

# ***Instructional Objectives: The Foundation of Instructional Effectiveness***

*Presented by : Duaa Mismar  
English Specialist*



المجلس الأعلى للتعليم  
SUPREME  
EDUCATION  
COUNCIL

# ***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

- Broad statements
- General intentions
- Intangible
- Abstract
- Generally hard to measure

### OBJECTIVES

- Specific
- Precise
- Tangible
- Concrete
- 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 Understand Appreciate Value Perform Construct	<i>How do you know?</i>	<i>... because they can →</i>	Analyze Solve Respect Critique Diagnose 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?
- Who is performing the action?
- Who is this activity intended for ? Be specific

At the end of the webinar **the participants** will be able to ....

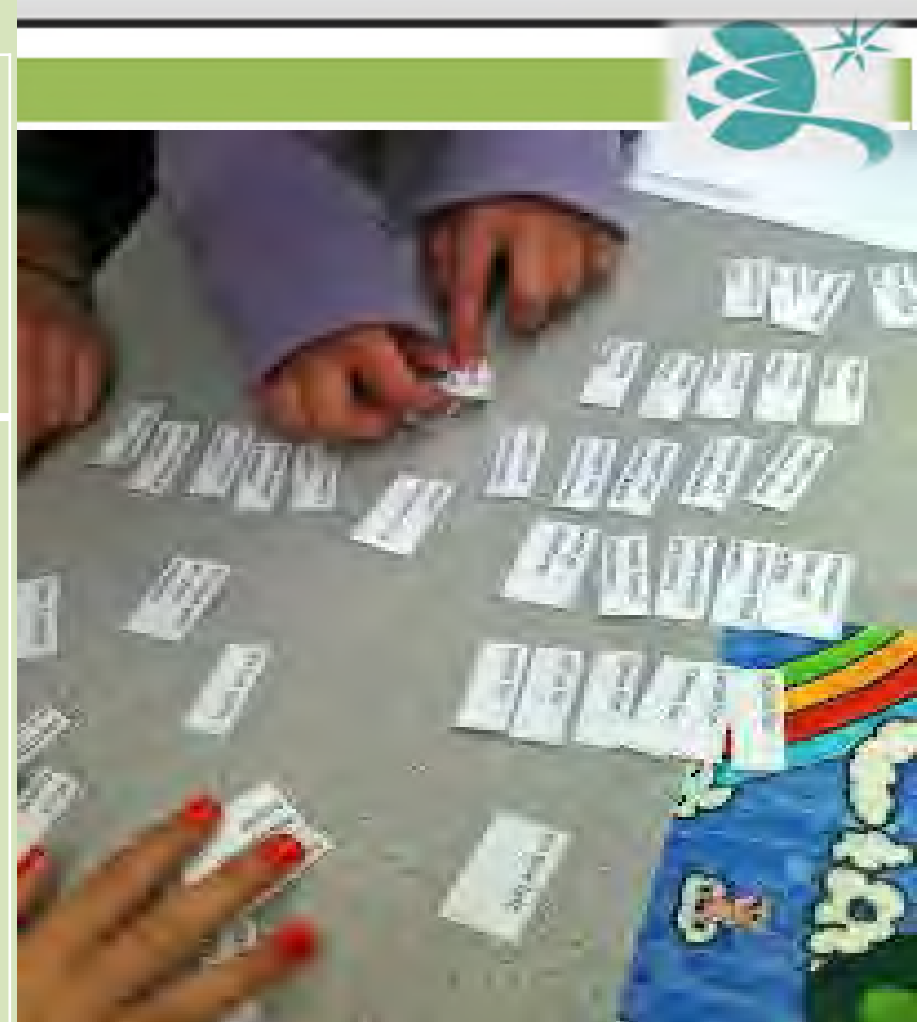
-At the conclusion of the conference presentation the **attendees** will be able to

-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>B =</b> Behavior	<ul style="list-style-type: none"> <li>•What will the learner be able to do?</li> <li>• Behaviors always use a verb or action word.</li> <li>• Sometimes you will describe the product or the result of the behavior</li> </ul>	<p>Given a map of Qatar the student will be able to <b>label</b> three main cities with 100%</p>



**B=BEHAVIOR**

(what the participants will do)


