

Diagnosing Objectives

"Given a sentence written in
the past"

Diagnosing Objectives

"Given the opportunity to work in a team with several people of different races, the student will choose to demonstrate a positive increase in attitude towards non-discrimination of race, as measured by a checklist utilized/completed by non-team members."

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SMART Model

• Specific

SMART

- *Specific:*

- It's difficult to know what students should be doing if they are to pursue the goal to "Write better." It's easier to recognize "Write an essay."

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SMART

- *Measurable:*

- It's difficult to know what the scope of "Write an essay" really is. It's easier to appreciate that effort if the objective is "Write a 300-500 word argumentative essay with fewer than 10 mechanical errors."

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SMART

- *Attainable:*

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SMART

- *Time-Limited:*

The learning objective must include the time frame in which the work is to be done. “As the final exam, the students will be able to write in 90 minutes a 300-500 word argumentative essay with fewer than 10 mechanical errors.”

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Intermediate and Terminal Objectives

- **Intermediate Objective**
 - Statement which indicates , within a sequence of various items of learning an item which the subject must master before the terminal objective is attained.
- **Terminal objective:**
 - Statement of a lasting and intrinsically useful skill which the subject must have acquired at the end of a particular learning activity

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Reasons for making the distinction

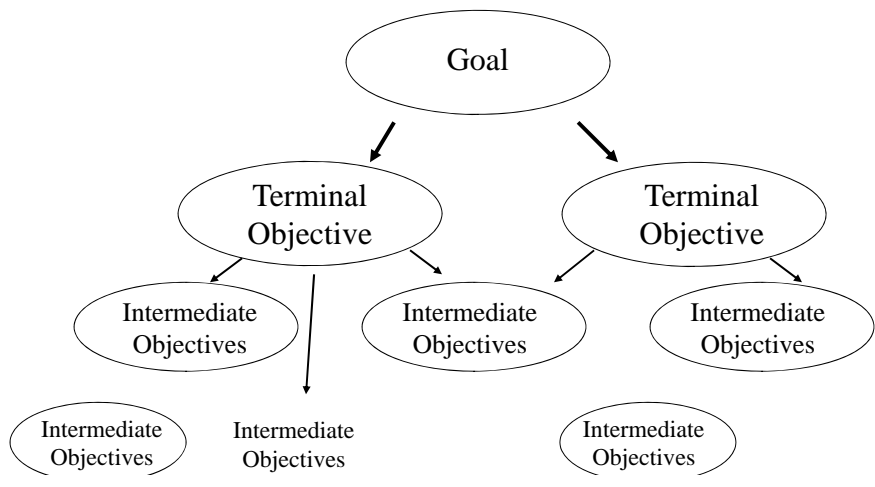
- Intermediate objectives provide checkpoints in the learning process. (ongoing evaluation)
- Terminal objectives encourages thinking about the really important skills.
- A means of distinguishing between what is essential

