



Objectives



Distinguishing between Aims and Objectives

■ AIM

- General statement of direction
- General statement of intent
- General change to be brought about in learner



■ OBJECTIVE

- Specific statement of learner's terminal behaviour
- Specific change to be brought about in learner

■ GOAL

- Umbrella term used to include both the above



Learning Objectives Must Be...

Specific – Exactly what is intended

Measurable – Should be able to measure that they have actually been achieved

Achievable – Given capabilities and effort required

Realistic – Capable of achievement within time and resources set

Time Bound – Set to a timetable.



Badly written objectives ...

- Are not specific about what they intend to achieve

■ *E.g.*

Reduce the number of children living in families on below average incomes

(Labour Party, 2001)

What is wrong with this objective?



How will they reduce the number of children?

- Kill all the children in below average income families?
- Stop those people on below average income from having children?
- Take children away from families whose income is below average?
- They probably meant to say:

Ensure that families that have children are on or above a certain level of income.



Learning Objectives

- By the end of the session the students will be able to:

Speak Italian, Write Italian and Read Italian

What is wrong with this objective?



What to consider:

- Think about **how** you will **measure** achievement
- Use 'Doing' words – i.e. make sure that the objective is clear about what will actually **happen**
- Ensure that you are clear about the resources available to you so that your objectives are **realistic**
- Find out those **deadlines** that apply so that you can plan effectively – be prepared to adapt to changing deadlines.



Why do we set Learning Objectives?

- Properly used, learning objectives have important benefits for teachers and learners alike:
 - ☐ Unless you know where you are going, the chances are you will end up somewhere else
 - ☐ They provide direction for everyone involved
 - ☐ They set and emphasise standards
 - ☐ They can help provide consistency, especially where a session is to be repeated.



- ☐ To enable the teacher to plan his or her approach
- ☐ Learners are given an idea of what the session entails. This may help overcome any feelings of uncertainty, cynicism or hostility and provides learners with an opportunity to discuss and influence its suitability
- ☐ To 'harden up' the Learning
- ☐ To enable measurement of the effectiveness of the learning to take place – the evaluation process. To help demonstrate that learning provides a quantifiable return on the time, effort and resources invested.



Rewrite the following statements using the correct 'action' words. You may find that several learning targets can be written from each statement

1. You must know the method of producing holes using a drilling machine
2. You must know how to make a lamp work
3. You must know how to change spark-plugs in a car engine
4. You must be familiar with measuring lengths
5. You must know how to build a small wall
6. You must understand how to bend a pipe
7. You must understand how a purchase is made
8. You must know how to fill in a wages slip
9. You must know the duties of a receptionist
10. You must know how to type



11. You must appreciate the relevance of effective stock control in a shop
12. You must know how to mix chemicals
13. You must know how to fill a syringe
14. You must be familiar with a microscope
15. You must appreciate the use of the telephone
16. You must have a working knowledge of a knitting machine
17. You must know how to make a buttonhole in a garment
18. You must know how to make an embroidery picture
19. You must be familiar with a given piece of literature
20. You must be aware of the meaning of a newspaper article
21. You must understand what is meant by nutrients in food
22. You must know how to make a charcoal sketch
23. You must be familiar with blood pressure measurement



Writing Behavioural Learning Objectives

- When writing behavioural learning objectives the teacher needs to know that different verbs are open to varying degrees of interpretation
- It is therefore possible to 'harden up' objectives and make them much more measurable by careful choice of the action word

SOFT _____ HARD



Behavioural Objectives

- Objectives should be written so that they specify the following:

Performance: what the learner is expected to do

Conditions: the important conditions under which the performance is to occur

Standards: the minimum criteria that the learner must meet in order for his or her performance to be acceptable.



Verbs open to many interpretations

- To know
- To appreciate
- To comprehend
- To understand
- To familiarise
- To believe
- To realise
- To acquaint

Verbs open to fewer interpretations

- To write
- To list
- To categorise
- To distinguish
- To identify
- To demonstrate
- To rank
- To name


