

Developing Instructional Objectives (PDF Non-Functional Version)

- The following quiz will demonstrate a couple of very important things.
- 1. Your personal understanding of how to develop instructional objectives.
- 2. A basic form of individual, self-paced instruction.
- During the class, we will discuss how this tool can be used to provide real "equal opportunity education" that ensures equal competence for every learner that completes it successfully while allowing each to receive only the instruction they need.
- The first 10 questions simply asks you whether the statement is or is not a properly stated instructional objective. Ignore the content of the sentence you are inspecting. All you are looking for is a performance: an action verb that describes an observable, measurable knowledge, skill, or ability. If the performance is covert, that is, cannot be observed, such as "the learner will enjoy Chinese opera," the statement is not an objective. Unless that learner holds up their lighter, or shouts "encore, encore," you cannot determine whether or not they are enjoying the opera.
- Let's have some fun...



7/14/2019

Prescriptive Training Example, Rev. 1

Slide 1

1

Objectives Training

Question 1 of 1 Point Value: 5

Understand the principles of salesmanship

True

False

PROPERTIES

On passing, 'Finish' button:	Goes to Slide		
On failing, 'Finish' button:	Goes to Slide		
Allow user to leave quiz:	After user has completed quiz		
User may view slides after quiz:	After passing quiz		
User may attempt quiz:	Unlimited times		

2

How can *I* know what *YOU* understand?

It's very important to understand things. If I asked, you might have said you understood objectives. However, the only way I can verify that is to ask you some questions. Let's develop some understanding of covert behavior. "Covert" means that you can't see it.

Covert

Know how to knit
Understand algebra
Have a knowledge of
Comprehend a ton-mile chart
Be aware of spill hazards

Overt

Be able to knit a sock
Solve for x
Demonstrate the ability
Calculate ton-miles
Be able to clean up spills



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Prescriptive Training Example, Rev. 1

Slide 3

3

PROPERTIES

On passing, 'Finish' button: **Close Window**
On failing, 'Finish' button: **Goes to Slide**
Allow user to leave quiz: **After user has completed quiz**
User may view slides after quiz: **At any time**
User may attempt quiz: **Unlimited times**

Properties

Edit in Quizmaker

4

“Yes SIR, I understand!”

“Motorman, do you understand Ohm’s Law?”

“Yes sir, I do.”

“Ok, check the resistor bank to ensure it is within nominal tolerance.”

(A little while later, the rig goes dark)

Who’s fault is it? “Trust, but verify!” You can’t SEE understanding, and while this Rig Manager did do a test of sorts to verify his motorman’s understanding, it wasn’t the best way. Let’s move on...



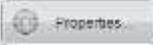
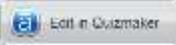
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Prescriptive Training Example, Rev. 1

Slide 5

5

PROPERTIES

On passing, 'Finish' button:	Goes to Next Slide		
On failing, 'Finish' button:	Goes to Next Slide		
Allow user to leave quiz:	After user has completed quiz		
User may view slides after quiz:	At any time		
User may attempt quiz:	Unlimited times		

6

“But you can name things in your head!

Picky, picky. Yes, you can, but if your boss says “Name three reasons why I shouldn’t fire you” you probably are going to make sure he or she hears the response.

“Name” states a performance, along with word like “develop,” “solve” or “describe.”

Do you appreciate the difference? 😊

Now, can you DESCRIBE the difference? 😊



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Prescriptive Training Example, Rev. 1

Slide 7

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PROPERTIES

On passing, 'Finish' button: **Goes to Next Slide**

On failing, 'Finish' button: **Goes to Slide**

Allow user to leave quiz: **After user has completed quiz**

User may view slides after quiz: **At any time**

User may attempt quiz: **Unlimited times**

Properties

Edit in Quizmaker

8

“Hey, Joe, whaddayaKNOW?”

Until Joe speaks, you have no idea what Joe knows. Speaking is an indicator behavior that reveals otherwise covert knowledge. What you *KNOW* is covert, what you *SAY* is overt.

Think about that, and let’s try another...



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Prescriptive Training Example, Rev. 1

Slide 9

9

PROPERTIES

On passing, 'Finish' button:

On failing, 'Finish' button:

Allow user to leave quiz:

User may view slides after quiz:

User may attempt quiz:

Goes to Next Slide

Goes to Next Slide

After user has completed quiz

At any time

Unlimited times



10

To see, or not to see. THAT is the question!

