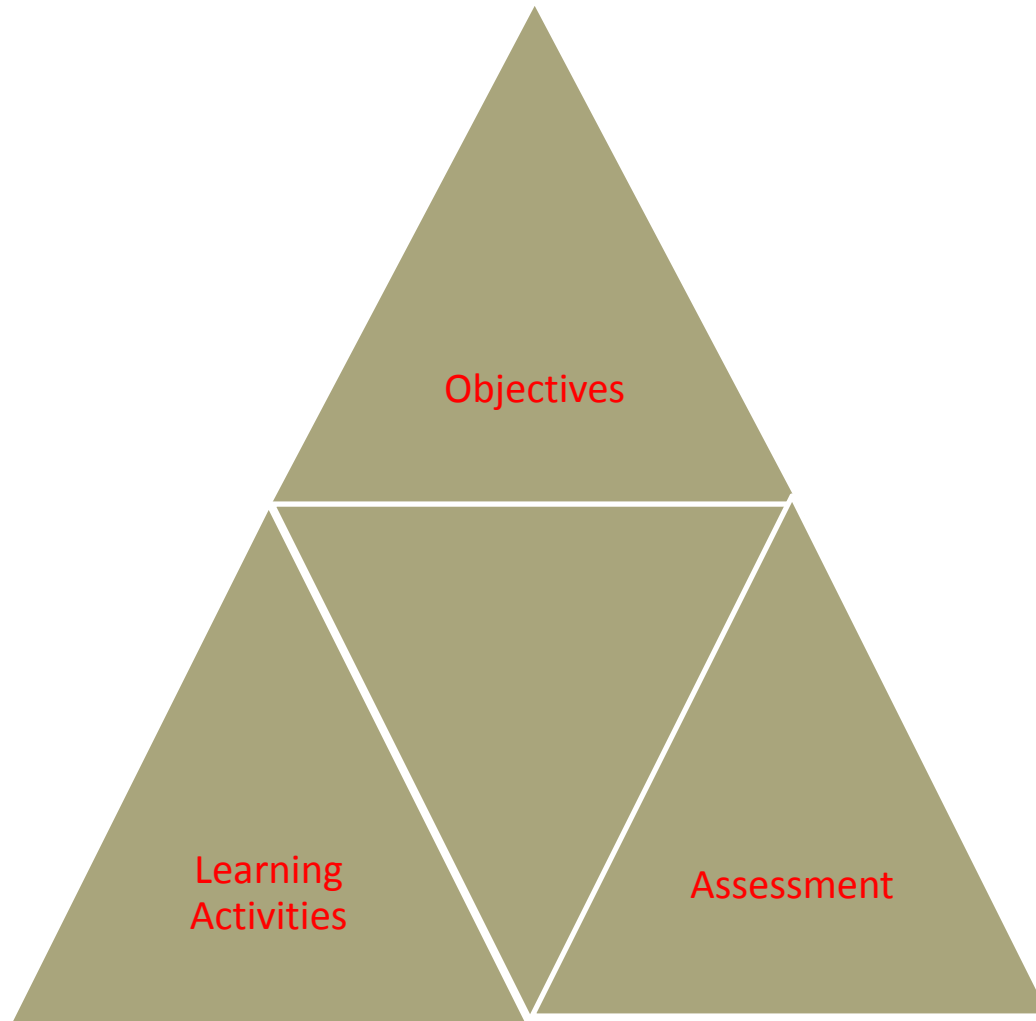
PURPOSE OF OBJECTIVES

- Guide the instructor relative to the:
  - planning of instruction,
  - delivery of instruction, and
  - assessment of student achievement.
- Guide the learner to focus and set priorities.
- Allow for analysis in terms of the levels of teaching and learning.

By knowing where you intend to go, you increase the chances of you and the learner ending up there.

MAGIC TRIANGLE

LEARNING OBJECTIVE DOMAINS

- Cognitive (knowing)

- Psychomotor (doing)

- Affective (feeling)

    Statements of affective outcomes include:

    "show sensitivity to" … "accept

    responsibility for" …. "be willing to" …..

    "demonstrate commitment to"

LEVELS OF OBJECTIVES

Bloom's Taxonomy:

(higher to lower order)

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

RELATING THE MEASURABLE VERB TO BLOOM'S LEVELS

- Evaluate – Evaluation

- Design – Synthesis

- Distinguish – Analysis

- Apply – Application

- Explain – Comprehension

- Define - Knowledge

KNOWLEDGE VERBS (1st level)

- Define
- Memorize
- List
- Recall
- Repeat
- Relate
- Name
- Repeat

COMPREHENSION VERBS (2nd level)

- Restate
- Discuss
- Describe
- Identify
- Locate
- Report
- Explain
- Express
- Recognize
- Review

APPLICATION VERBS (3rd level)

- Translate

- Interpret

- Apply

- Practice

- Illustrate

- Operate

- Demonstrate

- Dramatize

- Sketch

- Schedule

ANALYSIS (4th level)

- Distinguish
- Differentiate
- Appraise
- Analyze
- Calculate
- Criticize
- Compare
- Contrast
- Examine
- Test
- Relate
- Experiment

SYNTHESIS VERBS (5th level)

- Compose
- Plan
- Propose
- Design
- Assemble
- Create
- Prepare
- Formulate
- Organize
- Manage
- Construct
- Set-up

EVALUATION VERBS (6th level)

- Judge
- Appraise
- Evaluate
- Revise
- Score
- Select
- Measure
- Value
- Estimate
- Choose
- Compute
- Assess

EFFECTIVE LEARNING OBJECTIVES

- Consistent with the goals of the curriculum
- Clearly stated
- Clearly measurable
- Realistic and doable
- Appropriate for the level of the learner
- Worthy (Important stuff)

SAMPLE OBJECTIVES:

- Name and describe the components of Bloom's Taxonomy.
- Utilize components of Bloom's Taxonomy to write learning objectives for your teaching session

THE END

- *Good luck in your efforts to write clear and measurable objectives that communicate well to learners and colleagues.*