

Writing Measurable Objectives

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Objectives

- Program participants will be able to discriminate between goals and objectives using materials and handouts.
- Program participants will be able to describe three reasons to write learning objectives using materials and handouts.
- Program participants will be able to write measurable behavioral objectives using the ABCD model.
- Program participants will be able to diagnose problems with learning objectives and rewrite more measurable objectives
- Program participants will be able to apply the SMART model at the end of the program using the objective builder with no mistakes.

Learning Objectives

- In 1948 a group of educators began

Learning Objectives

- Robert Mager (1962) argued for use of specific, measurable objectives that both guide instructors and aid students in the learning process
- Mager's central concept is that a learning goal should be broken into a subset of smaller tasks or learning objectives

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Goals and Objectives

Moving from General to Specific

Goals

General



Objectives

Specific

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Goals

Writing goals can provide insight into outcomes desired but does not provide enough specificity for assessment and evaluation

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Goal Examples

- “The essential role of the university is to train students to think critically and creatively.”
- “The student must develop information management skills which enable him to apply theoretical concepts in practice”

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Goals and Objectives

- Goals are broad
- Goals are general
- Goals are intangible
- Goals are abstract
- Goals can't be validated as is
- Objectives are narrow
- Objectives are precise intentions
- Objectives are tangible
- Objectives are concrete
- Objectives can be validated

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Goal Examples

- To make the student capable of carrying out independently the various stages of an information science research project
- To make the student capable of reporting on the findings of his own research.
- To make the student mindful of applying rules of ethics in relation to research and

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The Purpose of Learning Objectives

- To communicate to participants:
 - What we intend for them to learn
 - so they can organize their efforts toward accomplishing the desired behavior
 - For self-selection purposes
- To communicate to other interested parties
 - The purpose and degree of success of our activities
 - Professional Accreditation Agencies, SACS, SCHEV

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Characteristics of a Learning Objective

- It is **always** expressed in terms of the
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ABCD Model

Questions a good objective answers

Audience: Who will be performing the behavior?

Behavior: What behavior should the learner be able to do?

Condition: Under what conditions do you want the learner to be able to do it?

Degree: How well must it be done?

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ABCD Model

- **Audience** - Identify who will be learning (not the instructor)
 - The Learner
 - The Staff member
 - The Student
 - The Participant
 - The Employee
 - The Trainee
 - The Organization Member
 - The Audience Member

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ABCD Model

- **Behavior** (Performance)
 - Should include an action verb indicating what the learner will be able to do
 - Should be something that can be seen or heard

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When a performance is covert

- Add an indicator behavior to the objective that is covert

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ABCD Model (Behavior)

- "Learner will be able to" (LWBAT)
 - Cognitive objectives
 - Psychomotor objectives
- "Learner will choose to" (LWCT)
 - Affective objectives

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Action Verbs That Could Be Used When Writing Cognitive Learning Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	use	differentiate	propose	evaluate
list	recognize	demonstrate	appraise	design	rate
recall	explain	practice	calculate	formulate	compare
name	identify	illustrate	categorize	arrange	value
relate	locate	operate	experiment	assemble	revise
tell	report	schedule	test	collect	score
quote	review	calculate	compare	construct	select
label	express	complete	contract	organize	choose
name	summarize	show	diagram	manage	assess
	describe	solve	relate	prepare	estimate
	interpret	examine	solve	combine	measure
	predict	modify	examine	modify	decide
	distinguish	change	separate	substitute	rank
	differentiate	relate	classify		recommend
			arrange		convince
			divide		conclude
			select		

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Covert Verbs

- know
- familiarize
- gain knowledge of
- comprehend
- study
- cover
- understand
- be aware
- learn
- appreciate
- become acquainted with
- realize

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ABCD Model

- **Condition**

- State the conditions you will impose when learners are demonstrating their mastery of the objective.
- What will the learners be allowed to use?
- Under what conditions must the mastery of skill occur?

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Conditions

- Givens
- Resources
- Environment
- Directions
- Format
- Deadlines

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ABCD Model

- **Degree** (or criterion)
 - A degree or criterion is the standard by which performance is evaluated.
 - The power of an objective increases when

Academic Advising

Cognitive - Knowledge questions:

Given a current catalog, a SWBAT indicate the resources available to answer a financial aid question.

Diagnosing Objectives

Participants will be able to apply the