

Diagnosing Objectives

"Given a sentence written in the past or present tense, the student will be able to rewrite the sentence in future tense with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."

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Diagnosing Objectives

Given examples and non-examples of constructivist activities in a college classroom, the student will be able to accurately identify the constructivist examples and explain why each example is or isn't a constructivist activity with no mistakes."

1

Diagnosing Objectives

Given a standard balance beam raised to a standard height, the student (attired in standard balance beam usage attire) will be able to walk the entire length of the balance beam (from one end to the other) steadily, without falling off, and within a six second time span."

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Diagnosing Objectives

"Given two cartoon characters of the student's choice, the student will be able to list five major personality traits of each of the two characters, combine these traits (either by melding traits together, multiplying together complementary traits, or negating opposing traits) into a composite character, and develop a short (no more than 20 frames) storyboard for a cartoon that illustrates three to five of the major personality traits of the composite character."

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Diagnosing Objectives

"Given the opportunity to work in a team with several people of different races, the student will choose to demonstrate a positive increase in attitude towards non-discrimination of race, as measured by a checklist utilized/completed by non-team members."

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SMART Model

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime - Limited

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SMART

- *Specific:*

- It's difficult to know what students should be doing if they are to pursue the goal to "Write better." It's easier to recognize "Write an essay."

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SMART

- *Measurable:*

- It's difficult to know what the scope of "Write an essay" really is. It's easier to appreciate that effort if the objective is "Write a 300-500 word argumentative essay with fewer than 10 mechanical errors."

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SMART

- **Attainable:**

The student must know what constitutes a condition or, the objective is not attainable. The objective must fit in with the scope of the work in the class/workshop/activity.

8

SMART

- **Relevant:**

- If the student sees no connection between the objective and his/her own goals and the assignment, the objective will not be relevant.

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SMART

- *Time-Limited:*

The learning objective must include the time frame in which the work is to be done. “As the final exam, the students will be able to write in 90 minutes a 300-500 word argumentative essay with fewer than 10 mechanical errors.”

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Intermediate and Terminal Objectives

- **Intermediate Objective**
 - Statement which indicates , within a sequence of various items of learning an item which the subject must master before the terminal objective is attained.
- **Terminal objective:**
 - Statement of a lasting and intrinsically useful skill which the subject must have acquired at the end of a particular learning activity

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Reasons for making the distinction

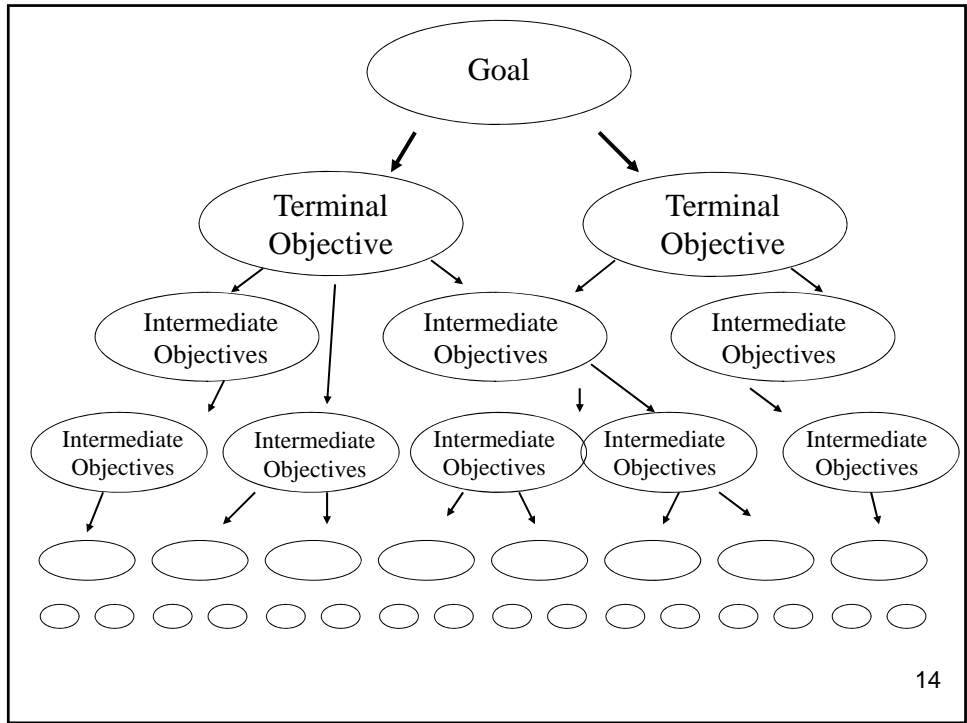
- Intermediate objectives provide checkpoints in the learning process. (ongoing evaluation)
- Terminal objectives encourages thinking about the really important skills.
- A means of distinguishing between what is essential

