Chapter 3

Learning objectives

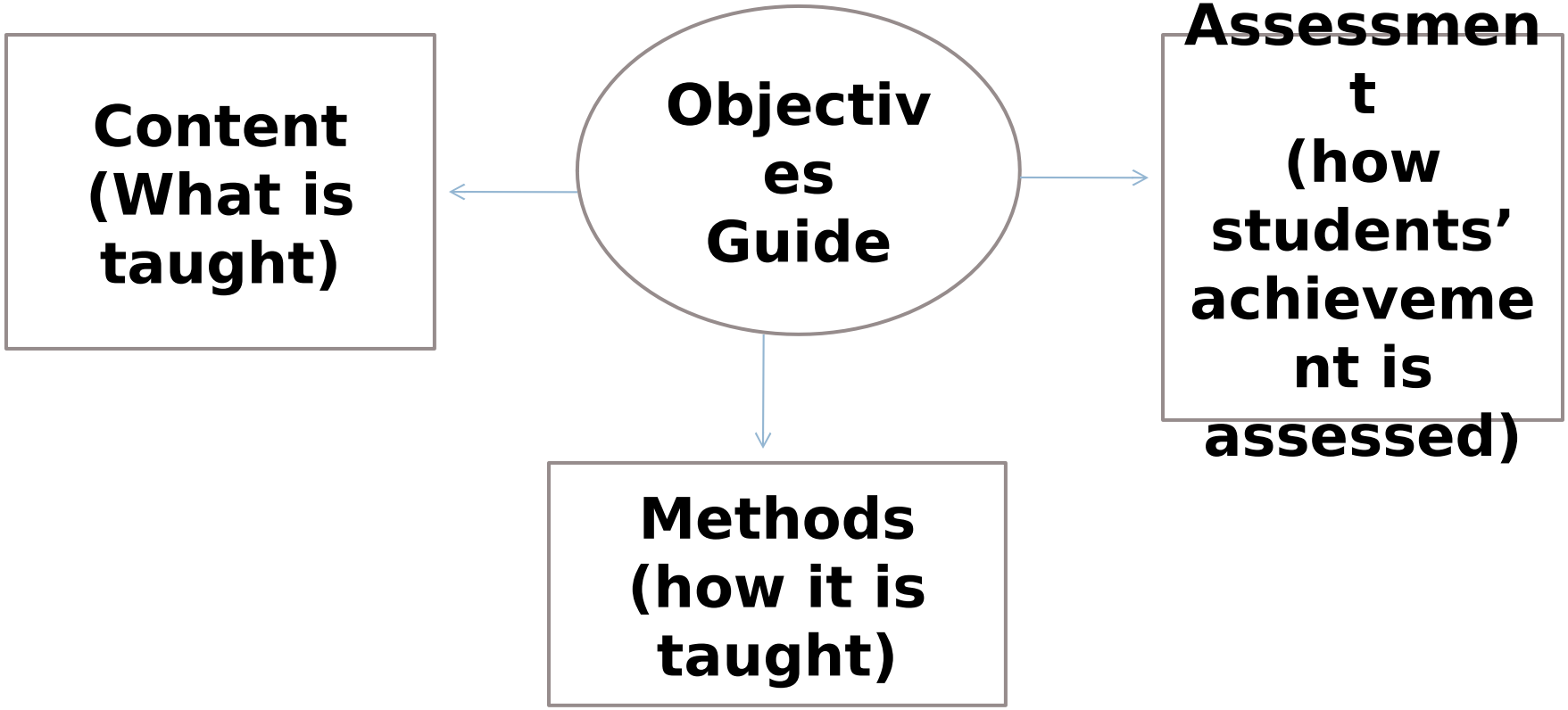
Objectives

- At the end of this presentation, the student should 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

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

How Objectives Guide Teaching



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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...

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

- 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

- 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…

- 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…

- 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

- 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

- 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

- **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

- **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

- 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

- 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

- **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

- 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…

- 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

- **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

- 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 Management of Childhood Illness (IMCI) clinical guidelines

Why Use Instructional Objectives?

