Writing
Instructional
Objectives
What is an objective?

- A statement describing a proposed change of what the learner can do when (s)he has successfully completed a learning experience.
Get Smart...

Specific
Measurable
Attainable
Rewarding
Timed
The ABCD's of Objectives

A  Audience: Who is this objective for?
B  Behavior: What will be measured?
C  Conditions: Under what conditions?
D  Degree: To what degree?
Objectives

Audience
- A
- C
- Condition

Behavior
- B
- D
- Degree
Examples of Clear Wording

<table>
<thead>
<tr>
<th>Poor</th>
<th>Better</th>
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<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>to know</td>
<td>to write</td>
</tr>
<tr>
<td>to understand</td>
<td>to recite</td>
</tr>
<tr>
<td>to appreciate</td>
<td>to compare</td>
</tr>
<tr>
<td>to believe</td>
<td>to describe</td>
</tr>
<tr>
<td>to enjoy</td>
<td>to construct</td>
</tr>
<tr>
<td>to grasp</td>
<td>to solve</td>
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Example

- Students enrolled in AGED 611 will be able to write 3 training objectives (affective, behavioral, cognitive) with at least one in the higher domain of learning using the guidelines from the lecture and web readings with 100% participation.
3 Domains of Learning

Cognitive, Affective, Psychomotor
Cognitive
(lack of knowledge)

Acquisition of information and concepts related to course content.
Cognitive Domain

Instructional objectives should be written such that all levels of knowledge are addressed.

Bloom's six cognitive levels are:
Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation
### Cognitive Domain

#### Instructional Objectives

<table>
<thead>
<tr>
<th>Domain</th>
<th>Verbs</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>list, recite, select</td>
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<tr>
<td>Comprehension</td>
<td>explain, describe</td>
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<tr>
<td>Application</td>
<td>interview, construct, solve</td>
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<tr>
<td>Analysis</td>
<td>compare/contrast, analyze</td>
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<tr>
<td>Synthesis</td>
<td>debate, describe</td>
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<tr>
<td>Evaluation</td>
<td>evaluate, discriminate</td>
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Objectives are more easily written for “lower order” cognitive skills.
Affective
(lack of desire)

Fostering attitudes, feelings, and preferences
Affective Domain

Receiving: Learner’s willingness to attend
Responding: Learner’s active participation
Valuing: Worth or value to learner
Organization: Building a consistent value system; resolving conflicts.
Characterization: “life style”
Affective Domain
Instructional Objectives

Receiving
- watch, listen, read, view

Responding
- respond, reply, describe

Valuing
- choose, decide, pick

Organization
- hypothesize, outline, diagram

Characterization
- act, do, behave, demonstrate
Psychomotor (lack of skill)

Competence in the performance of procedures, operations, methods, and techniques.
Psychomotor Domain

Perception: sense organs guide motor activity
Set: readiness to take action
Guided Response: imitation; trial & error
Mechanism: habitual movement
Complex Overt Response: skillful performance of motor acts
Adaption: modification of movement
Origination: creation of new movement
<table>
<thead>
<tr>
<th>Psychomotor Domain Instructional Objectives</th>
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<td>Perception</td>
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