# *Instructional Objectives: The Foundation of Instructional Effectiveness*

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# *Educational Objectives*

At the end of this presentation you will be able to :

❖ compare and contrast educational goals VS. educational  objectives

❖  identify  models for writing objectives

❖  use the resources effectively while planning & develop educational objectives  using the ABCD Model that are  derived from the standards.

# Educational Goals and Objectives

**Educational Objectives are also called:**

Learning Objectives

Outcomes

Terminal Objectives

Enabling Objectives

Performance Objectives

Aims

Competencies

Instructional Objectives

Behavioral Objectives

**The use of the terms "goals" and "objectives" can be confusing!**

**Let's clarify the differences.**

# What are the differences between goals and objectives ?

## The Difference Between Goals and Objectives

| GOALS | OBJECTIVES |
|---|---|
| • Broad statements | • Specific |
| • General intentions | • Precise |
| • Intangible | • Tangible |
| • Abstract | • Concrete |
| • Generally hard to measure | • Measureable |

# Now ! Can you define learning objectives?

•Describes the desired learning outcome of instruction
•Foundation upon which lessons and assessments are built

*Objectives are derived from goals and the meeting of them leads to the satisfaction of goals.*

**Objective**

Broad, generalized, and long-range statement about what knowledge, skills, values students are expected to achieve

**Goal**

# I want students to be able to:

| General Goals | | | Specific Outcomes |
|---|---|---|---|
| Learn<br>Understand<br>Appreciate<br>Value<br>Perform<br>Construct | *How<br>do<br>you<br>know?* | *...<br>because<br>they<br>can* → | Analyze<br>Solve<br>Respect<br>Critique<br>Diagnose<br>Evaluate |

# Can you identify the goals

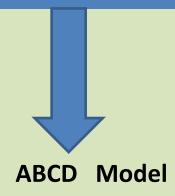✔ By the end of the school year, the student will use a variety of strategies (e.g., context clues, word study, morphology) to identify the meanings of unknown words .

• The students will orally recite a poem from the complete works of Shakespeare with 80% accuracy in intonation and pronunciation.
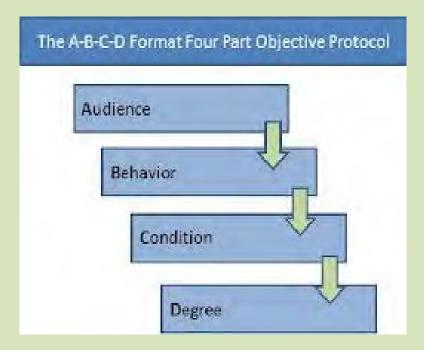
✔ To respond to literal questions with short phrases, which may or may not, be grammatically correct.

✔ To increase comprehension of the English language.

# The Components of an Educational Objective

**ABCD   Model**

The A-B-C-D Format Four Part Objective Protocol

Audience

Behavior

Condition

Degree

| Part | Description | Example |
|---|---|---|
| **A** = **Audience** | •Who is your audience?<br>•Who is performing the action?<br>•Who is this activity intended for ? Be specific | At the end of the webinar **the participants** will be able to ….<br><br>-At the conclusion of the conference presentation the **attendees** will be able to<br><br>-Using a graphic organizer **students** will be able to recognize the elements of a story with no errors. |



A=Audience (the learners, readers or participants, not the instructor)

| Part | Description | Example |
|---|---|---|
| **B** = Behavior | • What will the learner be able to do?<br>• Behaviors always use a verb or action word.<br>• Sometimes you will describe the product or the result of the behavior | Given a map of Qatar the student will be able to **label** three main cities with 100% |



**B=BEHAVIOR**

(what the participants will do)

| Part | Description | Example |
|------|-------------|---------|
| **C** = Condition | • How will the student accomplish the task? <br>• What information is given? <br>• What information is not given? <br>• Give the conditions in which performance will occur. | -Given a recipe the students will describe the process of cooking a roast until medium rare. <br>-After listening to a lecture on …. <br>-Given a short story and a dictionary…… |

C= Condition

(imposed by the instructor)

| Part | Description | Example |
|---|---|---|
| **D** = Degree | • The standard or criterion for judging the behavioral performance performance. <br>• performance. <br>➢ How often? <br>➢ How well? <br>➢ How many? <br>➢ How much? <br>• Define expectations regarding accuracy, quality, and speed. | Given an Arabic / English dictionary the student will translate a passage with **no errors** |



D=Degree

What is "Good Enough"?

