

## **Learning objectives**

# Objectives

2

- At the end of this presentation, the student should be able to :-
  - ✓ Define general/course and specific/instructional objectives
  - ✓ Identify general objectives from specific objectives
  - ✓ State the criteria for writing effective objectives
  - ✓ List the domains of learning and levels of objectives

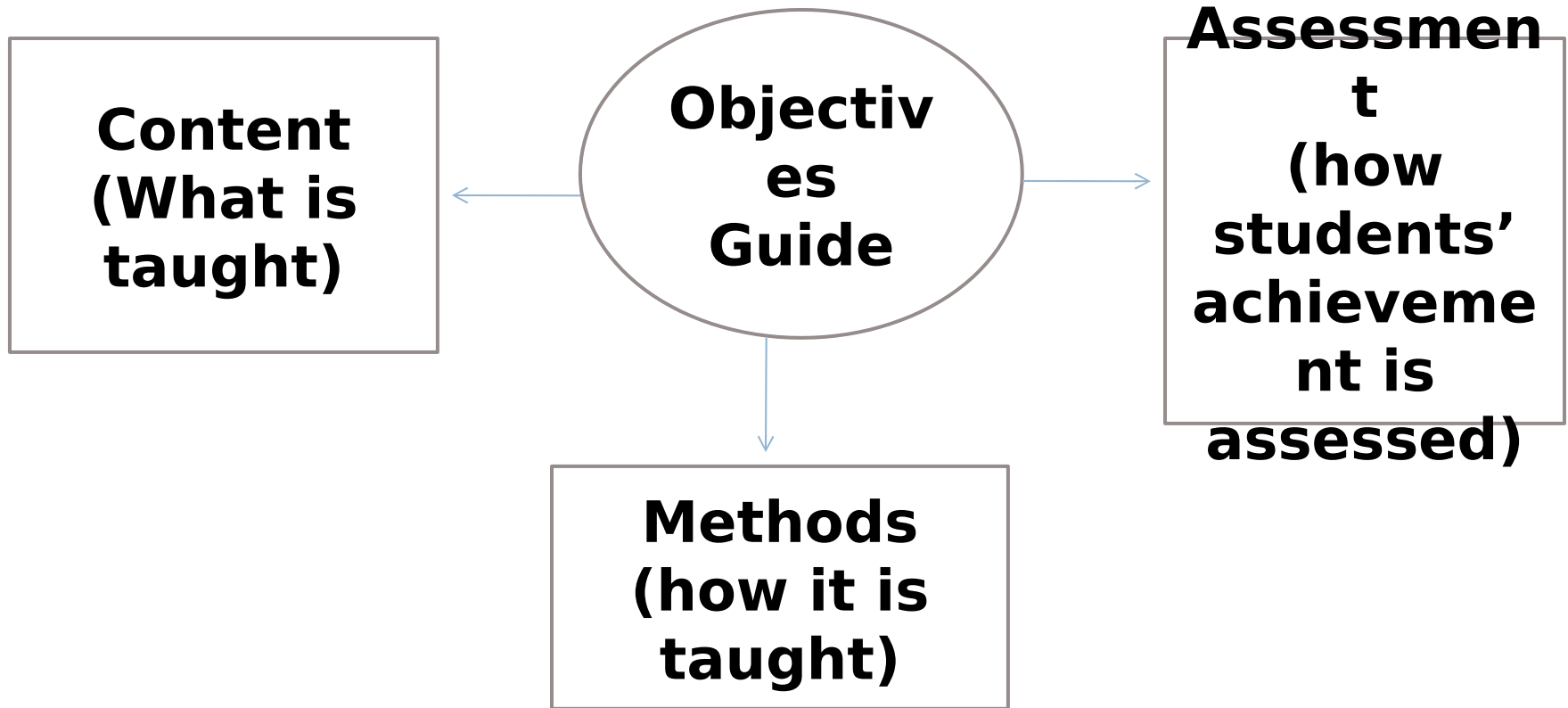
# Introduction

3

- What are learning objectives?
- Have you ever written objectives?
- Easy to write?

