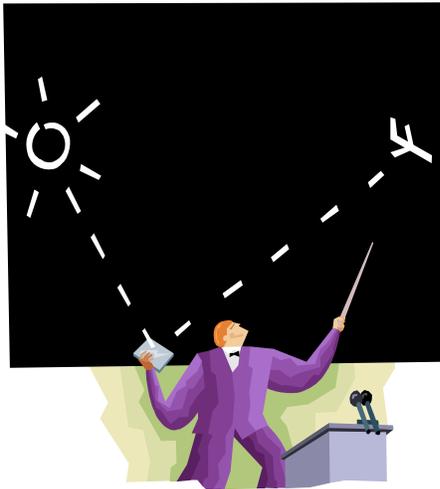


Module One

Objective Setting



What is an objective?

Objectives describe what learners will be able to do at the end of instruction. They provide clear reasons for teaching. When writing objectives, you must be sure to describe the intended result of instruction rather than the process of instruction itself.

Difference between Goals and Objectives

Goals are broad; objectives are narrow.
 Goals are general intentions; objectives are precise.
 Goals are intangible; objectives are tangible.
 Goals are abstract; objectives are concrete.

Goals cannot be validated as is; objectives can be validated.

Example:

Goal: To know about the human body.

Objective: To name 200 of the 206 bones in the human body without referring to the textbook.

Building Objectives

1. **Objectives defined.** Objectives specify what learners will be able to do to be considered competent. As such, they provide clear reasons for training. Another way to view objectives is that they are goals redrafted to state performances in terms that are clearly tangible to the reader. When writing objectives, you must be sure to describe the intended result of instruction rather than the process of instruction itself.
2. **Reasons for objectives:**
 Objectives are useful for students, instructors, and instructional designers. Here are some ways in which they are used:

- To select and design instructional content, materials, or methods, it is necessary to have a sound basis by which success can be measured. Clearly defined objectives allow designers and instructors a method to evaluate how successful their material has been.
- The purpose of instruction is to improve performance. By clearly stating the results we want the learners to accomplish, we can identify if they have gained the appropriate skills and knowledge.
- Because objectives should be stated before learners begin their instructional materials, they provide students the means to organize their efforts toward accomplishing the desired behaviors.

3. Components of a useful objective:

Many words are open to misinterpretation. "Fuzzies" are terms that are too broad to be clearly understood by the reader. It is necessary to communicate an objective in the most effective manner possible to avoid misinterpretation. A useful objective successfully communicates an intended instructional result to the reader by successfully communicating intent. The BEST statement is the one that excludes the greatest number of possible meanings other than your intent. In other words, it succeeds in communicating your intent of instruction yet avoids misinterpretation. The format known to work for stating clear objectives includes four characteristics that help an objective communicate intent. These characteristics are known under the **ABCD's** of Learning Objectives:

- **Audience** - Who will be doing the behavior or working towards the objective? Identify who it is that will be doing the performance (not the instructor).
- **Behavior** - What should the learner be able to do? Make sure it is something that can be seen or heard.
- **Condition** - Under what conditions do you want the learner to be able to do it? What will the learners be allowed to use? What won't the learners be allowed to use?
- **Degree** - How well must it be done? Common degrees include: Speed, Accuracy, Quality

Activity: Build your objectives (just for fun)

Try to make 6 sentences from the table below each one including 1) the audience, 2) the behavior, 3) the condition and 4) degree.

Audience	Behavior	Condition	Degree
The frog	Will crawl over the dead body	Without the aid of a pen	With no mistakes

The two year-old	Will climb the ladder	When provided with a standard bathing suit	With less than three mistakes
The air traffic controller	Will surf the pipeline	Given the manual: "How to Bake a Pie in 20 easy steps"	In accordance to the rules set by the San Francisco Fire Department
The criminal	Will paint the house	Given the pollution conditions of "barely breathable"	Within six years
The EdTec student	Will eat a bug	When provided with a microwave	Within 30 seconds of the sun setting
The Prime Minister	Will drink a six-pack	Without the aid of mittens	With 10% accuracy

Activity:

Check whether those objectives are effective or not? Remember we defined earlier an effective objective should contain the ABCD's of learning

Statement	Yes	No
At the end of the session, the learner will be able to		
1. State the definition of a microcomputer without looking at her notes.	X	
2. Learn about software programs in general.		X
3. Circle the verbs in a sentence with the use of a grammar guide.	X	
4. Know the elements of good teaching.		X
5. Appreciate one's friends.		X
6. Differentiate between properly and improperly assembled computerized work stations.	X	
7. Fill out a travel request.		X
8. Sing the company song.		X
9. Choose between two pictures that best describe pollution.		

Discuss the answers with the students (why yes and why no) and elucidate on the reasons given by everyone.

