

# Writing Measurable Objectives

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## Objectives

- Program participants will be able to discriminate between goals and objectives using materials and handouts.
- Program participants will be able to describe three reasons to write learning objectives using materials and handouts.
- Program participants will be able to write measurable behavioral objectives using the ABCD model.
- Program participants will be able to diagnose problems with learning objectives and rewrite more measurable objectives
- Program participants will be able to apply the SMART model at the end of the program using the objective builder with no mistakes.

## Learning Objectives

- In 1948 a group of educators began classifying educational goals and objectives
- Bloom's taxonomy of the Cognitive Domain was completed in 1956

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### Bloom's Taxonomy of Cognitive Development

Evaluation

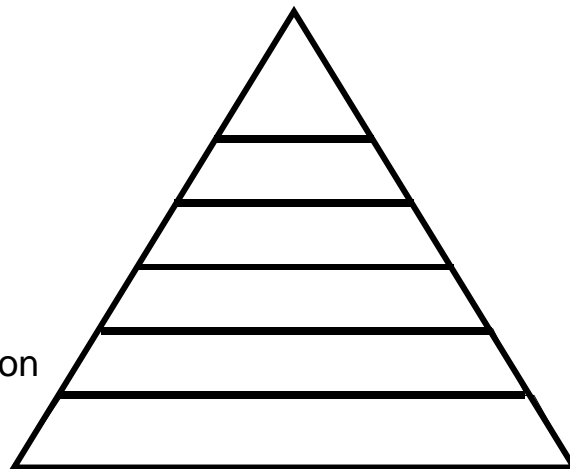
Synthesis

Analysis

Application

Comprehension

Knowledge



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## Learning Objectives

- Robert Mager (1962) argued for use of specific, measurable objectives that both guide instructors and aid students in the learning process
- Mager's central concept is that a learning goal should be broken into a subset of smaller tasks or learning objectives

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## Goals and Objectives

Moving from General to Specific

Goals

General



Objectives

Specific

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## Goals

Writing goals can provide insight into outcomes desired but does not provide enough specificity for assessment and evaluation

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## Goal Examples

- “The essential role of the university is to train students to think critically and creatively.”
- “The student must develop information management skills which enable him to apply theoretical concepts in practice”

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## Goals and Objectives

- Goals are broad
- Goals are general
- Goals are intangible
- Goals are abstract
- Goals can't be validated as is
- Objectives are narrow
- Objectives are precise intentions
- Objectives are tangible
- Objectives are concrete
- Objectives can be validated

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## Goal Examples

- To make the student capable of carrying out independently the various stages of an information science research project
- To make the student capable of reporting on the findings of his own research.
- To make the student mindful of applying rules of ethics in relation to research and publication.
- To make the student capable of drawing up a realistic work program.

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## Learning Objectives

A Learning Objective is a written statement of the measurable achievement a participant will be able to demonstrate as a result of participation in a learning activity.

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## The Purpose of Learning Objectives

- To communicate to ourselves:
  - What we intend for them to learn.
  - The content and sequence of learning
  - Whether participants have gained
    - appropriate skills,
    - attitudes,
    - and/or knowledge
  - How successful an activity has been
- To communicate to participants:

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## The Purpose of Learning Objectives

- To communicate to participants:
  - What we intend for them to learn
    - so they can organize their efforts toward accomplishing the desired behavior
    - For self-selection purposes
- To communicate to other interested parties
  - The purpose and degree of success of our activities
  - Professional Accreditation Agencies, SACS, SCHEV

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## Characteristics of a Learning Objective

- It is **always** expressed in terms of the learner.
- It is **precise and supports** only one interpretation.
- It describes an **observable behavior**
- It specifies **conditions** under which the behavior is performed
- It specifies **criteria** for accomplishment

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## ABCD Model

### Questions a good objective answers

- **Audience:** Who will be performing the behavior?
- **Behavior:** What behavior should the learner be able to do?
- **Condition:** Under what conditions do you want the learner to be able to do it?
- **Degree:** How well must it be done?