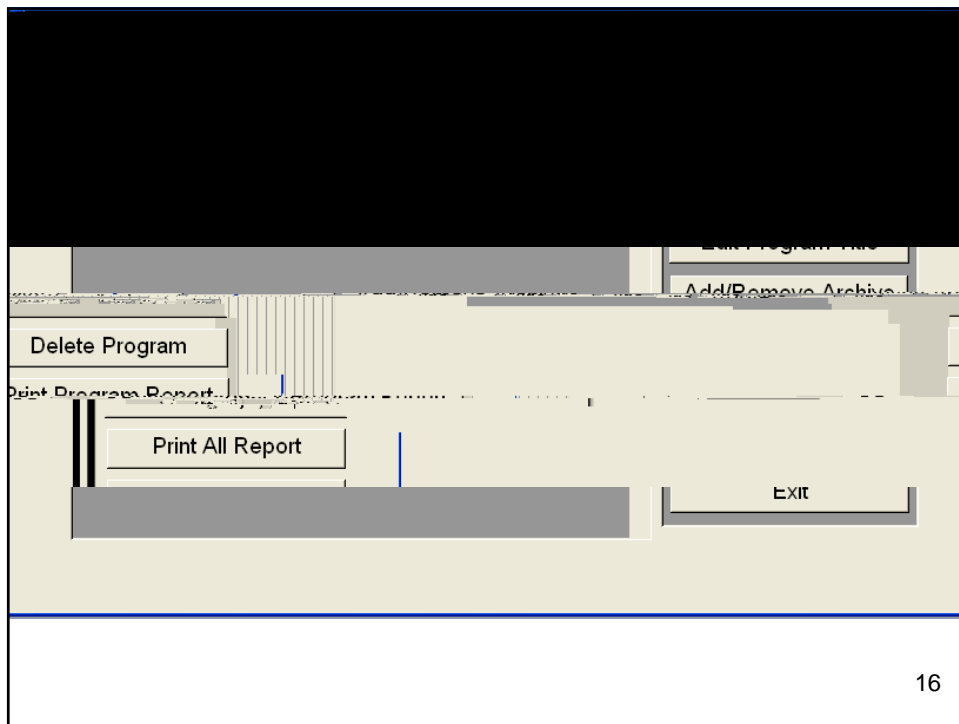
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Terminal vs. Intermediate

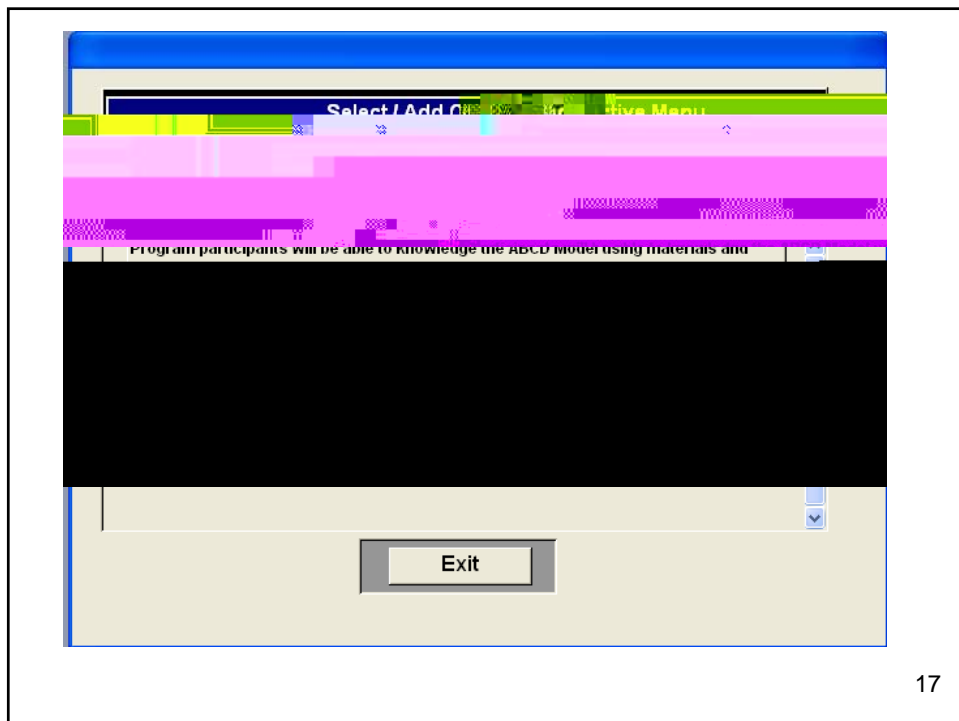
- More important, essential broad or complex the greater likelihood that it is a terminal objective.
- Consensus easier on terminal than intermediate objectives.