Problems when writing objectives

Here are some problems that are common to objectives. Take a look at these problems and rewrite your objective.

Problems	Format Types	Solutions
Vastness Complexity or Earnestness	The objective is too broad in scope or includes more than one objective	Reduce and simplify the objective
False Criteria	The criteria does not let the user know explicitly how well they need to do the behavior	Make criteria reasonable, specific, and useful
False Givens	Describes instruction, not conditions	Detail what can be used to complete the test
False Performance	Often simply restating the goal; no true performance stated	Be specific as to what you want the learner to do

Using Quality Objectives (Behavioral objectives)

There are two levels of behavioral objectives, Low and High. Meeting low objectives involves basic knowledge and comprehension. Meeting high objectives requires more complicated thought processes like the application of new skills, analysis of problems, synthesis of knowledge, and evaluation of materials.

Presented on the table below, find a description of each level of behavioral objectives:

Level	Classification	Description
Low	1. <i>Knowledge</i>	Knowledge level simply involves the recalling of specific items of information.
	2. <i>Comprehension</i>	Comprehension involves more than knowledge. For example, a person who comprehends something can not only recall it, but can paraphrase it, review it, define it, or discuss it to some extent.
High	3. <i>Application</i>	The person who can apply something can do everything in categories 1 and 2 above. He or she can demonstrate an ability to take information of an abstract nature and use it in concrete situations. It is this ability to apply information to new problems that makes this process unique.
	4. <i>Analysis</i>	The essential ingredients of analysis include breaking information down into its constituent parts and revealing the relationship of those parts.

Level	Classification	Description
	5. <i>Synthesis</i>	Synthesis is a word used to describe the process of pulling together many elements or parts so as to form a whole. It is the rearranging, combining, and relating of parts that makes this process unique.
	6. <i>Evaluation</i>	Judgments about the value of materials or methods are evaluative judgments. This process requires abilities of categories 1 through 5 as well as some abilities unique to this category.

CLASSIFY THE FOLLOWING TYPICAL ACTION WORDS FOR KNOWLEDGE OBJECTIVES

Examples:

OBJECTIVES	1 recall	2 comprehend	3 apply	4 analyze	5 synthesize	6 evaluate
1 Alter					X	
2 Analyze				X		
3 Answer		X				
4 Apply			X			
5 Arrange		X				
6 Assess						X
7 Associate		X				
8 Change					X	
9 Chart				X		
10 Choose	X					
11 Circle	X					
12 Cite	X					
13 Classify		X				
14 Compare				X		
15 Compile					X	
16 Compose			X			
17 Conclude					X	
18 Construct			X			
19 Convert			X			
20 Copy	X					
21 Correct						X
22 Criticize				X		
23 Define		X				
24 Demonstrate					X	
25 Describe	X					
26 Design			X			

OBJECTIVES	1 recall	2 comprehend	3 apply	4 analyze	5 synthesize	6 evaluate
27 Determine	X					
28 Develop			X			
29 Devise			X			
30 Differentiate		X				
31 Discuss				X		
32 Divide			X			
33 Draw			X			
34 Enumerate	X					
35 Estimate	X					
36 Evaluate						X
37 Examine				X		
38 Figure		X				
39 Find	X					
40 Follow			X			
41 Form			X			
42 Give	X					
43 Identify	X					
44 Illustrate		X				
45 Indicate					X	
46 Interpret						X
47 Isolate			X			
48 Label			X			
49 Locate			X			
50 Map		X				
51 Mark	X					
52 Match				X		
53 Measure	X					
54 Mention	X					
55 Name	X					
56 Order		X				
57 Organize		X				
58 Paraphrase		X				
59 Pick		X				
60 Place	X					
61 Prepare	X					
62 Question				X		
63 Quote				X		
64 Rank				X		
65 Rate				X		

OBJECTIVES	1 recall	2 comprehend	3 apply	4 analyze	5 synthesize	6 evaluate
66 Reason					X	
67 Recall	X					
68 Recognize	X					
69 Record	X					
70 Relate	X					
71 Repeat	X					
72 Report					X	
73 Reproduce			X			
74 Resolve				X		
75 Respond	X					
76 Restate		X			X	
77 Retell		X			X	
78 Revise				X		X
79 Rewrite					X	
80 Say	X					
81 Search	X					
82 Select	X					
83 Set up			X			
84 Sketch				X		
85 Solve				X		
86 Sort				X		
87 Substitute		X				
88 Synthesize					X	
89 Systematize					X	
90 Tabulate			X			
91 Test						X
92 Trace	X					
93 Transcribe	X					
94 Translate	X					
95 Underline			X			
96 Use			X			
97 Utilize			X			
98 Verify						X