Objectives

What learners should be able to **do** after they have completed your unit of instruction.

**do** = specific behavior

**behavior** = things like identifying, analyzing, stating, describing, evaluating
Why are Objectives Important?

- **Focuses unit of instruction** – if you know specifically what you want to accomplish, you can design your activities accordingly.

- **Allows you to manage your progress, time, and budget** -- you know the specific learning goals that need to be accomplished.
Why are Objectives Important? (cont.)

- **Framework for evaluation of students** – if you know specifically what they should be able to do, you can more easily measure it.

- **Provides a guide for the learner** – they know more specifically what is expected of them.
Types of Behaviors/Performance

Knowledge:
- naming presidents in order
- reciting the alphabet

Intellectual Skill:
- planning a scientific experiment
- describing the difference between technology and theory
Types of Behaviors/Performance

**Motor Skills:**
- throw a baseball
- play the trumpet
- sew a button

**Affective:**
- team spirit
- receptiveness to change
- willingness to participate
Three Components of Objectives

1. Performance
2. Conditions
3. Criteria
Performance

**Definition:** what will students do or say to indicate they have learned?

Focus on what student can do

Something that is measurable
Conditions

**Definition:** what are the circumstances under which students will be expected to perform?

**Four kinds:**

1. Setting
2. People
3. Equipment
4. Information
Criteria

**Definition:** what is the standard that defines desired performance?

**Three kinds:**
1. Time
2. Accuracy
3. Quality