


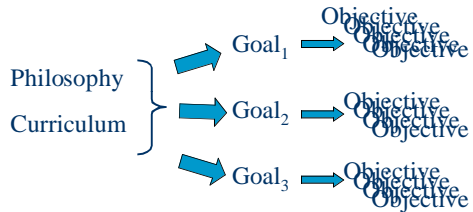
Notes

Objectives: An overview



What are objectives?

- n Relatively clear statements of the intended specific outcomes of instruction



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graph LR; subgraph Inputs; P[Philosophy]; C[Curriculum]; end; G1[Goal1]; G2[Goal2]; G3[Goal3]; O1[Objective]; O2[Objective]; O3[Objective]; P --> G1; C --> G1; P --> G2; C --> G2; P --> G3; C --> G3; G1 --> O1; G2 --> O2; G3 --> O3;
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Effects of objectives on:

- n Student achievement
- n Communication
- n Planning
- n Evaluation

Notes

A continuum of levels of objectives

A Sorting Exercise

Bloom s Taxonomy

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

Knowledge

- n Recall of specific facts, methods, or processes.

What is the chemical name of table salt?

Notes

Comprehension

- n Translation, interpretation, extrapolation

Explain, in your own words, what economists mean by marginal cost of production.

Application

- n Use of abstractions (ideas, procedures, principles, etc.) in particular novel situations.

Use the concept of negative reinforcement to explain why parents sooth crying babies.

Analysis

- n Deconstruction of a concept into its elements so that relations among parts are made clear.

Diagram the relations among the members of a multidisciplinary mental health team and a client that you observed in your practicum.

Notes

Synthesis

- n Arrangement an combination of elements and parts to form a pattern or structure not previously evident.

Create a utopian system of government for an agrarian society.

Evaluation

- n Use of a standard appraisal to develop judgments about the value of materials and methods for a stated purpose.

Evaluate the usefulness of at-home measurement of body composition by bio-electric impedance analysis in a personal health maintenance program.

Specificity and systems of objectives

- n Build from specific objectives: Mager s behavioral objectives
 - Student behavior
 - Conditions of performance
 - Performance criteria
- n General objectives illustrated by specifics: Gronlund s combined system

Notes

Examples of Behavioral Objectives

- n Given a written case describing a typical presentation (including right lower quadrant pain, fever, elevated white count), the student will correctly identify the appropriate working diagnosis as appendicitis with 100% accuracy.


Examples (cont.)

- n Given
 - a well adjusted table saw equipped with a sharp blade
 - an accurate steel rule
- n the student will rip six foot piece of 4/4 maple to a width of 3-3/4 inch
- n with
 - no more than 1/16 inch variance
 - a finished edge with no burning or chipping visible to the naked eye

Examples (cont.)

- n The student, working alone and without reference materials, will list on paper at least three causes of economic recession from among the five causes included in the instructional unit.


Notes



Behavioral Objective?

Given a list of human behaviors, be able to differentiate (sort) between those that are normal and those that are psychotic


- Behavior
- Condition(s)
- Criterion



Behavioral Objective?

Without regard to subject matter or grade level, be able to describe ten examples of school practices that promote learning and ten examples of school practices that retard it

- Behavior
- Condition(s)
- Criterion



Behavioral Objective?

Given twenty minutes of instruction and a lab exercise, be able to develop an understanding of the differences between igneous, metamorphic, and sedimentary rocks.
Criterion: 80% correct

- Behavior
- Condition(s)
- Criterion

Notes

Examples of Gronlund style general objectives

- n Students can write a clear SOAP note
 - includes appropriate information in each category
 - builds logical connections between categories (e.g., assessment and plan)
 - does *not* include clearly irrelevant information
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Examples (cont.)

- n The student can perform simple multiplication.
 - can define what multiplication means, in his or her own words
 - can define relevant terms such as "multiplier" and "product"
 - can solve problems of the type $5 \times 4 =$ _____.

Criticisms of objectives

- n Allocation of effort
- n Trivialization
- n Inappropriate to some content

Notes



Selected References

- n Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: Handbook I, the cognitive domain. New York: David McKay.
- n Gronlund, N. E. (1985). Stating objectives for classroom instruction (3rd ed.). New York: Macmillan.
- n Mager, R. F. (1975). Preparing instructional objectives (2nd ed.). Belmont, CA: Fearon.