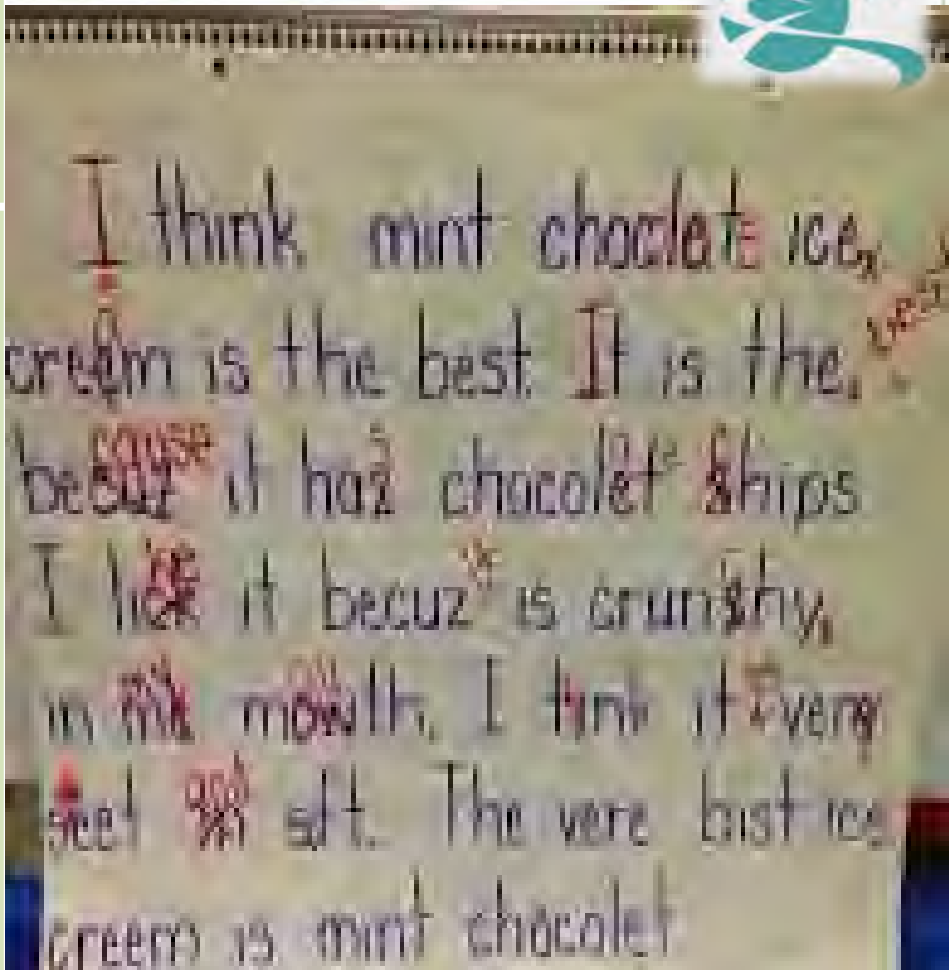


Part	Description	Example
C = Condition	<ul style="list-style-type: none"><li>• How will the student accomplish the task?</li><li>• What information is given?</li><li>• What information is not given?</li><li>• Give the conditions in which performance will occur.</li></ul>	<ul style="list-style-type: none"><li>-Given a recipe the students will describe the process of cooking a roast until medium rare.</li><li>-After listening to a lecture on ....</li><li>-Given a short story and a dictionary.....</li></ul>



C= Condition

(imposed by the instructor)

Part	Description	Example	
<b>D = Degree</b>	<ul style="list-style-type: none"> <li>• The standard or criterion for judging the behavioral performance</li> <li>• performance.               <ul style="list-style-type: none"> <li>➤ How often?</li> <li>➤ How well?</li> <li>➤ How many?</li> <li>➤ How much?</li> </ul> </li> <li>• Define expectations regarding accuracy, quality, and speed.</li> </ul>	Given an Arabic / English dictionary the student will translate a passage with <b>no errors</b>	 <p><b>D=Degree</b></p> <p><b>What is “Good Enough”?</b></p>

# 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

## 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

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



## Key Verbs for the Affective Domain

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organization</u>	<u>Characterization</u>
<ul style="list-style-type: none"> <li>accept</li> <li>attend</li> <li>develop</li> <li>recognize</li> </ul>	<ul style="list-style-type: none"> <li>complete</li> <li>comply</li> <li>cooperate</li> <li>discuss</li> <li>examine</li> <li>obey</li> <li>respond</li> </ul>	<ul style="list-style-type: none"> <li>accept</li> <li>defend</li> <li>devote</li> <li>pursue</li> <li>seek</li> </ul>	<ul style="list-style-type: none"> <li>codify</li> <li>discriminate</li> <li>display</li> <li>order</li> <li>organize</li> <li>systematize</li> <li>weigh</li> </ul>	<ul style="list-style-type: none"> <li>internalize</li> <li>Verify</li> </ul>

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 .