# What type of behavior do you want?

Behaviors for educational objectives fall into three categories, called domains
Think of them as three flavors of ice cream!



**Cognitive Domain**

**Affective Domain**

**Psychomotor Domain**

# Affective Domain

Relating to the expression of feelings, including emotions, fears, interests, attitudes, beliefs, values and appreciations

Often the most difficult objectives to develop

Sometimes called "heart" objectives

**Examples :**
❖After attending a lecture on Essential Functions, the student will exhibit the following behaviors:
-Show respect for self and others.
-Communicate effectively in written and spoken English

| Key Verbs for the Affective Domain | | | | |
|---|---|---|---|---|
| **Receiving** | **Responding** | **Valuing** | **Organization** | **Characterization** |
| • accept | • complete | • accept | • codify | • internalize |
| • attend | • comply | • defend | • discriminate | • Verify |
| • develop | • cooperate | • devote | • display | |
| • recognize | • discuss | • pursue | • order | |
| | • examine | • seek | • organize | |
| | • obey | | • systematize | |
| | • respond | | • weigh | |

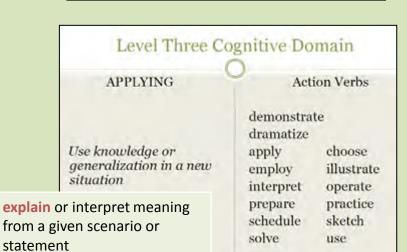| category or 'level' | 'key words' (verbs which describe the activity to be trained or measured at each level) |
|---|---|
| Imitation | copy, follow, replicate, repeat, adhere |
| Manipulation | re-create, build, perform, execute, implement |
| Precision | demonstrate, complete, show, perfect, calibrate, control, |
| Articulation | construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master |
| Naturalization | design, specify, manage, invent, project-manage |

Motor Skills

The easiest objectives to write as the behavior is easily observed and monitored. Psychomotor skills often involve the use of tools or instruments.

" Hands On" courses will contain psychomotor objectives

"Hand" Objectives

**Psychomotor Domain**

# Cognitive Domain

Dealing with intellectual abilities

Approximately 80% of educational objectives fall into this domain

Most familiar to both instructors, authors and learners

"Head" objectives

## Level One Cognitive Domain

**REMEMBERING**

*Recall of information*

Action Verbs

| | |
|---|---|
| match | remember |
| list | memorize |
| define | recognize |
| arrange | relate |
| label | recall |
| name | repeat |
| order | reproduce |

**Label** diagrams using shapes and text boxes

## Level Two Cognitive Domain

**UNDERSTANDING**

*Interpret information in one's own words*

Action Verbs

| | |
|---|---|
| classify | describe |
| discuss | explain |
| express | identify |
| indicate | locate |
| recognize | report |
| restate | review |
| select | sort |
| tell | translate |

**describe** the benefits of each type of sport using the vocabulary words given previously.

## Level Three Cognitive Domain

**APPLYING**

*Use knowledge or generalization in a new situation*

Action Verbs

demonstrate
dramatize

| | |
|---|---|
| apply | choose |
| employ | illustrate |
| interpret | operate |
| prepare | practice |
| schedule | sketch |
| solve | use |

**explain** or interpret meaning from a given scenario or statement

## Level Four Cognitive Domain

**ANALYSING**

*Break down knowledge into parts and show relationships among parts*

Action Verbs

discriminate
differentiate

| | |
|---|---|
| analyze | appraise |
| calculate | categorize |
| compare | contrast |
| criticize | diagram |
| distinguish | examine |
| inventory | question |
| experiment | test |

**Classify** the actions of the characters in the book

## Level Five Cognitive Domain

**EVALUATING**

*Making judgments based on criteria and standards*

Action Verbs

| | |
|---|---|
| appraise | argue |
| assess | attack |
| choose | compare |
| defend | estimate |
| evaluate | judge |
| predict | rate |
| score | select |
| support | value |

## Level Six Cognitive Domain

**CREATING**

*Bring together parts of knowledge to form a whole and build relationships for new situations*

Action Verbs

| | |
|---|---|
| arrange | assemble |
| collect | compose |
| constr | |
| design | |
| manag | |
| plan | |
| propose | set up |
| synthesize | write |

**Design** a graphic organizer that explains the stages of the plot in the story.

# Example

"When given a list of 20 words, the learner will be able to identify correctly all the cognitive action verbs".