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## ABCD Model

- **Audience** - Identify who will be learning (not the instructor)
  - The Learner
  - The Staff member
  - The Student
  - The Participant
  - The Employee
  - The Trainee
  - The Organization Member
  - The Audience Member

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## ABCD Model

- **Behavior** (Performance)
  - Should include an action verb indicating what the learner will be able to do
  - Should be something that can be seen or heard

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## Overt vs. Covert Performance

- **Overt**  
refers to any kind of performance that can be observed directly whether that performance is visible or audible
- **Covert**  
refers to performance that cannot be observed directly, performance that is mental, invisible, cognitive or internal

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When a performance is covert

- Add an indicator behavior to the objective that is covert

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## ABCD Model (Behavior)

- "Learner will be able to" (LWBAT)
  - Cognitive objectives
  - Psychomotor objectives
- "Learner will choose to" (LWCT)
  - Affective objectives

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## Action Verbs That Could Be Used When Writing Cognitive Learning Objectives

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	use	differentiate	propose	evaluate
list	recognize	demonstrate	appraise	design	rate
recall	explain	practice	calculate	formulate	compare
name	identify	illustrate	categorize	arrange	value
relate	locate	operate	experiment	assemble	revise
tell	report	schedule	test	collect	score
quote	review	calculate	compare	construct	select
label	express	complete	contract	organize	choose
name	summarize	show	diagram	manage	assess
	describe	solve	relate	prepare	estimate
	interpret	examine	solve	combine	measure
	predict	modify	examine	modify	decide
	distinguish	change	separate	substitute	rank
	differentiate	relate	classify		recommend
			arrange		convince
			divide		conclude
			select		

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## Covert Verbs

- know
- familiarize
- gain knowledge of
- comprehend
- study
- cover
- understand
- be aware
- learn
- appreciate
- become acquainted with
- realize

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## ABCD Model

- **Condition**
  - State the conditions you will impose when learners are demonstrating their mastery of the objective.
  - What will the learners be allowed to use?
  - Under what conditions must the mastery of skill occur?

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## Conditions

- Givens
- Resources
- Environment
- Directions
- Format
- Deadlines

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## ABCD Model

- **Degree** (or criterion)
  - A degree or criterion is the standard by which performance is evaluated.
    - The power of an objective increases when you tell the learners the behavior must be done.

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- Accuracy/Tolerance
- *Speed*
- *Number*
- Reference or Standards
- *Permissible Errors*
- Degree of Excellence

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## **Time Management**

### 1. Cognitive Synthesis

The SWBAT create a weekly schedule given a weekly schedule form. The form must be legible and include the following: meals, sleep, classes, work, study hours, extra-curricular activities, commute time, and time to get ready.

### 2. Cognitive Knowledge

The SWBAT identify 5 of the 8 components of a weekly schedule.

### 3. Affective

The student will choose to (SWCT) endorse the use of a weekly schedule.

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## **SQ3R Reading Method**

### Cognitive Knowledge

The SWBAT identify the content and sequence of the SQ3R reading method.

### **Cornell Note-taking Method**

### Cognitive Knowledge

The SWBAT identify three elements of the Cornell note taking format.

### **Anger Management**

### Affective

The student will choose an effective alternate course of action from the techniques learned in the workshop.

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## **Academic Advising**

### **Cognitive - Knowledge questions:**

Given a current catalog, a SWBAT indicate the resources available to answer a financial aid question.

Given a current catalog, a SWBAT identify the specific elements of the general education requirements.

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## **Diagnosing Objectives**

Participants will be able to name two reasons why objectives are important without handouts or notes.

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## Diagnosing Objectives

Participants will be able to apply the ABCD Model to their course objectives and syllabus prior to fall semester

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## Diagnosing Objectives

Participants will be able to diagnose learning objectives without handouts when given a sample objective with 100% accuracy.

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