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Terminal vs. Intermediate

- More important, essential broad or complex the greater likelihood that it is a terminal objective.
- Consensus easier on terminal than intermediate objectives.

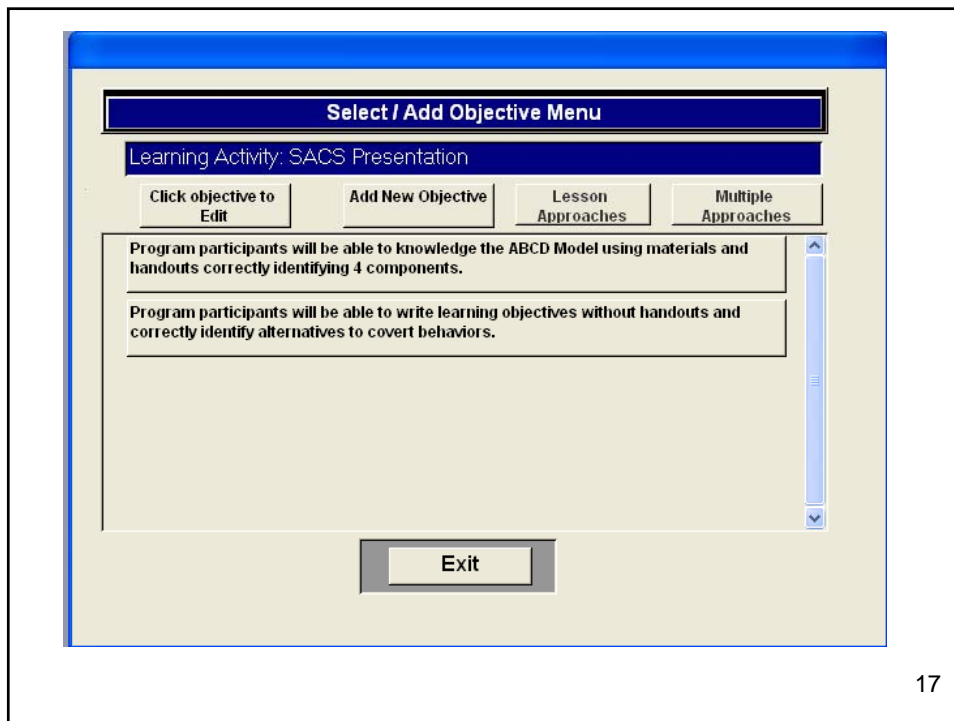
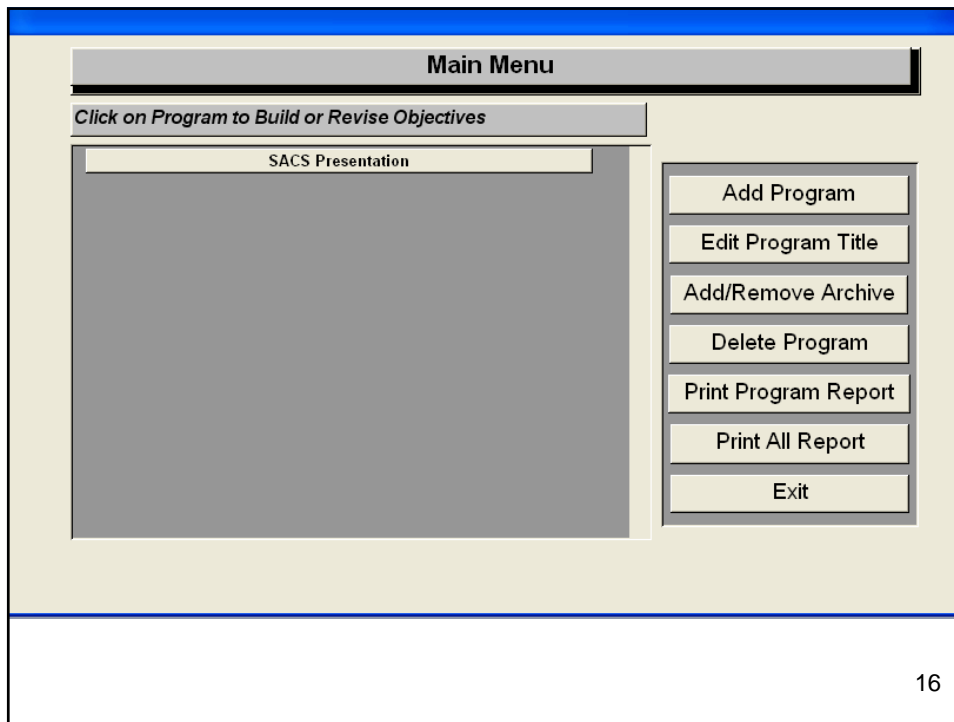
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Objective Wizard