# Now let's focus on the curriculum standards that are correlated with this lesson / Get Smart 4/ Module 6



**6**  
**Our world**

supermarket newspaper village country

**1** How did Jamie's life change? Does he like his new or his old life more? Listen and read.

## A new life in the country by Jamie Lincoln



A few years ago my father lost his job at the newspaper. We had to move from the city to the country and my life changed. I love mountain biking and, in the city, we had to drive for hours to find a forest. In the country there are trees everywhere! I just get on my bike and go down the path behind my house. At the end of the path, there's a forest and I love to explore it. In the city, I had to take a bus to school, but my new school is round the corner. So now I walk there every day. Also, we had to drive to the supermarket, but now we can walk to the shops. There weren't many parks in the city, and my friends and I had to play football in the street. In the village there are lots of parks, and I can play on the grass. It was difficult to leave my friends in the city, but everyone is nice in the village. So I didn't have to try hard to make new friends.

80

**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



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Listen and read.

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80

**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



# Think- Pair \_Share Activity



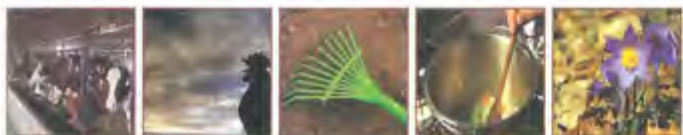
**Look!**

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

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

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


2 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
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1 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.

- 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

Date	Grade	Teacher's name	Department	English
رقم الدرس	موضوع الدرس	Lesson	Unit	
Learning Resources				
Main Resource			Standard No	
Supporting Resources			Standard Text	
Student Book / Page			Extension	
Activity Book / Page			Inquiry	
Schemes of Work / Page			Supporting	
Listening	Speaking	Reading	Writing	

Lesson Plan			
Learning C	Teacher's Role	Main Activities	Time
	Student's Role		
	Teacher's Role	Student's Role	
			Homework

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

5

## ANY WAY THE WIND BLOWS

Wind power may seem like a new form of energy, but it's actually one of the world's most ancient energy sources; the first known 'wind wheel' was invented by Greek engineer Heron of Alexandria during the 1st Century AD. Modern wind turbines are tall, windmill-like structures made out of steel or concrete with two or three blades.

[1] The amount of electricity produced depends on the turbine size, as well as the wind speed. You usually find wind turbines in fields, hillsides or offshore sites. Indeed, in 2012, more offshore wind power farms were installed than ever before by European nations. So do the benefits of wind power outweigh the drawbacks?

Firstly, wind power is a renewable and green energy source. [2] Moreover, wind power can never run out – unlike oil or gas – it's a permanent energy. We will have wind power as long as the sun shines, which, according to scientists, should be for another 7 billion years. Secondly, wind power has enormous potential. [3] In fact, the UK's largest offshore wind farm generates 539 megawatts of electricity – that's enough to power over 300,000 houses.

However, wind power can be unpredictable. Wind speed changes all the time, and it's unrealistic to expect the same amount of wind power every day. For example, if the wind speed varies by only 10%, the production of wind power from a turbine can vary up to 25%. Environmental issues are also a concern as wind turbines can threaten wildlife. [4] Furthermore, noise pollution from turbines can affect people living nearby, so most wind turbines need to be installed away from urban areas.

To conclude, wind power is a waste-free energy solution with the potential to supply vast quantities of electricity. [5] Despite these drawbacks, the evidence indicates that wind power will continue to develop as a leading power source of the future.

b. [7.6.2] Read the article. Choose from the sentences (A-F) the one that best fits each gap (1-5). There is one extra sentence. Give reasons for your answers.

A. Unlike fossil fuel or nuclear power, wind energy does not pollute the environment or produce waste.

B. For example, birds and bats sometimes fly too close to turbines and get hit by the spinning blades.

C. However, wind power is not 100% reliable and can affect the immediate environment.

D. The latest wind turbines generate much less noise than older models.

E. Wind turbines can be connected to the national grid, and provide the benefit of using wind power without having to own a wind turbine system themselves.

F. The movement of these foreign blades is transformed into electrical energy.

c. [3.1] Explain the words in bold, then give synonyms for the highlighted words. Where could you read such an article?

d. [3.2] Find similar words in your language.

e. [2.8.2] Find examples of typical language features for arguments (present simple, imperative/formal style, formal linking, etc).

[8.5.4] What is the overall message of the text?

**Speaking & Writing**

4. [8.5.1] Read the article again and list the advantages/disadvantages of wind power. Can you think of any others? Is wind power used in your country? How effective can this type of energy be? Tell the class.

5. [2.8.1] What do you think of wind power? Express your opinion. Use the information in the text to justify your opinion.

- **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](http://www.mdusd.org/Departments/SpecialEducation/Documents/Special%20Ed%20Binder/MDUSD%2003%20AppendixA1.pdf)