WRITING LEARNING OBJECTIVES

This Guide's Learning Objectives:
When you have mastered the material in this Guide, you should be able to:
1. Write clear objectives which define the specific outcomes or competencies to be achieved in terms of skills, knowledge, attitudes/values.
2. Provide the basis for determining or assessing when the instruction purpose has been accomplished.
3. Provide a framework within which a learner can organize his or her efforts to complete the learning tasks.

> HINT: Well written objectives should be clearly defined, observable, measurable, and valid.

Behavioral Objective Defined:
An objective is a clear and unambiguous description of your educational expectations for students. When written in behavioral terms, an objective will include three components: student behavior, conditions of performance, and performance criteria.

1. **Behaviour:** The verb in a learning objective is an action word that connotes an observable behavior of the skill or knowledge to be gained. What is the student expected TO DO?

> The learner will…(verb)….

2. **Conditions of Performance: I**nclude the **standards, conditions, and terms** which must be met. Describe *how well* the behavior must be performed to satisfy the intent of the behavioral verb. How well is the behavior done? Compared to what standard?

> Defined levels of accuracy, quality, quantity, time constraints.

3. **Performance Criteria:** Include special performance criteria that apply to the actual activity that the learner will perform.

> given 'x' …without 'y'.

Domains of Learning Objectives:
Behavioral objectives can be written for any of the domains of instruction:

Cognitive Domain:
Cognitive learning consists of 6 levels. For each level, specific learning behaviors are defined as well as appropriate descriptive verbs that could be used for writing instructional objectives. For example:
1. Knowledge: arrange, define, duplicate, label, list, locate, memorize, name, note, order, recall, recite, record, repeat, reproduce, show, summarize, state, tell.
2. Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. Application: apply, choose, demonstrate, dramatize, employ, find, illustrate, interpret, operate, perform, practice, schedule, sketch, solve, use, write.
4. Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Affective domain

Affective learning consists of behaviors corresponding to: attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study. This domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. Examples of active verbs in this domain are:

Psychomotor domain:

Psychomotor domain refer to skills of a practical kind. Examples are:
- Knowledge: attend, demonstrate, imitate, observe, return, view, watch,
- Application: demonstrate, draw, employ, illustrate, locate, measure, operate, perform, practice, record, set up, use,
- Problem Solving: adjust, design, experiment, master, perfect

> HINT: Avoid using verbs that represent actions or concepts that are difficult to measure such as *appreciate, be familiar with, comprehend, know, learn, master, understand.*

Checking the quality of objectives:

√ Do objectives reflect appropriately all the intended outcomes and do they sit well with the present state of knowledge of the students?

√ Are they observable and measurable and the outcomes clearly defined to a specified standard or set of conditions?

√ Are they attainable by intended learners and in the time available?

√ Do they reflect the course and curriculum aims?

> REMEMBER objectives should:
> - Define specific outcomes or competencies to be achieved in terms of skills, content mastery, attitudes or values.
> - Form the basis upon which to select or design instruction materials, content or techniques.
> - Provide the basis for determining or assessing when the instruction purpose has been accomplished.
> - Provide a framework within which learners can organize their efforts to complete the learning tasks.