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

Criteria for writing effective instructional objectives

- 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...

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 programm'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…..

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…

- 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

- **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).

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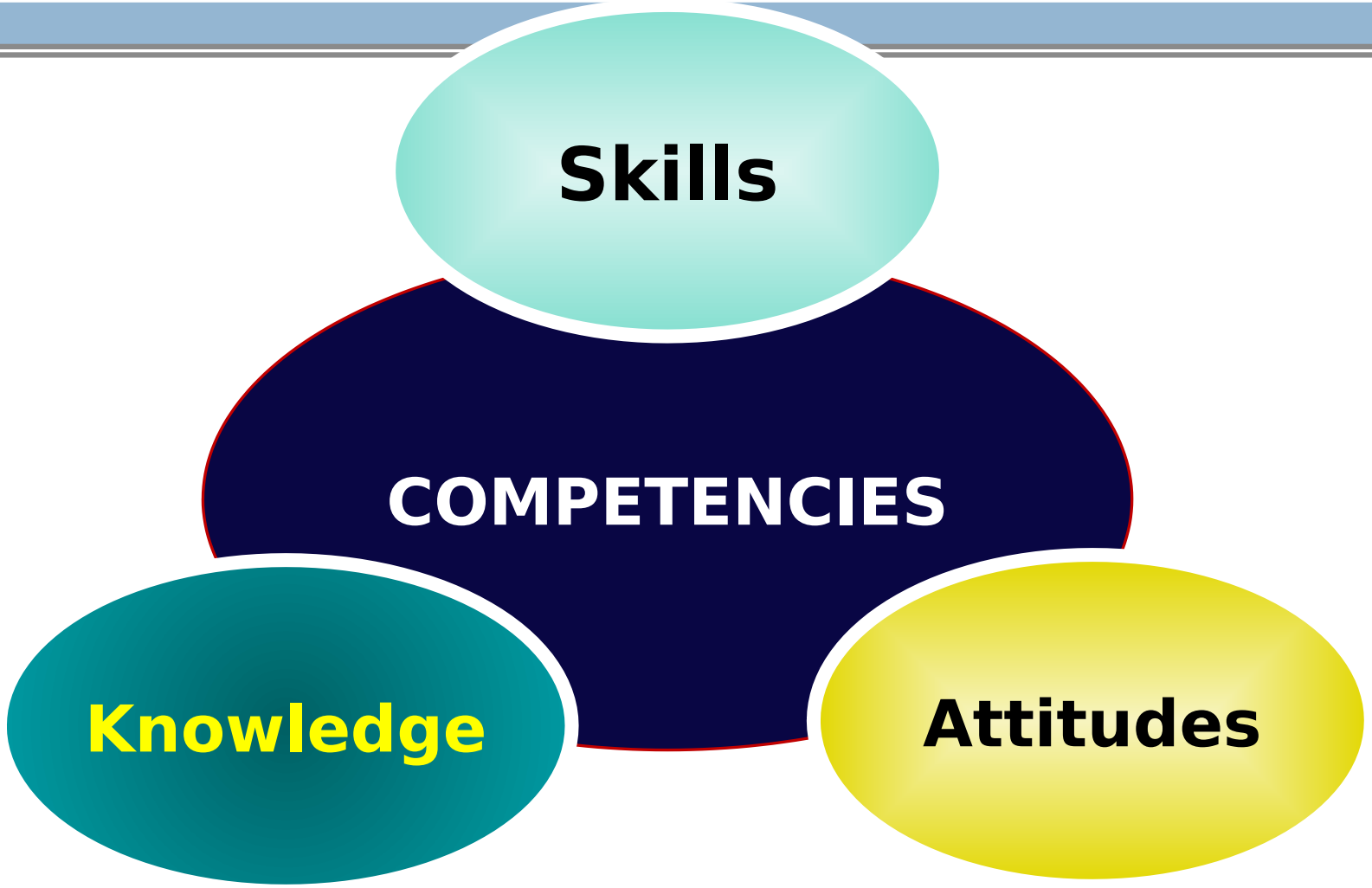