# How Objectives Guide Teaching

4



# Cont'd...

5

## Types:

- A) According to type of objectives:
  - 1. Institutional
  - 2. Departmental (Intermediate).
  - 3. Specific instructional/ behavioral.
- B) According to domain:
  - 1. Cognitive domain
  - 2. Affective domain
  - 3. Psychomotor domain.
- C) According to person:
  - 1. Teacher centered.
  - 2. Student centered.

# Cont'd...

6

## Types of educational objectives

- Taba(1962) states that there are two types of objectives:

### **1 General objective:**

Those objectives that describe school- wide outcomes.

E.g. Improving students skills

### **2 Specific objective:**

Those objectives that describe behavior to be attained in a particular unit, a subject/course or particular programmed

E.g. cognitive, affective and psychomotor domain

# Course Objectives

7

- An objective—also known as a main objective, primary objective, or course aim—that describes in clear, measurable terms what students should know and be able to do after completing the entire course.
- A course may have one or several course objectives.

# Course Objectives

8

- Course objectives often encompass knowledge, skill, and attitude areas or domains, and should relate to one or more of the **core competencies** for the overall academic program.



# Cont'd...

9

- Is more logical approach than specific objectives
- Used for developing course objectives in complex area of study such as nursing.
- It is an open ended
- It identifies expected learning, but does not prescribe particular learning condition or assessment strategy.

# Cont'd...

10

- Avoid un widely lists of specific Objectives for each unit of study
- It should not include teaching procedures for accomplishing the objectives

# Write Course Objectives

11

- Course objectives relate directly to the core competencies required for an academic program.
- A course objective is fairly broad and may encompass knowledge, skill, and attitude components.
- Let's look at an example ---->>>>

# Sample Course Objective

12

- After completing this course, the student will be able to assess, classify, and treat a sick child in an effective and integrated manner.



# Parts of a Course Objective

13

- **When** to demonstrate the knowledge or perform the skill (After completing this course).
- **Who** will demonstrate competency (the student).
- **What** will be demonstrated (action verbs – assist, administer, insert).

# Sample Course Objective

14

- **After completing this course, the student will be able to assist with a normal childbirth.**
- See the “when” – the “who” – and the “what”?

# Objective Evaluation Component

15

- A description of how well the performance must be demonstrated (the standard).
- This evaluation component is known as the objective's **standard or criterion of performance**.
- May be in each course objective **OR** may have overall assessment criteria in the course syllabus.

# Another Example

16

- After completing this course, the student will be able to assist with a normal birth **according to the checklist for normal childbirth.**



# Types of educational objectives

17

## □ Intermediate objectives

- Arrived at by breaking down professional functions in to components (activities ) which together indicate the nature of those functions.
- Example – planning and carrying out a blood sampling session for a group of adults in the community.

# Supporting Objectives

18

- An objective (also known as a secondary, specific, instructional, or enabling objective) that supports the main objective by describing the specific knowledge, skills, and attitudes that students must master to achieve the main objective.

# Cont'd...

19

- Is a statement that specifies in **behavioral** (measurable) terms what a learner will be able to do as a result of instruction.
- It describes the intended outcome of your instruction rather than a description or summary of your content.
- Instructional objectives provides students with 'section direction'.
- Well-written learning objectives describe what the student will be able to do **after** **instructions.**

# Parts of a Supporting Objective

20

- **Specific action** to be taken (see action verbs in Table )
- **Object of the action** (the specific information, skill, or attitude the students are expected to know or demonstrate to meet the course objective)

# Examples

21

- Label a diagram with the organs of the male and female reproductive systems
- List the signs of correct positioning and attachment for breastfeeding
- Describe how to counsel an adolescent about STIs
- Demonstrate how to put a condom on a penis model
- Identify the signs and symptoms for each severe classification in the Integrated

Dep't of Nursing; Nursing Education & Curriculum Dev't: 10/25/2024  
by A2

Management of Childhood Illness (IMCI)

clinical guidelines

# Why Use Instructional Objectives?

22

- Provide direction for teaching
- Focuses attention of teacher and learner
- Provides guidelines for evaluation

# Criteria for writing effective instructional objectives

23

- Linn and Gronland proposed a list of criteria to guide teachers in the development of instructional objectives.

