AIMS, GOALS AND OBJECTIVES

Aims, goals and objectives?

- Help guide the planning, delivery, and evaluation of training and education programs and courses.

Aims

- General statements -- provide shape & direction to the more specific actions designed to achieve some product or behavior.
- Starting points -- suggest vision for the good.
- Reflect value judgments and value-laden statements.
- Provide guides for the educational or training process.
- Generally developed by prestigious, nationwide commissions and task forces.
An Aim

- A terminal point toward which we are moving, working, or traveling.
- Curriculum aims are statements that describe expected life and/or work outcomes based on some scheme, either consciously or unconsciously, borrowed from philosophy.
- Written with a degree of timelessness.

Aims

- Aims are written usually with non-measurable verbs such as “To understand, To appreciate, to acquire, to become . . .” (Kemp).
  - “To develop self-realization, productive employment, provide tools for continued learning”.
- Life outcomes . . .

Examples of Aims

- Parenting
  - To become effective parents.
- Self-realization
  - To understand individual development so that they may make choices that lead to a productive life.
Some Educational Aims of the Past

- 1859 -- Spencer Report
- 1918 -- The Cardinal Principles
- 1930s -- The Purpose of Education in American Democracy
- 1944 -- Education for All American Youth
- 1961 -- The Central Purpose of American Education
- 1983 -- A Nation at Risk
- 1994 -- Goals 2000
- 2001 -- NCLB

1918 The Cardinal Principles

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.

1983 A Nation at Risk

We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school:

- (a) 4 years of English
- (b) 3 years of mathematics
- (c) 3 years of science
- (d) 3 years of social studies
- (e) one-half year of computer science.

For the college-bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier.
1994 -- Goals 2000

- ALL CHILDREN in America will start school ready to learn.
- THE HIGH SCHOOL graduation rate will increase to at least 90 percent.
- ALL STUDENTS will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography.
- US students will be first in the world in mathematics and science achievement.

EVERY ADULT American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

EVERY SCHOOL in the United States will be free of drugs and violence, and will offer a disciplined environment conducive to learning.

No Child Left Behind

- Our priorities in this blueprint consist of seven performance-based titles:
  - Improving the academic performance of disadvantaged students
  - Boosting teacher quality
  - Moving limited English proficient students to English fluency
  - Promoting informed parental choice and innovative programs
  - Encouraging safe schools for the 21st Century
  - Increasing funding for Impact Aid
  - Encouraging freedom and accountability
Goals?

- Derived from various aims and provide curriculum decision-makers with broad statements of what they should accomplish in terms of student learning as a result of a particular educational or training program.
- Statements of purpose with some outcome in mind.
- Tend to be long range and are somewhat removed from what is ordinarily considered immediate classroom assessment.

A Curriculum Goal

- Has a purpose or end stated in general terms without criteria or achievement.
- “Demonstrate how to sell a product or service.”
- ”Understand the mission and vision of the company.”
- ”Use simple algebraic equations to solve a variety of problems.”
- These are not statements of how instructors would teach students.

Writing Goals -- An Example . . .

- Parenting:
  - Study the qualities of good family.
  - Determine the resources necessary for a healthy family.
  - Plan for the birth of children.
  - Establish an effective environment for raising children.
  - Provide for children through their adolescence.
What is a Learning Objective?

- A learning objective is a statement of what students will be able to do when they have completed instruction.
- A learning objective has three major components:
  - A description of what the student will be able to do
  - The conditions under which the student will perform the task.
  - The criteria for evaluating student performance.

What is the difference between a GOAL and a Learning Objective?

- A goal is a statement of the intended general outcome of an instructional unit or program.
- A goal statement describes a more global learning outcome.
- A learning objective is a statement of one of several specific performances, the achievement of which contributes to the attainment of the goal.
A single GOAL may have many specific subordinate learning objectives. For example:

- **GOAL**: The goal of the Learning Assessment course is to enable the students to make reliable and accurate assessments of learning.
  - **Learning Objective #1**: Given a learning objective be able to develop an appropriate multiple-choice question to measure student achievement of the objective.
  - **Learning Objective #2**: Given a printout from an item analysis of a multiple choice exam state the accuracy of the test scores.
  - **Learning Objective #3**: Given the discrimination and difficulty indices of an item determine if the item contributes to the reliability of the exam.

Why are Learning Objectives important? Learning objectives are guides to:

- Selection of content.
- Development of an instructional strategy.
- Development and selection of instructional materials.
- Construction of tests and other instruments for assessing and then evaluating student learning outcomes.

Behavioral and Nonbehavioral Objectives

- **Behavioral Objectives**
  - Behavior (Task)
  - Condition
  - Proficiency (Standard or Criterion)
  - Written in terms of behaviors which are observable.

- **Nonbehavioral Objectives**
  - Still precise but not necessarily stated in behaviors that are observable.
  - “Know”, “Enjoy”, “Understand”, etc.
How do you write a Learning Objective?
In writing a Learning Objective:

- Focus on student Performance not teacher performance.
- Focus on product - not process.
- Focus on terminal behavior - not subject matter.
- Include only one general learning outcome in each objective.

Writing Objectives

Goal:
- Obtain a meaningful job.

Objectives:
- Explore sources of job openings.
- Write letters of applications.
- Prepare a resume.
- Complete job applications.
- Participate in job interviews.
- Write letters of acknowledgment.