The three educational domains with levels of learning and definitions

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…

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…

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

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

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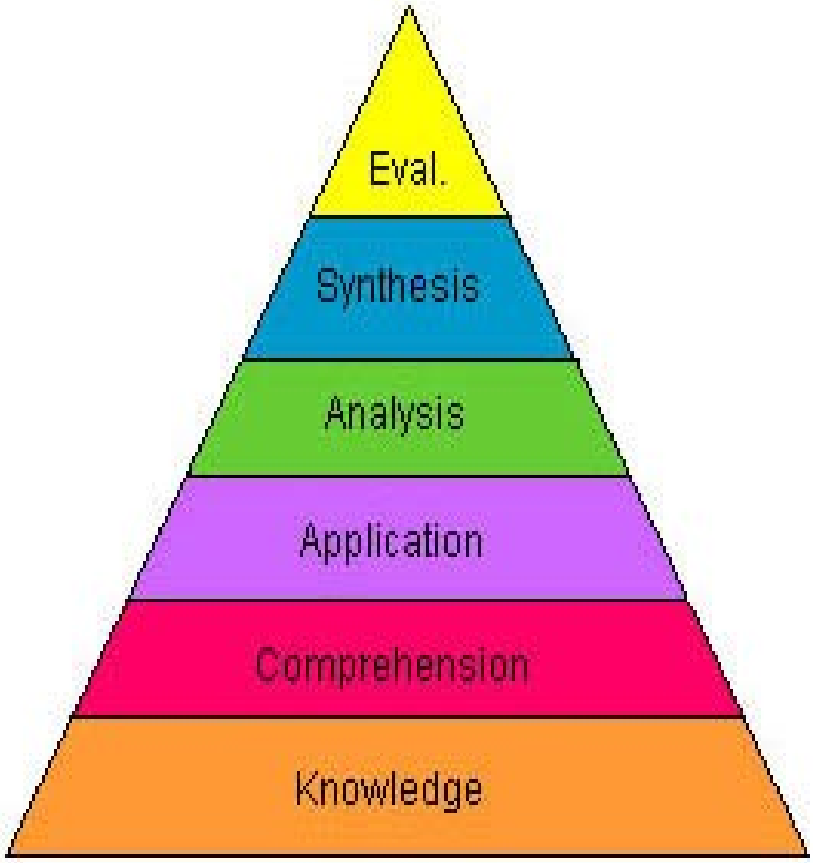
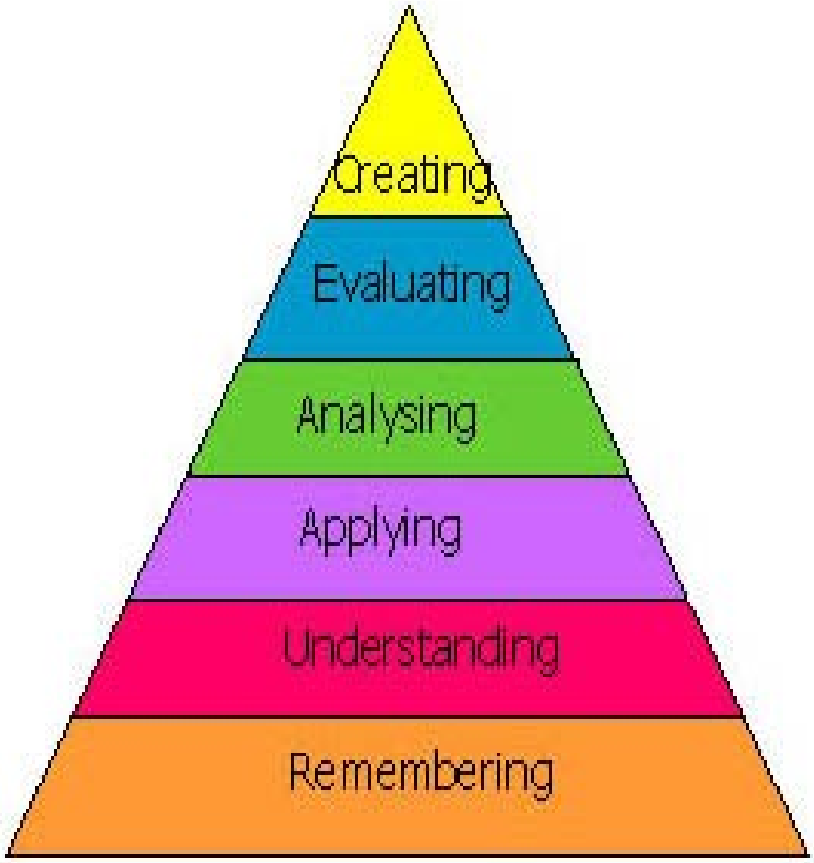