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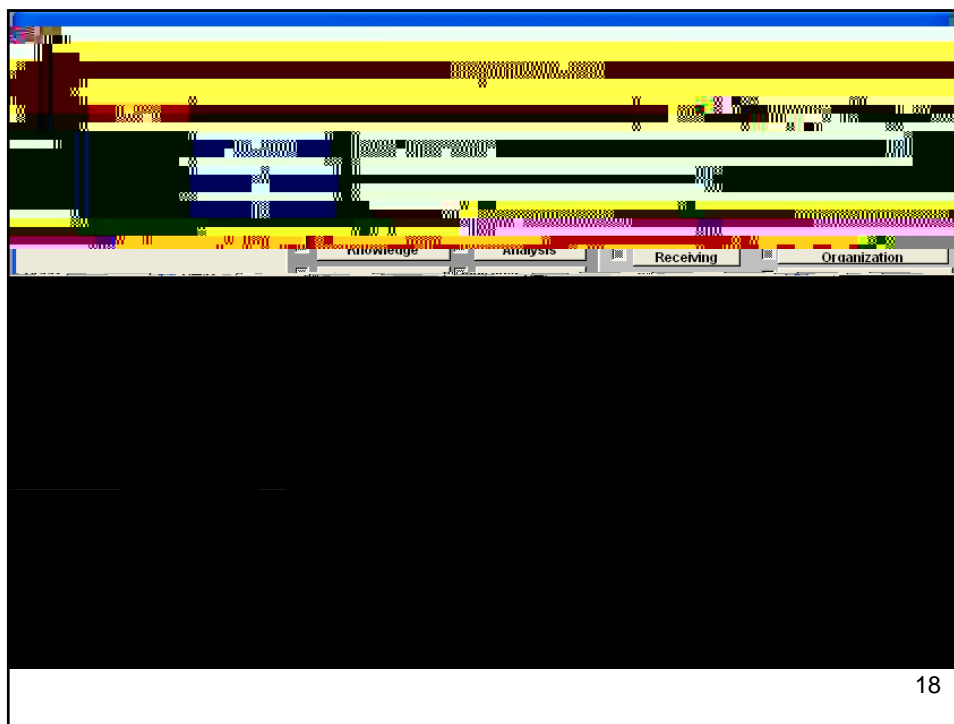




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References	
<p>Writing Learning Objectives</p> <p>Basic Guidelines (and Examples) http://www.mapnp.org/library/trng_dev/ln_objs.htm</p> <p>How to Write Clear Objectives http://tlt.its.psu.edu/suggestions/research/Write_Objectives.shtml</p> <p>How to Write Learning Objectives in Behavioral Form http://www.adprima.com/objectives.htm</p> <p>Understanding Objectives http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html</p> <p>Guidelines for writing learning objectives in librarianship, information science and archives administration http://www.unesco.org/webworld/ramp/html/r8810e/r8810e00.htm</p> <p>Quick Guide to Writing Learning Objectives http://www.nwlink.com/~donclark/hrd/temp/lates/objectivetool.html</p> <p>Writing Learning Objectives http://www.arl.org/training/ilcso/objectives.html</p> <p>Information about learning objectives and how to write them http://med.fsu.edu/education/FacultyDevelopment/objectives.asp</p> <p><i>Writing instructional objectives: The what, why how and when.</i> http://www.sogc.org/conferences/pdfs/instructionalObj.PDF</p>	<p>Blooms Taxonomy</p> <p>Affective Domain http://www.itc.utk.edu/~jklittle/edsmt521/affective.html</p> <p>Assessing Learning Objectives Bloom's Taxonomy http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp</p> <p>Bloom's Taxonomy http://www.officeport.com/edu/blooms.htm</p> <p>Cognitive Domain http://www.itc.utk.edu/~jklittle/edsmt521/cognitive.html</p> <p>Psychomotor Domain http://www.itc.utk.edu/~jklittle/edsmt521/psychomotor.html</p> <p>Instructional Design http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html#isd</p> <p>Assessment</p> <p>Curriculum Development Performance Criteria http://its.foxvalleytech.com/iss/curriculum/assessment/CRITCOND.html</p> <p>How to Write an Assessment Based on an Objective http://www.adprima.com/assessment.htm</p> <p>Performance Criteria http://its.foxvalleytech.com/iss/curriculum/assessment/CRITCOND.html</p> <p>Multiple Choice Questions and Bloom's Taxonomy http://web.uct.ac.za/projects/cbe/mcqman/mcqappc.html</p>