“Understanding” is not visible. It needs an “indicator behavior,” something that makes understanding visible to the rest of us. No literature teachers final exam would consist of “Do you understand the plays of Shakespeare?”

So, in order to demonstrate your understanding of Shakespeare, write an essay on the eschatological implications of “A Midsummer Nights Dream” with particular emphasis on the end of ordinary reality and reunion with the Divine.

OK, maybe not. Let’s just analyze some more objectives...



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Prescriptive Training Example, Rev. 1

Slide 11

11

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Prescriptive Training Example, Rev. 1
Slide 11

PROPERTIES

<p>On passing, 'Finish' button:</p> <p>On failing, 'Finish' button:</p> <p>Allow user to leave quiz:</p> <p>User may view slides after quiz:</p> <p>User may attempt quiz:</p>	<p>Goes to Next Slide</p> <p>Goes to Slide</p> <p>After user has completed quiz</p> <p>At any time</p> <p>Unlimited times</p>
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Properties

Edit in Quizmaker

12

You can SEE a person circle something!

While “identify” is an activity that may be covert, or not visible, “circle” is something anyone can see. It is what we call an “indicator behavior” in instructional design in that it makes the possibly covert behavior “identify” an overt (visible) behavior “circle.”

Try the next one...



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Prescriptive Training Example, Rev. 1

Slide 13

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PROPERTIES

On passing, 'Finish' button:
 On failing, 'Finish' button:
 Allow user to leave quiz:
 User may view slides after quiz:
 User may attempt quiz:

Goes to Next Slide
Goes to Next Slide
After user has completed quiz
At any time
Unlimited times

Properties

Edit in Quizmaker

14

An Intelligent Spectator?



Is this the image of a person who can “Appreciate the abilities of others and perform as an intelligent spectator?”

Just what would that look like?

I don’t know either, but I know nothing in that statement can be observed or measured.



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Prescriptive Training Example, Rev. 1

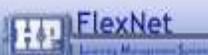
Slide 15

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Putting It All Together

The next ten questions add looking for conditions and criteria to the mix. Look for a performance first, since it doesn't make any difference if either of the others are there if there is no performance. If there is no performance, mark it "not an objective." If you find a performance, look for either or both conditions or criteria and mark the boxes if you find them.

To get credit for the question you will have to find all of the objective components that are present. Remember that you do not need to know **anything** about the subject of the sentence. Like a detective in a nuclear power plant murder case, you are looking for the body, indications it was murder, and clues as to how it got there that you can show other people. How the plant works is not relevant.



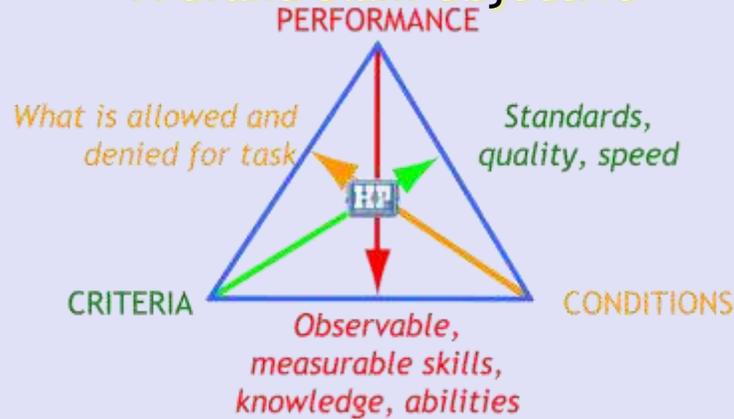
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Prescriptive Training Example, Rev. 1

Slide 16

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A Grand Slam Objective



This tripod illustrates the relationships between the components of an objective. A well-crafted instructional objective describes a competency with the precision of a mathematical formula.



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Prescriptive Training Example, Rev. 1

Slide 17

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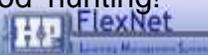
Putting It All Together

Let's define the components of an instructional objective once more just to refresh your memory:

1. Performance: it must be a visible and measurable indicator of competence.
2. Conditions: defines what the learner will be allowed or denied in completing the performance.
3. Criterion: defines how well the performance must be done.