These are: **CASFRODS**

- Completeness
- Appropriateness
- Sound
- Feasible
- Relevant
- Open-ended
- Delineates students behavior
- Shared with students

# Cont'd...

24

1. **Completeness** -an objective should be included for each important aspect of course.
  2. **Appropriate**- for the objectives to be relevant, they must be congruent with the general goals of the school and they should be consistent with the program's mission, goals and outcomes (linn and Gronlund, 2000)
  3. **Sound/comprehensive** -objectives should be in harmony with the principles of teaching and learning
- They must be appropriate to educational and experience levels of the students.

# Cont'd.....

25

4. **Feasible-** it should be clearly defined and attainable.
5. **Relevant-**it should address the required outcomes of objectives.
6. **Open-ended-**it should be clear enough to define student behavior.

# Cont'd...

26

- In general, instructional objective should be SMART
  - ❖ **S**- specific /un ambiguous
  - ❖ **M**- measurable/determinate
  - ❖ **A**- attainable/achievable
  - ❖ **R**- realistic/representative
  - ❖ **T**- timely bounded/confined

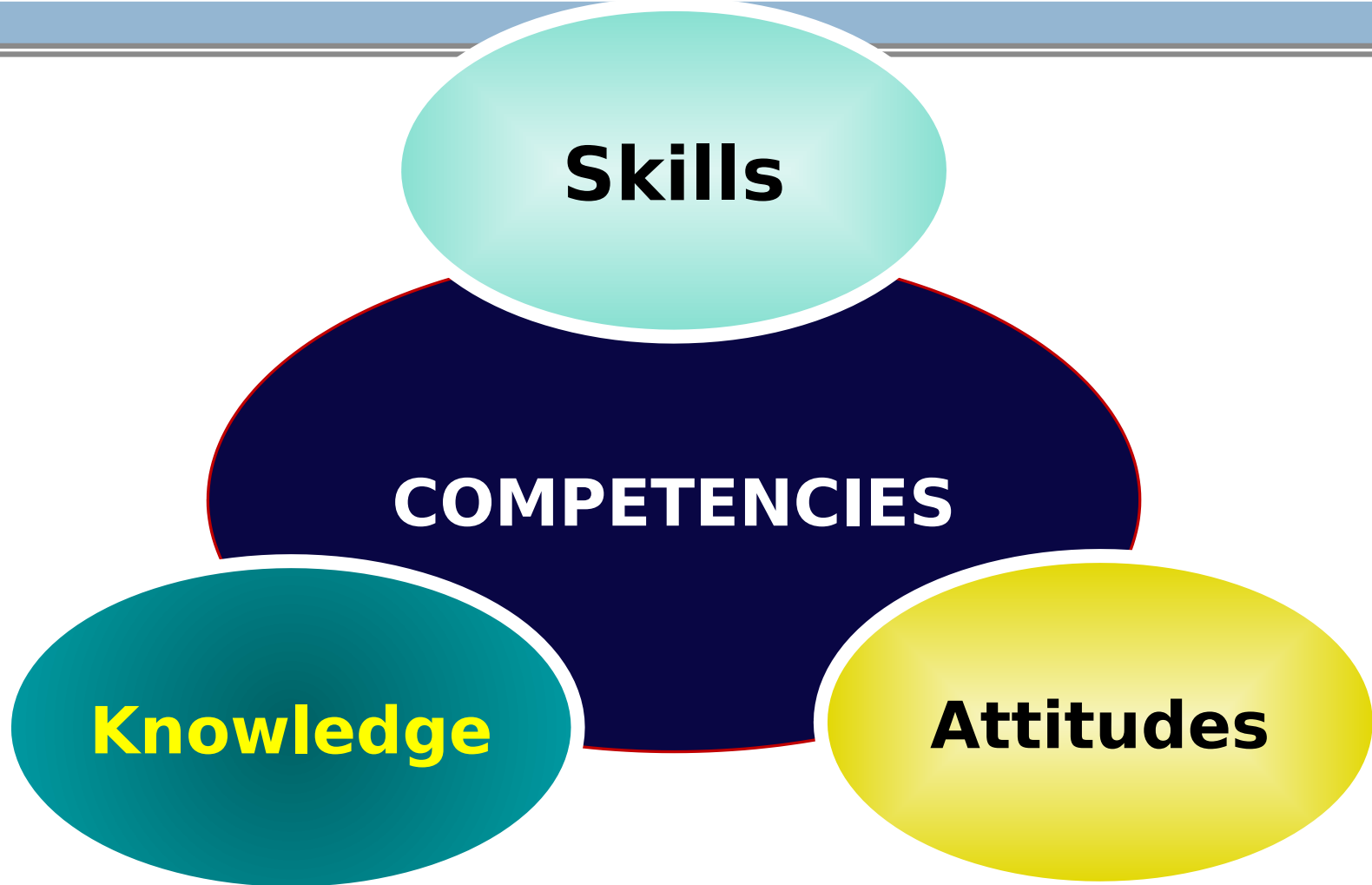
# Learning Domains

27

- **Knowledge:** What we know (also known as the cognitive learning domain).
- **Skills:** What we do or perform (also known as the psychomotor learning domain).
- **Attitudes:** How we feel about what we know and do (also known as the affective learning domain).

# Cont'd...

28



# The three educational domains with levels of learning and definitions

29

## Cognitive domain

| Domain and level | Definition                                                                                          |
|------------------|-----------------------------------------------------------------------------------------------------|
| Knowledge        | Recall of factual information                                                                       |
| Comprehension    | Lowest level of understanding; evidence of understanding and the ability to make use of information |
| Application      | entails the use of learned information in new and concrete situations                               |
| Analysis         | entails breaking down material into its component parts so that it can be better understood         |
| Creation         | Combining components to form a new whole                                                            |

# Cont'd...

30

## Affective domain

| Domain and level | Definition                                                              |
|------------------|-------------------------------------------------------------------------|
| Receiving        | Freely attending to stimulus                                            |
| Responding       | Voluntarily reaching to stimuli                                         |
| Valuing          | Forming an attitude toward a stimulus                                   |
| Commitment       | Behaving consistently with an internally developed, stable value system |

# Cont'd...

31

| Psychomotor domain |                                                               |
|--------------------|---------------------------------------------------------------|
| Domain and level   | Definition                                                    |
| Imitation          | Carrying out basic skill with direction and under supervision |
| Manipulation       | Performing a skill independently                              |
| precision          | Performing a skill accurately                                 |

