PRESENTATION ON INSTRUCTIONAL OBJECTIVES

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INSTRUCTIONAL OBJECTIVES

By

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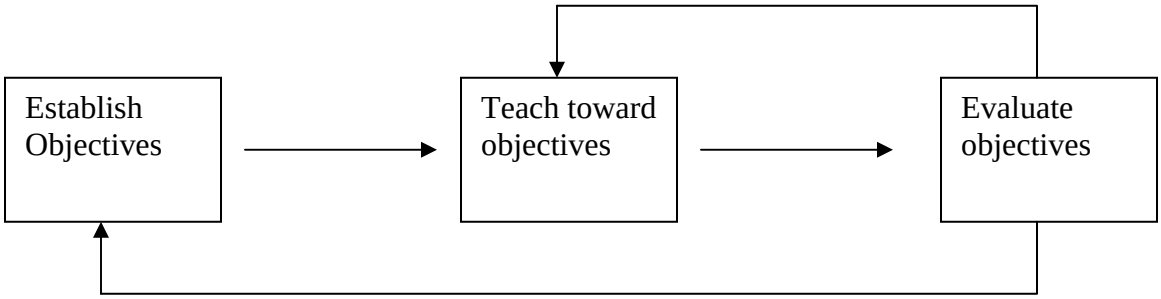
OBJECTIVES AND LEARNING OUTCOMES

- Learning definition.
- Valid reasons for stating objectives.
- Define and contrast educational goals, informational objectives, and instructional objectives.
- Components of instructional objectives.
- The three domains of learning.
- Classification of objectives.
- Informational objectives and instructional objectives at different levels of cognitive, affective, and psychomotor sophistication.

Instructional objectives

Learning can be defined as change in a student's capacity for performance as a result of experience. (Kenneth D. Moore) The intended changes should be specified in instructional objectives. Viewed in this context, an **objective** can be defined as a clear and unambiguous description of your instructional intent. An objective is not a statement of what you plan to put into the lesson (content) but instead a statement of what your students should get out of the lesson.

Teaching model



Source: Kenneth D. Moore 5th Ed (2001)

Value of objectives

- Teaching approach can be ordered to a large extent by objective.
- It makes the whole teaching-learning process define, specific and goal directed. (Rashid. M 2003)
- Objectives set the framework for evaluation. (Kenneth D. Moore, 5th ed, 2001)

Goal and objective specificity

Goals are extremely broad statements that are used to describe the purpose of schooling, a course, or a unit of instruction.

Objectives, on the other hand, are narrower statements of the intended learning of a unit or specific lesson (Gronlund, 1970).

Generally goals and objectives are written at three different levels (Kryspin & Feldhusen, 1974). Here I label these three levels in descending order of specificity.

Educational goals

Informational objectives and

Instructional objectives (written for specific lessons and exercises)

Informational objectives are abbreviations of instructional objectives. Instructional objectives contain all four components of a well-stated objective, but informational objectives specify only the student performance and the product.

Consider the following examples:

Instructional objective: Given a list of alternatives on a multiple-choice test, the student will select the definitions for the terms *triangle, rectangle, square, trapezoid,* and *circle* with 100 percent accuracy.

Informational objective: The student will select the definitions for the terms *triangle, rectangle, square, trapezoid,* and *circle.*

Examples of Goal and Objective specificity

Type	**Example**
Educational goal	**The student will become a knowledgeable citizen.**
Informational objective	**The student will match major industries to their respective region in the united states**
Instructional objective	**Given a list of industries and united states regions, the students will match each industry to its respective region with 90 percent accuracy**

Well stated objectives

A well stated objective should include four components: the *performance, a product, the condition,* and *the criterion* (Mager 1984 and Kibler, Barker, & Miles 1970)

The Performance

A well-stated objective must be written in terms of what students are expected to do, not what teacher is to do. Student learning is the purpose of instruction, well-stated objectives should always be written in terms of observable student performance e.g. the student will pronounce the new vocabulary words.

The performance component in a well-stated objective specifies exactly what student actions should be observed as a result of instruction.

The Product

The product is what students will produce by their action. It is that product which will be evaluated to determine whether the objective has been mastered.

Examples are:

The student will write the numerals to ten.

The student will identify (underline) the nouns in a sentence.

The product then is the planned outcome resulting from the instructional process. It is what you want students to produce or be able to do.

The Conditions

This component of a well-stated objective includes the information, tool or equipment, and materials that will or will not be available to students; any special limitations or restrictions as to time and space; and any other requirements that may be applicable e.g. Given a list of 20 authors…

After reading chapter 2…

The Criterion

The fourth and last component of a well-stated objective is the level of acceptable student performance . Here we state the level of behavior we will accept as satisfactory or the minimum level for showing mastery. The criterion level may be stated as follows:

As acceptable limits of time:

…within 10 minutes…

…in less than five minutes…

Usually standard is selected on the basis of past experiences and class expectations.

