**OBJECTIVES DEFINED**

Source: http://edweb.sdsu.edu/Courses/EDTEC540/objectives/ObjDefNReasons.html

Objectives specify what learners will be able to do, or perform, to be considered competent. As such, they provide clear reasons for training. Another way to view objectives is that they are goals redrafted to state performances in terms that are clearly tangible to the reader. When writing objectives be sure to describe the intended result of instruction rather than the process of instruction itself.

**Reasons for objectives:**
Objectives are useful for students, instructors, and instructional designers. Some of the ways in which they are used include:

To select and design instructional content, materials, or methods, it is necessary to have a sound basis by which success can be measured. Clearly defined objectives allow designers and instructors a method to find how successful their material has been.

The purpose of instruction is to improve performance. By clearly stating the results we want the learners to accomplish, we can identify if they have gained the appropriate skills and knowledge.

Because objectives should be stated before learners begin their instructional materials, they provide students the means to organize their efforts toward accomplishing the desired behaviors.

The format known to work for stating clear objectives includes four characteristics that help an objective communicate an intent. These characteristics answers four questions:

* Who will be doing the behavior?
* What should the learner be able to do?
* Under what conditions do you want the learner to be able to do it?
* How well must it be done?

An easy way to remember these components is to use the acronym: **ABCD**

**Audience**The learners
Identify who it is that will be doing the performance (not the instructor)

**Behavior** (Performance)
What the learner will be able to do
Make sure it is something that can be seen or heard
 **Condition**
State the conditions you will impose when learners are demonstrating their mastery of the objective.
What will the learners be allowed to use?
What won't the learners be allowed to use?
Under what conditions must the mastery of skill occur?
 **Degree** (or criterion)
A degree/criterion is the standard by which performance is evaluated. The communication power of an objective increases when you tell the learners HOW WELL the behavior must be done. Focus on answering the question, "What's good enough?"
Common degrees include: Speed Accuracy Quality

Objectives can be written for any type of learning. A common way to categorize learning is by the domain in which it occurs. The three domains and ensuing type of objectives include:

**Cognitive** : thought or knowledge: "what the student is able to do" (an observable)
**Affective** : feelings or choices "how the student chooses to act"
**Psychomotor** : physical skills "what the student can perform"

Written objectives take two forms depending on which type of respective domain the learning is to take place. Examples include:

**"Learner will be able to" (LWBAT)** Used for: Cognitive objectives / Psychomotor objectives

**"Learner will choose to" (LWCT)** Used for: Affective objectives
**Examples:**
LWBAT - Assemble components of a Harley Davison motorcycle.
LWCT - File all customer complaints.

**The Difference between goals and objectives**

Goals are broad objectives are narrow.
Goals are general intentions; objectives are precise.
Goals are intangible; objectives are tangible.
Goals are abstract; objectives are concrete.
Goals can't be validated as is; objectives can be validated.

**Examples:**
Goals: knows about the human body.
Objectives: LWBAT name all of the bones in the human body as stated in the medical textbook "The Human Body".

**Problems when writing objectives**

Here are some problems that are common to objectives. Take a look at these problems and rewrite your objective.

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|  **PROBLEMS** |  **ERROR TYPES** |  **SOLUTIONS** |
| 1. VastnessComplexity or Earnestness | The objective is too broad in scope or includes more than one objective | Reduce and simplify the objective |
| 2. False Criteria | The criteria doesn't let the user know explicity how well they need to do the behavior | Make criteria: reasonable, specific, useful |
| 3. False Givens | Describes instruction, not conditions | Detail what can be used to complete the test |
| 4. False Performance | Often simply restating the goal; no true performance stated | Be specific as to what you want the learner to do |