Formulating Objectives

- Match -- Do they relate to aims and goals?
- Worth -- Valuable or essential?
- Wording -- Will persons who use them understand them
  - Keep them brief and trimmed of wordiness.
- Appropriate -- Meet the outcome needs of the learners?
- Logical group -- So they make sense in units of instruction.
- Periodically revise -- Students change, society changes, knowledge changes, instructional strategies change.
Benjamin Bloom’s Taxonomies

- Led a team of educational psychologists who identified three domains of educational activities:
  - **Cognitive**: mental skills (Knowledge)
  - **Affective**: growth in values, feelings or emotional areas (Attitude)
  - **Psychomotor**: manual or physical skills (Skills)

Bloom’s Cognitive Taxonomy

- Benjamin Bloom created this taxonomy to help teachers and instructional designers to classify instructional objectives and goals.
  - Knowledge is arranged in a hierarchy from the less to more complex.
  - In theory, the helps educators better prepare objectives and, from there, derive appropriate measures of learned capability.

Bloom’s Cognitive Taxonomy

- In fact, most teachers and trainers have very little understanding of the meaning and intent of Bloom’s Taxonomy (or subsequent taxonomies).
- Until the late 1990s, State practice, did not reflect the intent of such a taxonomy.
- Also, as Bloom was an American Academic and his constructs have not be universally embraced.
Bloom's Cognitive Taxonomy

- The foundation of his taxonomy was based on the idea that not all learning objectives and outcomes are equal.
  - For example, memorization of facts, while important, is not the same as the learned ability to analyze or evaluate.
  - In the absence of a taxonomy, educators may choose to emphasize memorization of facts (which make for easier testing) than emphasizing other (and likely more important) learned capabilities.

Bloom's Cognitive Taxonomy

- Knowledge -- basic facts
- Comprehension -- translation, interpretation, extrapolation of information
- Application -- using knowledge
- Analysis -- break whole of knowledge into parts and distinguishing its separate elements relationships and organizational elements
- Synthesis -- putting parts together into a new form
- Evaluation -- judgments based on logical consistency

Affective Domain ~ Values

- Receiving -- awareness, willingness to receive, selected attention
- Responding -- willing responses, feelings of satisfaction
- Valuing -- acceptance, preference, commitment
- Organization -- conceptualization of values, organization of a value system
- Characterization -- reflects a generalized set of values, a philosophy of life
Psychomotor Domain - Skills

- Reflex Movements -- muscle movements
- Fundamental Movements -- walking, running, jumping, pushing, pulling, manipulating
- Perceptual Abilities -- kinesthetic, visual, auditory, tactile, coordination
- Physical Abilities -- endurance, strength, flexibility, agility, dexterity
- Skilled Movements -- games, sports, dance, the art
- Nondiscursive Communication -- posture, gestures, facial expressions, creative movement

Your Use

- Study them.
- Try to decide which level of learning is appropriate and use that for your objective and your activities.

Useful words

- Learning Domains or Bloom's Taxonomy
  - Available for all three taxonomies:
    - Cognitive
    - Affective
    - Psychomotor
Summary

- The intent of aims, goals and objectives differ, but it must be remembered that congruence must be established between each if education is to be meaningful.
- Remember to use appropriate levels of objectives and domains of learning to enhance your curriculum.

Learning Principles -- Adults according to MalcolmKnowles

- Adults are autonomous and self-directed. They need to be free to direct themselves.
- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education.
- Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain.
Adults are relevancy-oriented. They must see a reason for learning something.

Adults are practical, focusing on the aspects of a lesson most useful to them in their work.

Adults need to be shown respect.
- Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom.
- These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Understanding the learning process, learners construct meaning when they:

- challenge their own knowledge and understanding, and respond to the challenges of others.
- participate in a variety of formal and informal social and cultural interactions.
- explore, and develop an openness to, the diversity of knowledge, understanding, values and beliefs.
- take appropriate risks and learn from "mistakes".

- reflect critically on their own and others' knowledge, actions and assumptions, including those relating to gender, race and class.
- develop a range of thinking processes including divergent, convergent, lateral, critical and creative thinking.
- achieve success and a sense of progress in their learning.
- explore and manipulate concrete materials.
- explore practical and purposeful contexts.
• build knowledge and understanding by linking to what is already known.

• negotiate, make choices in, and take their share of responsibility for learning.

• engage in, and reflect on, learning opportunities created through the application of teachers' professional expertise and practical experience.

• reflect on and discuss the process of learning and teaching.

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Learning Process for Instruction

- Learners need to know **WHY** they should learn
  - What is expected
  - Statement of quality or level of performance expected
  - Statement of conditions under which the learner must perform

- Learners need **meaningful training content**
  - Learning is most meaningful if linked to job experiences and needs

- Learners need **opportunities to practice**
  - The mental or physical rehearsal of the task, knowledge, or skill

- Practice **involves experience**
  - This means doing it (hands-on, role play)
- Massed vs. Spaced Practice
  - Massed -- practice continuously
  - Spaced -- given rest or breaks between practice sessions (best method)

- Learners need to commit content to memory
  - Storing important information
  - Develop concept maps, use multiple forms to review info, teach key words, cues

- Learners need feedback
  - How well they are meeting learning objectives

- They learn through observation, experience, and interacting with others
  - Show them, have them practice, work with others doing it (teams)

- Learners need the program to be properly planned and arranged
  - Communicating courses/programs to students/employees
  - Advising them properly
  - Enrolling them
  - Preparing and processing pre-training materials
  - Preparing materials used in instruction
• Arranging the training facility or room
• Testing equipment before starting
• Having backup equipment
• Provide support during instruction
• Distributing evaluation materials
• Facilitating communications during and after training
• Recording course completion in records

Assignment Next Week

• Read Chapter 5
  - Be prepared to discuss questions 2, 3, 5, on page 113
• Annotation no. 3 (Blue)