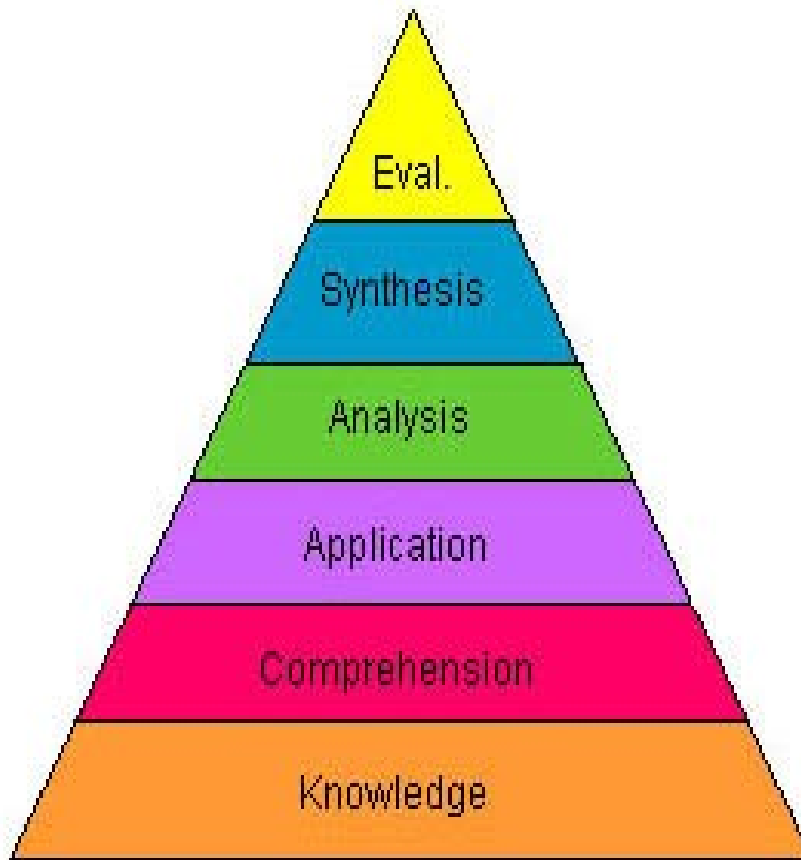
# Action Verbs for Learning Objectives

32

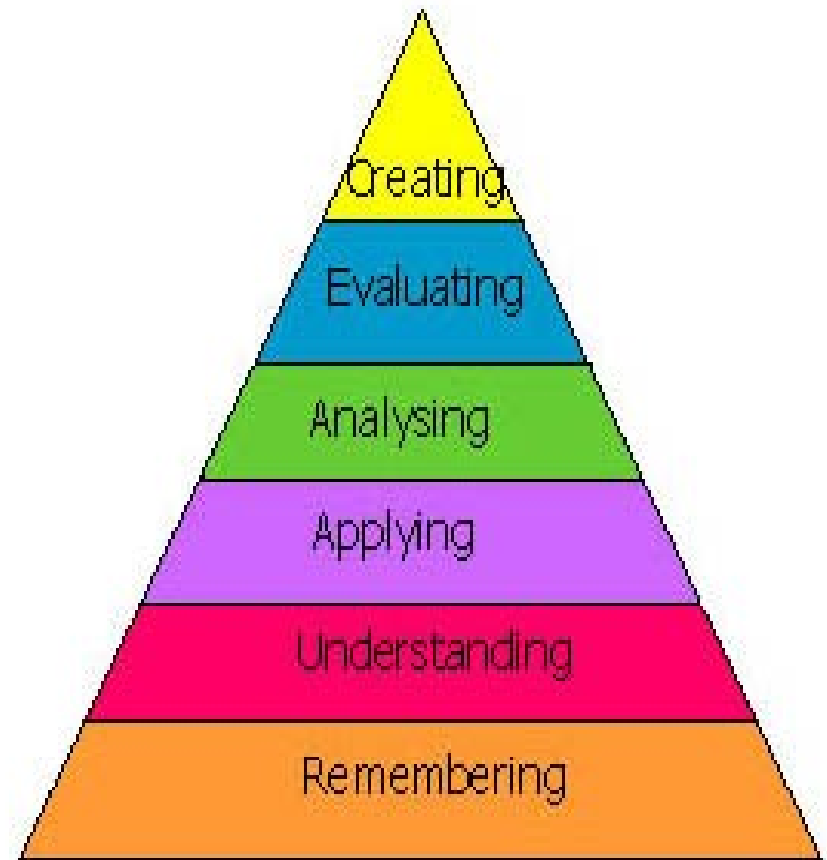
| KNOWLEDGE AREA                                                                                                                                                                                                                | SKILL AREA                                                                                                                                                    | ATTITUDE AREA                                                                                                                                                                                                                     | WORDS TO AVOID                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Adopt, analyze, categorize, classify, compare, compile, contrast, describe, devise, differentiate, discriminate, estimate, evaluate, explain, interpret, list, organize, predict, recognize, show, solve, summarize, tabulate | Adjust, arrange, assemble, demonstrate, follow, identify, insert, inspect, locate, model, organize, perform, place, point to, practice, prepare, remove, sort | Accept, ask, assist, attend to, choose, comply, conform, contribute, cooperate, defend, demonstrate, display, follow, help, initiate, join, listen, observe, participate, practice, propose, report, share, suggest, support, use | Appreciate, believe, internalize, know, realize, understand |

# Cont'd...

33



Old Version



New Version

# Differences b/n General Instructional Objectives and Specific objectives

34

## General Instructional Objectives

- ❖ Identifies expected outcomes
- ❖ Broad and general but not unmanageable
- ❖ Performance focused
- ❖ Product not Process focused
- ❖ Student, not instructor focused
- ❖ Verbs should be general

