

Writing Goals and Objectives

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Why care about goals and objectives?

Goals help to...

- focus instruction
- set expectations

Objectives help to...

- achieve consistent results
- ensure measurable results
- guide student effort

Instructional goals are . . .

***Broad,
generalized statements***

Long term

Abstract

Written before objectives

Difficult to measure

Instructional objectives are . . .

***Narrow,
specific statements***

Short term

Concrete

Prepared *before* instruction
is designed

Easy to measure

Instructional goals are . . .

***Broad,
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Instructional objectives are . . .

***Narrow,
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Abstract

Defined before audience
analysis

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Difficult to measure

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Written after audience analysis

Prepared *before* instruction
is designed

Easy to measure

Tips for writing goals

Think in terms of general, broad goals for the course

List all ideas that come to your mind

Categorize the goals (connect similar items)

Identify the key goals

List the key goals for the course

Relate your course to other courses

Examples of instructional goals

Learn basic math skills

Know the branches of the U.S. government

Understand the laws of gravity

Use reflective thinking to improve your learning

Discussion Question

What is an **example** of an **instructional goal** for one of the classes you are teaching?

Instructional Objectives

(behavioral or learning objectives)

What is an instructional objective?

- A description of a performance you want students to be able to exhibit before you consider them competent in the course.
- Describes an intended **result** of instruction
- The skills, knowledge, and attitudes that you will be attempting to produce in your students

Instructional objectives are . . .

Related to intended outcomes

Specific and measurable

Concerned with learners

Written after audience analysis ?

Prepared before instruction is designed ?



<https://www.facebook.com/ShawnJohnson>

<http://gabrielledouglas.com/media/photos/46293/1300863>

Characteristics of objectives

1. Conditions (requirements or limitations)
2. Performance (outcome)
3. Criterion (quality)

What are Conditions?

Something that influences the performance

Must affect performance

Requirements or limitations

What would it take to make performance possible?

Examples of Conditions

Another person



Device



Object

Pen or pencil

Job aid



OR: “without”

Statements that include Conditions

Using the electronic discussion board . . .

Using a calculator . . .

Using PowerPoint . . .

Without any electronic devices . . .

With your team members . . .

Given a standard balance beam raised to a standard height . . .

Discussion Question

What might be a **condition** of an **instructional objective** for one of your classes?

What is Performance?

Describes what the learner is expected to do

- Overt – visible or audible
- Covert – not observable?
Add indicator behavior
(circle, underline, point to,
say, sort, etc.)



Examples of Performance

Assemble the microscope

Name the three branches of the United States government

Label all of the bones in the human hand

Solve the math problem

Walk the entire length of the balance beam

Discussion Question

What is an example of something students would need to be able to **perform** (demonstrate) in one of the courses you are teaching?

What is a Criterion?

Something that tells how well the learner must be able to perform the task

Should be based on real-world requirements

Says something about quality of individual performance, standards

Criterion/Degree

Standard by which the accomplishment of the objective will be measured



Why state criteria?

A standard helps the faculty member determine if the instruction was successful

Students will know how to tell when they have met or exceeded performance expectations

Basis for demonstrating that students were able to do what you set out to teach them to do

Criterion/Degree

Time/Speed

Accuracy

Quality

“Time/Speed” Criterion

Describes time or speed limit

Within fifteen minutes

In 30 days

At the speed of light

Within a six second time span

Be reasonable



“Accuracy” Criterion

Must refer to performance *and* describe proficiency of that performance

Within five micrometers

To the farthest target

Cut at a 90 degree angle

Without falling off



“Quality” Criterion

Describe only those criteria important to the way the performance is expected after instruction

Can be stated as qualitative standards



“Quality” Criterion

All calculations required to solve the math problem are written with the student’s answer

New words are defined when first introduced

Students are treated courteously (they are not insulted or demeaned)

... (from one end to the other) steadily

Tips:

Ask these questions
when you develop objectives

- What do I want learners to be able to do?
- What are the important conditions (requirements or limitations) under which I want learners to perform?
- How well must learners perform for me to be satisfied that they understand the information or have mastered the skill?

Goal

Objective

Walk the length of
a balance beam

Given a standard balance beam raised to a standard height, the student (dressed in standard balance beam usage attire) will be able to walk the entire length of the balance beam (from one end to the other) steadily, without falling off, and within a six second time span.

Condition

Given a standard balance beam raised to a standard height,

the student (attired in standard balance beam usage attire) will be able to walk the entire length of the balance beam (from one end to the other) steadily, without falling off, and within a six second time span.



Given a standard balance beam raised to a standard height, the student (attired in standard balance beam usage attire) will be able to

Performance

walk the entire length of the balance beam (from one end to the other)

steadily, without falling off, and within a six second time span.



Given a standard balance beam raised to a standard height, the student (attired in standard balance beam usage attire) will be able to walk the entire length of the balance beam (from one end to the other)

Criterion/degree

steadily, without falling off, and within a six second time span.

Summary

Goals are broad statements related to the intent of instruction

Objectives achieve consistent results; are measurable; guide students

- Ask yourself what are the important **conditions (requirements or limitations)** under which I want students to perform?
- What do I want students **to be able to do? (performance)**
- **How well** must students perform for me to be satisfied? **(criterion/criteria = quality)**

Let's Practice!

Example 1

What is the performance?

In the classroom, using previously prepared materials, students will present an oral presentation or dramatic presentation demonstrating the mathematic concept groups of five, at 100% accuracy.

Performance =

In the classroom, using previously prepared materials, **students will solve the mathematic problem** demonstrating the mathematic concept groups of five, at 100% accuracy.

What is the condition?

Example 1

Condition=

In the classroom, using previously prepared materials, students will solve the mathematic problem demonstrating the calculation for standard deviation, at 100% accuracy.

What is the criterion/degree?

Criterion/Degree (quality) =

In the classroom, using previously prepared materials, students will solve the mathematic problem demonstrating the calculation for the standard deviation, **at 100% accuracy.**

Example 2: What is the performance?

Given 100, two-digit multiplication facts, the student will accurately complete as many multiplication facts as possible within five-minutes.

Performance =

Given 100, two-digit multiplication facts, the student will **accurately complete as many multiplication facts as possible** within five-minutes.

What is the condition?

Condition =

Given 100, two-digit multiplication facts,
the student will accurately complete as
many multiplication facts as possible
within five-minutes.

What is the criterion/degree?

Criterion-speed/time =

Given 100, two-digit multiplication facts, the student will accurately complete as many multiplication facts as possible **within five-minutes.**

Let's practice writing
goals and objectives!

(Use handouts)

References and Resources

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