

Tips for Writing Objectives

⇒ What are instructional objectives?

Instructional objectives are specific, measurable, short-term, observable student behaviors. This is what students should know or be able to do after completion of an activity/instruction.

⇒ Purpose

Objectives are not the sum of education, but pre-requisites or foundations. They are the basis for course content and delivery. Objectives provide an organized pathway to focus instruction and provide a basis for course evaluation [assignments, papers, tests].

⇒ Types of objectives

- **Cognitive:** understandings, awareness, insights (List and explain)
This includes information recall, conceptual understanding and problem solving.
- **Psychomotor:** skills require a participant to do something (Take a replicable blood pressure reading by appropriately using a sphygmomanometer.)
- **Affective:** attitudes, appreciations, relationships

⇒ Tips for writing objectives

- How specific and detailed should objectives be?
It depends on what they are used for! Objectives for sequencing a specific task will be more specific and detailed.
- Writing objectives should not be tedious, trivial, time-consuming, or mechanical. Keep them simple, unambiguous, and clearly focused as a guide to learning.
- Write objectives for the type of learning behavior specific to your course. See next page for verbs to write objectives that address Bloom's taxonomy of knowledge: *knowledge; comprehension; application; analysis; synthesis and evaluation*. Be prepared to adjust the level of difficulty in either direction if necessary as a result of in-class monitoring.
- The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline; but to ensure that learning is focused clearly enough that both participants and instructor know what is going on.
- Express objectives in terms of performance, behavior, and achievement, not instructor activity.
- The Participant [Student] will be able to:

(over)

Verb Possibilities for Writing Objectives

Knowledge

Define
Name
List
Recall
Record
Relate
Repeat
Underline

Comprehension

Describe
Discuss
Explain
Identify
Locate
Recognize
Report
Restate
Review
Tell
Translate

Application

Apply
Demonstrate
Dramatize
Employ
Illustrate
Interpret
Operate
Practice
Schedule
Shop
Sketch
Use

Analysis

Analyze
Appraise
Calculate
Categorize
Compare
Contrast
Criticize
Debate
Diagram
Differentiate
Distinguish
Examine
Experiment
Inspect
Inventory
Question
Relate
Solve
Test

Synthesis

Arrange
Assemble
Collect
Compose
Construct
Create
Design
Formulate
Manage
Organize
Plan
Prepare
Propose
Set Up

Evaluation

Appraise
Assess
Choose
Compare
Estimate
Evaluate
Judge
Measure
Rate
Revise
Select
Score
Value