# Action verbs used for General

35

- ❖ **Cognitive:** knows, understands interprets, applies, distinguishes, proposes, judges
- ❖ **Psychomotor:** relates, demonstrates, performs, applies, writes, operates, adjusts, creates, modifies, and designs
- ❖ **Affective:** listens, shows, obeys, participates, enjoys, appreciates, formulates, displays, practices, maintains

# Cont'd...

36

## **Specific Learning Outcomes/objectives**

- ✓ Action verb is measurable, observable
- ✓ Action verb clearly conveys instructional intent
- ✓ Action verb precisely specifies student performance

# Cont'd...

37

## Action Verbs for Specific

- ✓ **Cognitive**: defines, describes, identifies, converts, defends, distinguishes, explains, solves, prepare, differentiates, selects, designs, appraises, summarizes, relates
- ✓ **Psychomotor**: detects, isolates, separates, begins, displays, shows, volunteers, assembles, builds, manipulates, measures, mixes
- ✓ **Affective**: ask, follows, gives, names, replies, answers, helps, tells, follows, justifies, shares, works, defends, integrates, questions

# CHAPTER FOUR

## TEACHING METHODS

# Objectives

39

**At the end of this chapter, students be able to:**

- List down the different methods of teaching
  
- Specify at least two advantages and two disadvantages for each technique

# Nursing teaching methods

40

- **Nursing teaching methods** are ways in which an intended important information is conveyed to nurse students.

# Teaching methods...

41

## **Basic methods**

- ☐ Lecture
- ☐ Demonstration
- ☐ Role play
- ☐ Discussion

## **Additional methods**

- ☐ Clinical teaching method
- ☐ Brainstorming
- ☐ Simulation
- ☐ Case study
- ☐ Jigsaw
- ☐ Nursing case study

# Teaching methods

42

□ Teaching methods can be grouped depending up on various aspects and most of the time it is classified based on the three domains of learning.

1. Methods appropriate for **cognitive domain**: Lecture method, Discussion, etc
2. Methods Appropriate for **Affective domain**: Drama, role ply, Articles, songs, Experience sharing/value , etc
3. Methods Appropriate for **psychomotor domain**: Demonstration, Re-demonstration etc

# The lecture method of instruction

43

**However - the dichotomy between teacher and student-centred learning is not so crude or stark in practice as this!**

44



*Be quiet and write down everything I say!*



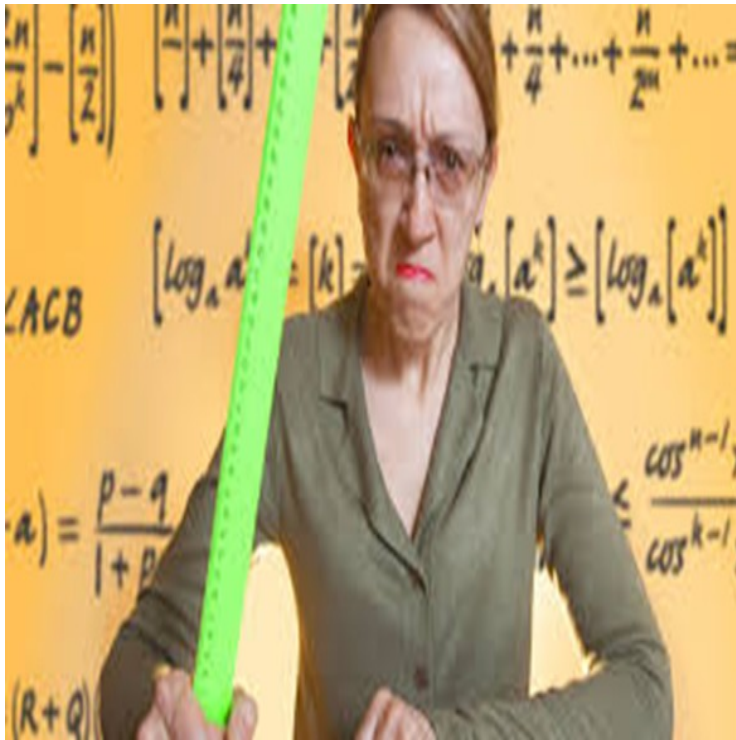
**The lecture method of instruction**

by A2 20/09/2024

# Cont'd...

45

- Which one do you support teacher or student centered?