Old Version



New Version

Differences b/n General Instructional Objectives and Specific objectives

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

- **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...

Specific Learning Outcomes/objectives

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

Cont'd...

Action Verbs for Specific

- **Cognitive**: defines, describes, identifies, converts, defends, distinguishes, explains, solves, prepare, differentiates, selects, designs, apprises, 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

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

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

Teaching methods…

Basic methods

- Lecture
- Demonstration
- Role play
- Discussion

Additional methods

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

Teaching methods

- **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.**

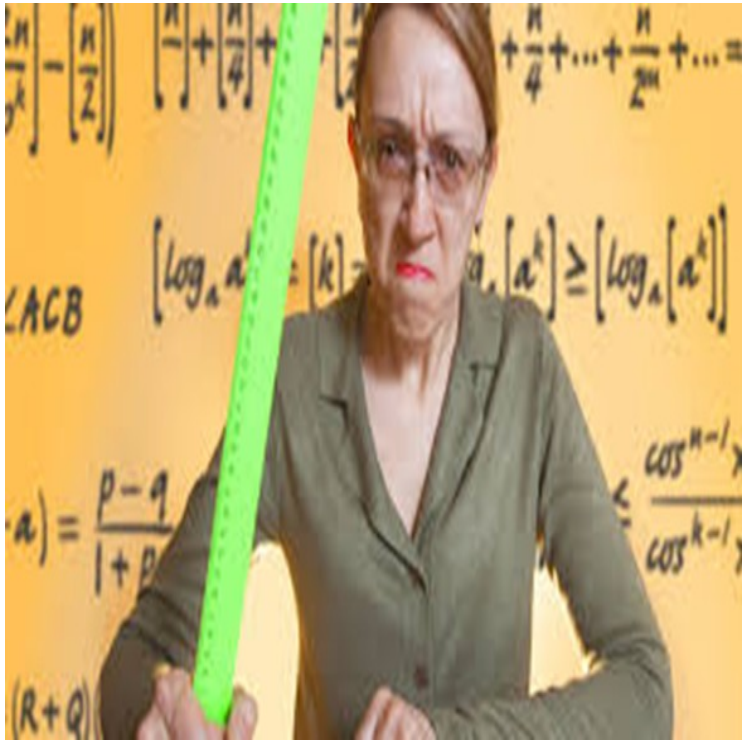
1. Methods appropriate for **cognitive domain**: Lecture method, Discussion, etc
2. Methods Appropriate for **Affective domain**: Drama, role ply, Articles, songs, Experience sharing/value , etc
3. Methods Appropriate for **psychomotor domain**: Demonstration, Re-demonstration, etc

The lecture method of instruction

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

Cont'd…

- Which one do you support teacher or student centered?



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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

- 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?

- 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?

- A period of more or less of uninterrupted talk from a teacher.

- **Student – an occasion to sleep while someone talks.**

Why lecture has survived?

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

Forms

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

- Expository
- Lecture – recitation
- Interactive lecture

Expository lecture

- 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

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

Interactive lecture

- 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

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

Planning lecture

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

Planning lecture

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

Planning lecture

- 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

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

Presenting content effectively

- 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

- 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

Advantages of lecture method

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

Disadvantages of lecture

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

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

Demonstration

The demonstration method (manual skills)

- 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)

- 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

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

General methods of teaching manual skills

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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

- 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