Audience     *"the learner"*

Behavior     *"identify"* (Level Two Cognitive)

Condition     *"when given a list of 20 words"*

Degree     *"all"* (100%)

## *Now !*
## *Can you modify these goals to form SMART objectives*

- **To respond to literal questions with short phrases, which may or may not, be grammatically correct.**

✔ BASIC OBJECTIVE: By _____ (date) when given comprehensible input _____ (student) will respond to (who, what, where, when, how, and why) questions using short phrases with _____ (%) accuracy as measured by_____ (teacher observation and records,

- **To increase writing fluency in English**

✔ By the end of the lesson students will respond by (dictating, writing a sentence, writing a paragraph, etc.) after listening/reading to a story with 80% accuracy .

**1.2** Recognize, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, ………………

**8.1** Through independently reading, identify and show understanding of main ideas, key details and sequence in short narratives

**8.3** Identify some key features of factual recounts..

# Sample SMART objectives following the ABCD Model



**1.2** After reading a short story, students will be able to identify & use 8 new words related to life in the country correctly . --

**8.1 After reading the story students will be able to**
- explain the changes in Jamie's life / compare & contrast with no errors
-describe the feeling of the main character within 1-2 sentences correctly .

**8.3 After reading the story students will be able to :**
- Identify the main purpose of reading factual recounts .

- Identify the main 3 parts of the story : opening – recount of the events & closing

## Look!
I had to wake up early today.
I didn't have to make breakfast.

forest    path    grass    mountain biking

Read the text and write **T** for **True** or **F** for **False**.

1. Jamie's father worked for a newspaper.
2. Jamie's father found a job in the city.
3. It's easy for Jamie to find places to go mountain biking.
4. Jamie takes the bus to school.
5. Jamie's family drives to the supermarket.
6. Jamie played football in the street in the city.
7. Jamie hasn't got many friends in the village.

Listen and tick (✓). What did Mark have to do when he went to a farm on holiday last month? There are two pictures that you do not need to tick.

1    2    3    4    5

Play a guessing game. Imagine you took part in one of the activities below. What things did you have to do? Look at the pictures and use the prompts below to tell your friend.

- get up (very) early
- put on special clothes
- wear a hat / helmet...
- spend all day at...
- be careful / quiet...
- ride a camel
- practise for hours
- go to a forest
- ... etc.

a. go sailing
b. visit a museum
c. go on a desert safari
d. go mountain biking

-Think of the other standards that could colligate with the previous ones?
-Derive/ compose one SMART objective from each standard
- Write all the standards & the objectives in the provided lesson plan template



When you choose your standards, you need to keep in mind that they mirror all the skills you need to integrate within your lesson.
Harmonized standards are recommended for use.

# Think- Pair _Share Activity

- **Grade 10 /Unit 5 / page 69**
-Derive/ compose one SMART objective from each standard
- Write all the standards & the objectives in the provided lesson plan template

7.6 Read widely for information:
• prior to reading, identify key questions and
    possible sources;
• use skimming and scanning strategies to
– identify key information,
– distinguish relevant from irrelevant detail;

Decide which bullet point should be tackled for ex. 3b / p69

# *Envisioning the lesson plan*

Run the lesson through your mind like a video
in your head

- Are there adjustments that should be made to this lesson plan? What are they?

-What was the desired learning outcome for the lesson?

- What will I be doing? What will students be doing?

- What will I continue to focus on and work on to modify my lesson plan?

- How will I monitor student learning as the lesson proceeds?

# Summary

- Educational goals are general statements of intent and purpose

- Every educational activity should have a goal

- Educational objectives are specific, measureable and precise

- The cognitive domain is most frequently used in developing educational objectives

- The ABCD method of writing educational objectives helps to assure that all the critical components are included

# Useful links

- Objective-Builder Resource: http://radiojames.com/ObjectivesBuilder/
- http://www.mdusd.org/Departments/SpecialEducation/Documents/Special%20Ed%20Binder/MDUSD%2003_AppendixA1.pdf