# Cont'd...

46

## TEACHER-CENTERED vs STUDENT-CENTERED LEARNING

| ELEMENTS              | TEACHER-CENTERED              | STUDENT-CENTERED                 |
|-----------------------|-------------------------------|----------------------------------|
| KNOWLEDGE             | Transmitted from Instruction  | Constructed by Students          |
| STUDENT PARTICIPATION | Passive                       | Active                           |
| ROLE OF LECTURER      | Leader/Authority              | Facilitator/Partner in Learning  |
| ROLE OF ASSESSMENT    | Few Tests, Mainly for Grading | Many Tests, for Ongoing Feedback |
| EMPHASIS              | Learning Correct Answers      | Developing Deeper Understanding  |
| ASSESSMENT METHOD     | One-Dimensional Testing       | Multidimensional Testing         |
| ACADEMIC CULTURE      | Competitive, Individualistic  | Collaborative, Supportive        |

# The lecture method of instruction

47

- This is probably the **oldest** and the most widely used method.
- The use of lectures is both defended and criticized by students and faculty, but the comments usually reveals that the focus is on **the lecturer and not on the method.**

# What is lecture?

48

- An organized verbal presentation of subject matter often **supported by visual aids.**
- A didactic instructional method, involving one way communication from the active presenter to the more or less passive audience.

# What is lecture?

49

- A period of more or less of uninterrupted talk from a teacher.
- **Student - an occasion to sleep while someone talks.**

# Why lecture has survived?

50

- Inexpensive
- Flexible
- Provides teachers the opportunity to perform.
- An effective lecturer engages his students and motivates them to learn.

# Forms

51

## Forms of lecture

### Traditional lecture

- Teacher is the only speaker

### Participatory lectures

- Begins with learner brainstorming and use pause in between

### Feedback lecture

- Mini lectures followed by small group discussion, it gives opportunity to manipulate lecture content

### Mediated lecture

- Use of media such as films, slides along with traditional methods

# Types of lectures

52

- Expository
- Lecture – recitation
- Interactive lecture

# Expository lecture

53

- Instructor does most of talking.
- What most of students expect.
- Does not match what current research tells us about cognitive learning – brain does not record.
- It reduces information into meaningful chunks/large piece and fits into existing categories or sometimes forms new ones.

# Lecture recitation

54

- Encourages greater student participation
- Instructor still does most of talking but often stops and asks questions.
- Requests students to read specific material.

# Interactive lecture

55

- Encourages students to students interaction
- Mini lecture 15-20 minutes
- Learning groups – complete an assignment
- Think –pair –share – change up
- Then another mini lecture

# Guidelines for Teaching Effectively During Lectures

56

- ❑ Never read
- ❑ Show enthusiasm
- ❑ Make eye contact
- ❑ Vary voice and gesture
- ❑ Get feedback
- ❑ Use examples

# Planning lecture

57

- **Introduction**
- **Body**
- **Conclusions/ summary**

# Planning lecture

58

## □ Introduction

- Gain students attention
- Expose essential content
- Share your expectations
- Strategies
  - Application/story
  - Evidence of importance
  - Inter lecture linking

# Planning lecture

59

- Body of the lecture
  - Must teach in ways that students' learn best (learning style)
  - Select teaching approach based on the highest level of learning (interactive student centered approaches )
  - Lecture should not bear the major responsibility for conveying information (be selective, reading assignment)

# Planning lecture

60

## □ Conclusion

- Summarize key ideas
- Develop integrating frameworks  
(connecting the topic with previously learned material)
- Ending strategies

# Presenting content effectively

61

- Reduce teacher talk and increase student talk time
- Speak for the audience but not at the audience
- Students learn more from lectures delivered dynamically and enthusiastically.
- Convey a deep sense of the importance and liveliness of the subject