Classification of objectives

The most commonly used system for classifying objectives is the taxonomy developed by Bloom, Engelhart, Furst, Hill & krawthwohl(1956) and krathwhol, Bloom,& Masai (1964). This system is divided into three major categories or domains of learning:

The Cognitive domain

The Affective domain

The Psychomotor domain

The three educational domains with levels of learning and definitions

Cognitive domain	
Domain and level	**Definition**
Knowledge	**Recall of factual information**
Comprehension	**Lowest level of understanding; evidence of understanding and the ability to make use of information**
Application	**Lowest level of understanding; evidence of understanding and the ability to make use of information**
Analysis	**Lowest level of understanding; evidence of understanding and the ability to make use of information**
Creation	**Combining components to form a new whole**

Affective domain	
Domain and level	**Definition**
Receiving	**Freely attending to stimuli**
Responding	**Voluntarily reaching to stimuli**
Valuing	**Forming an attitude toward a stimulus**
Commitment	**Behaving consistently with an internally developed, stable value system**

Psychomotor domain	
Domain and level	**Definition**
Imitation	**Carrying out basic skill with direction and under supervision**
Manipulation	**Performing a skill independently**
precision	**Performing a skill accurately**

Instructional objectives and associated verbs

Cognitive objectives and associated verbs			
objective	**Associated action verbs**		
i. **Knowledge**	**Define** **State** **list** **name**	**Write** **Recall** **Recognition** **label**	**Underline** **Select** **Reproduce** **Measure**
ii. **Comprehension**	**Identify** **Justify** **Select** **Indicate**	**Illustrate** **Represent** **Name** **Formulate**	**Explain** **Judge** **Contract** **Classify**
iii. **Application**	**Predict** **Select** **Assess** **Explain**	**Choose** **Find** **Show** **demonstrate**	**Construct** **Compute** **Use** **Perform**
iv. **Analysis**	**Analyze** **Identify** **Conclude** **differentiate**	**Select** **Separate** **Compare** **contrast**	**Justify** **Resolve** **Break-down** **Criticize**
v. **Synthesis**	**Combine** **Restate** **Summarize** **precise**	**Argue** **Discuss** **Organize** **derive**	**Select** **Relate** **Generalize** **Conclude**
vi. **evaluation**	**Judge** **Evaluate** **Determine** **Recognize**	**Support** **Defend** **Attack** **criticize**	**Identify** **Avoid** **Select** **choose**

Source: Rashid, M. (1999). Study Guide on Teaching strategies code no. 846, units 1-9 2nd Ed Islamabad AIOU.

Affective objectives and associated action verbs			
objective		**Associated action verbs**	
i. **Receiving**	**Listen** **Attend** **Prefer**	**Accept** **Receive** **perceive**	**Beware** **Favour** **select**
ii. **responding**	**State** **Answer** **complete**	**Select** **List** **attain**	**Indicate** **Decide** **influence**
iii. **valuing**	**Accept** **Recognise** **participate**	**Increase** **Develop** **attain**	**Record** **Develop** **Derive**
iv. **organization**	**Organize** **Judge** **relate**	**Find** **Determine** **correlate**	**Associate** **Form** **Select**
v. **characterization**	**Revise** **Change face**	**Accept** **Judge** **develop**	**Demonstrate** **Identify** **decide**

Source: Rashid, M. (1999). Study Guide on Teaching strategies code no. 846, units 1-9 2nd Ed Islamabad AIOU.

Psychomotor objectives and associated action verbs			
Objective	**Associated action verbs**		
i. ***Imitation***	Follow Select rely	Choose Point to ask	Hold Give Locate
iii. ***Manipulation***	Read Conform help	Answer Practice present	Report Greet Tell Perform
iv. ***Precision***	Initiate Ask Invite	Follow Share Join	Purpose Read Study work

Levels of Cognitive domain

Learning intent in the cognitive domain ranges from simple recall of facts to complex synthesis of information and the creation of new ideas.

Dr. bloom has divided the cognitive domain into six categorization proceeds from simple to complex acts i.e. knowledge, comprehension, application, analysis, synthesis and evaluation. However, Bloom's two highest levels, synthesis and evaluation, have been combined into a single "creative" level.

i. ***Knowledge learning*** refers to the simple recall of previously learned materials. This may involve the recall of terminology, basic principles, generalizations, and specific facts. Knowledge level objectives can be expressed with such verbs as *identify, define, list, match, write, describe* and *state.*

Knowledge level examples are:

The student will list the names of 10 districts of N.W.F.P.