SACS Presentation

Cognitive Objectives		Affective Objectives	
<input type="checkbox"/> Knowledge	<input type="checkbox"/> Analysis	<input type="checkbox"/> Receiving	<input type="checkbox"/> Organization
<input type="checkbox"/> Comprehension	<input type="checkbox"/> Synthesis	<input type="checkbox"/> Responding	<input type="checkbox"/> Characterization by value or complex
<input type="checkbox"/> Application	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Valuing	

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References

<p>Writing Learning Objectives</p> <p>Basic Guidelines (and Examples) http://www.mapnp.org/library/trng_dev/irn_objs.htm</p> <p>How to Write Clear Objectives http://tlt.its.psu.edu/suggestions/research/Write_Objectives.shtml</p> <p>How to Write Learning Objectives in Behavioral Form http://www.adprima.com/objectives.htm</p> <p>Understanding Objectives http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html</p> <p>Guidelines for writing learning objectives in librarianship, information science and archives administration http://www.unesco.org/webworld/ramp/html/r8810e/r8810e00.htm</p> <p>Quick Guide to Writing Learning Objectives http://www.nwlink.com/~donclark/hrd/temp/lates/objectivetool.html</p> <p>Writing Learning Objectives http://www.arl.org/training/ilcso/objectives.html</p> <p>Information about learning objectives and how to write them http://med.fsu.edu/education/FacultyDevelopment/objectives.asp</p> <p><i>Writing instructional objectives: The what, why how and when.</i> http://www.sogc.org/conferences/pdfs/instructionalObj.PDF</p>	<p>Blooms Taxonomy</p> <p>Affective Domain http://www.itc.utk.edu/~jklittle/edsmt521/affective.html</p> <p>Assessing Learning Objectives Bloom's Taxonomy http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp</p> <p>Bloom's Taxonomy http://www.officeport.com/edu/blooms.htm</p> <p>Cognitive Domain http://www.itc.utk.edu/~jklittle/edsmt521/cognitive.html</p> <p>Psychomotor Domain http://www.itc.utk.edu/~jklittle/edsmt521/psychomotor.html</p> <p>Instructional Design http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html#isd</p> <p>Assessment</p> <p>Curriculum Development Performance Criteria http://its.foxvalleytech.com/iss/curriculum/assessment/CRITCOND.html</p> <p>How to Write an Assessment Based on an Objective http://www.adprima.com/assessment.htm</p> <p>Performance Criteria http://its.foxvalleytech.com/iss/curriculum/assessment/CRITCOND.html</p> <p>Multiple Choice Questions and Bloom's Taxonomy http://web.uct.ac.za/projects/cbe/mcqman/mcqappc.html</p>
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Writing Measurable Objectives

Questions?