# Presenting content effectively

62

- Explain the complex ideas simply and clearly
- Provide the audience with frequent breathing spaces
- Use of a variety of technologies in the classroom
- Seek multiple and extended examples
- Consider humor if it is your personality
- Use the applications driven opening to stimulate interest in the subject

# Advantages of lecture

63



# Advantages of lecture method

64

- Saves time and resources
- Presence of teacher (showmanship)
- Covers a large group of students
- Gives a feeling of security

# Disadvantages of lecture

65

## Disadvantages of the Lecture Method

1. It provides itself to the teaching of the facts while placing little emphasis on problem solving, decision making, analytical thinking, or transfer of learning. (Black. 1993)
3. Lecturing is not helpful to meeting students' individual needs.
5. Lecturing brings the problem of limited attention cover on the part of the learners.



# Disadvantages of lecture

66

- Keeps students passive
- Does not facilitate learning in solving problems
- Offers hardly the possibility of checking learning progress.
- Low receptivity

# Demonstration

67



Dep't of Nursing, Nursing Education & Curriculum

Dev't;  
by A2

10/25/2024

# The demonstration method (manual skills)

68

- Learning through observation.
- There is a difference between knowing how to do some thing and actually being able to do it.
- The aim of demonstration is to help learners be able to do skills

# The demonstration method (manual skills)

69

- Not just, know how to do them.
- Quite often, demonstration is part of a more complex skill which involves communication and decision making.

# Three major steps in teaching skills

70

- Knowledge of the skill
- Physically practice the sub –skills or steps
- Practice the total skill

# General methods of teaching manual skills

71

- The role of the teacher in teaching manual skills is to :
  1. Decide which psychomotor to be learned, and to analyze what each of this skill involves.
  2. Describe and demonstrate each of the skills
  3. Arrange for every student to perform each task.
  4. Arrange for every student to practice each skill until satisfactory standards have been achieved
  5. Assess whether each skill has been learned to a sufficient standard.

# Describing and demonstrating the manual skills

72

- Learners should be told what manual skills they should learn
- This is done by describing and demonstrating the skills
- The description should normally be both written and verbal.

# Describing and demonstrating the manual skills

73

- The written description can be something, which is prepared by the teacher as a manual.
- The verbal description is most usefully done at the same time as the skill is demonstrated.

# Essential characteristics of a good demonstration method

74

- The demonstrator should understand the procedure beforehand
- Assemble and pretest all equipment beforehand
- A positive approach should be used
  - Like “I am omitting this step” should not be said.
- Create the space so that every body has a good view of the demonstration
  - Better to have small group.

# Essential characteristics of a good demonstration method

75

- The setting for demonstration should be as true as life, if possible.
- A discussion period should follow the demonstration
- Mimeographs should be given before the procedure
- Prompt practice is essential
- Understand and give emphasis to individual difference

# Arrange for every student to perform each task

76

- Let the students return demonstration in the same session
- All equipments, apparatus and patients should be available for the students to perform skill.

# Providing sufficient time

77

- Learning skills takes longer time than learning facts. So plenty of time is required.
- Try to minimize any waste of time due to travelling, waiting for other student, teacher or health service staff to arrive etc.
- Encourage students to practice skills outside the time table, during evening, weekends, at night or during vacations.

# Providing sufficient time

78

- Start to teach manual skill at the beginning of the course.
- Arrange for every student to practice each skill until satisfactory standards have been achieved
- Students should achieve a high standard of competence in all the important manual skills.
- Could be done by arranging attachment to service units such as wards, clinics, health centers

# Assessing whether the student have learned the demonstration

79

- Assessment and teaching cannot be separated.
- Can only be done by observing the students performing the skill and making judgment about the quality of performance.

## Advantage

80

- Activates several senses
- Provides opportunity for observational learning
- It clarifies the underlining principles by demonstrating the ' why' of the procedure
- It commands interest by use of concrete illustrations
- It correlates theory with practice

# Disadvantages

81

- Number of students is limited
- Keeps the students in a passive situation (except for observation)
- Offers little possibility of checking the learning process
- Does not allow for individual pace of learning
- High cost in personnel and time
- Difficulty in repeating the demonstration in order to acquire competence

# Thank you