The student will spell at least 70 percent of the words in the third grade.

ii. ***Comprehension*** is the lowest level of understanding and may involve changing the form of previously learned material or making simple interpretation. Comprehension level objectives can be expressed with such verbs as *translate, convert, paraphrase, rewrite summarize, explain* and *differentiate*.

Examples are: After reading a short story, the student will summarize the major plot. After studying the Kashmir issue, the student will explain the condition in Kashmir that led to the war

iii. ***Application*** entails the use of learned information in new and concrete situations. It may involve the application of rules, general ideas, concepts, laws, principles and theories. Application level objectives can be expressed with such verbs as *use, operate, produce, solve, show, compute* and *prepare*.

Examples is: the student will prepare a graph showing the Pakistan's imports for the last 5 years.

iv. ***Analysis*** entails breaking down material into its component parts so that it can be better understood. It may involve identification of components, analysis of relationships between parts, and recognition of organizational principles and structures. Analysis level objectives can be expressed with such verbs as *select, separate, subdivide, identify* and *break down.*

Examples are: given a sentence, the student will identify the major parts of speech,

The student will break down a story plot into various subplots.

v. ***Creation*** entails combining components to form a new whole or to produce an evaluation based on specified criteria. Creation level objectives can be expressed with such verbs as *design, plan, compose compare, conclude, explain* and *interpret.*

Examples are:

The student will compose an original story form an unusual situation.

Given the materials, the student will design a hat.

Levels of Affective learning

Objectives in the effective domain are concerned with emotional development. Thus the effective domain deals with attitudes, feelings, and emotions, and they vary according to the degree of internalization sought.

The effective domain presented here has been adapted from the work of Krathwohl et al.(1964), and it too combines the two highest levels, organization and characterization, into a single labeled "commitment."

The detail categorization is as given below:

i. ***Receiving*** involves being aware of and being willing to *freely* attend to a stimulus (listen and look). Receiving level objectives can be expressed with such verbs as *follow, select, rely, choose, ask, hold, give* and *locate*.

Examples are: the student will listen for respect words (please, thank you, sir, madam, etc) in stories read aloud in class.

When asked the student will point to various plant.

ii. ***Responding*** involves active participation. It involves not only freely attending to a stimulus but also *voluntarily* reacting to it in some way. It requires physical, active behavior. Responding level objectives can be expressed with such verbs as *read, help, answer, practice, report, greet, tell* and *perform.*

Examples are: the student will volunteer to help with a class mathematics project.

The student will report that poetry is enjoyable to read

iii. ***Valuing*** refers to voluntarily giving worth to an object, phenomenon, or stimulus. Behaviors at this level reflect a belief, appreciation, or attitude.

Valuing level objectives can be expressed with such verbs as *initiate, ask, invite, share, join, follow, read, study* and *work.*

Example are: when given a center choice, the student will ask to go to the science learning center.

The student will join at least one discussion of a school related subject.

iv. ***Commitment*** involves building an internally consistent value system and *freely* living by it. A set of criteria is established and applied in choice making. commitment level objectives can be expressed with such verbs as *alter, integrate, relate, synthesize, act, listen, use* and *verify.*

Examples are: The student will defend the importance of at least one governmental educational policy.

The student will freely alter a judgment in light of new evidence.

Levels of psychomotor learning

Objectives in the psychomotor domain relate to the development of muscular and motor skills and range from beginning to expert performances. In this text three levels of learning are included in the psychomotor taxonomy.

i. ***Imitation*** refers to the ability to carry out the basic essentials of a skill when given directions and under supervision. At this level the total act is not performed with skill, nor is timing and coordination refined. Imitation level objectives can be expressed with such verbs as construct, dismantle, drill, change, clean, follow and use.

Examples are: Given written instruction, the student will construct at least five geometric models.

The student will follow basic instructions for making a simple table.

ii. ***Manipulation*** refers to the ability to perform a skill independently. The entire skill can preformed in sequence. Conscious effort is no longer needed to perform the skill, but complete accuracy has not been achieved. Manipulation level objectives can be expressed with such verbs as *connect, create, fasten, weigh* and *sketch.*

Examples are: Given several different objects, the student will weigh each.

Given an oral description of an object, the student will sketch it.

iii. ***Precision*** refers to the ability to perform an act accurately, efficiently, and harmoniously. Complete coordination of the skill has been acquired. The skill has been internalized to such an extent that it be can be performed unconsciously. Precision level objectives can be expressed with such verbs as *adjust, align, focus, calibrate, construct, manipulate* and *build.*

Examples are: The student will accurately adjust a microscope.

Given the materials, the student will construct a usable chair.

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