Now, look at the following sentences and check all appropriate boxes. Remember, if there is no performance, condition and criteria are irrelevant. Just check "Not an objective."

Good hunting!



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LMS Standards and Guidelines, Rev. 1

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OTQ9

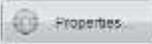
Question 1 of 1 Point Value: 5

Without reference materials, be able to describe three common points of view regarding racial inferiority or superiority that are not supported by available research.

- Performance
- Conditions
- Criterion
- Not an objective

PROPERTIES

On passing, 'Finish' button: [Goes to Next Slide](#)
 On failing, 'Finish' button: [Goes to Slide](#)
 Allow user to leave quiz: [After user has completed quiz](#)
 User may view slides after quiz: [After passing quiz](#)
 User may attempt quiz: [Unlimited times](#)

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A Grand Slam Objective

Nice try, and this one is tricky, but you missed it. All three components are present.

There is a performance, "describe," conditions, "Without reference materials...," and a criterion "...not supported by available research." Remember, "conditions" describe what the learner will be allowed or denied in demonstrating the performance.

Perhaps the criterion threw you off. "...not supported by available research" is NOT conditions but a criterion against which the accuracy of the performance is judged.

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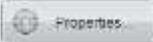
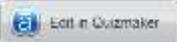
OTQ10

Question 1 of 1 Point Value: 5

Using any reference materials, be able to name correctly every item shown on each of twenty blueprints.

- Performance
- Conditions
- Criterion
- Not an objective.

PROPERTIES

On passing, 'Finish' button:	Goes to Slide		
On failing, 'Finish' button:	Goes to Slide		
Allow user to leave quiz:	After user has completed quiz		
User may view slides after quiz:	At any time		
User may attempt quiz:	Unlimited times		

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A Grand Slam Objective

That wasn't the best answer, as this objective has all three components.

"Using any available reference materials..." states conditions.

"...be able to name..." states a performance.

"...correctly every item on each of twenty blueprints" is a long way of saying "passing is 100%."

This one has it all.

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PROPERTIES

On passing, 'Finish' button: **Goes to Next Slide**

On failing, 'Finish' button: **Goes to Next Slide**

Allow user to leave quiz: **After user has completed quiz**

User may view slides after quiz: **At any time**

User may attempt quiz: **Unlimited times**

Properties

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A Hall of Fame Objective

Well, this one is a complex arrangement and something seems to have thrown you off, but it is really a surgically precise work of art.

Performance **Conditions** **Criteria**

On the 25 yard range, be able to draw your service revolver and fire five rounds from the hip within three seconds. At 25 yards all rounds must hit the standard silhouette target.

 **HP FlexNet**
Learner Management Solutions

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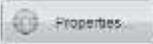
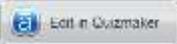
Is this an objective? If it is, check for the presence of each component. (4)

Given an oral description of the events involved in an accident, be able to fill out a standard accident report.

- Performance
- Conditions
- Criterion
- Not an objective

HP FlexNet

PROPERTIES

On passing, 'Finish' button:	Close Window		
On failing, 'Finish' button:	Close Window		
Allow user to leave quiz:	After user has completed quiz		
User may view slides after quiz:	At any time		
User may attempt quiz:	Unlimited times		

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A Double

Ok, it was certainly an objective, but if you marked “Criterion” you got a bit carried away.

While conditions “Given an oral description of the events involved in an accident...” are present and “...be able to fill out a standard accident report” states a performance, there is absolutely nothing here that states how well it must be done.

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Is this an objective? If it is, check for the presence of each component. (5)

Be able to write a coherent essay on the subject "How to Write Objectives for a Course in Law Appreciation." Course notes may be used, as well as references.

- Performance
- Conditions
- Criterion
- Not an objective

HP FlexNet

PROPERTIES

On passing, 'Finish' button:	Close Window	Properties	Edit in Quizmaker
On failing, 'Finish' button:	Close Window		
Allow user to leave quiz:	After user has completed quiz		
User may view slides after quiz:	At any time		
User may attempt quiz:	Unlimited times		

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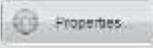
Classic Red Herring

My bet is that you found the performance "...be able to write..." and the conditions, but were led astray by "coherent."

How do you measure "coherent?" Does it mean exactly the same thing to every qualified observer? No. Coherency is in the eye of the observer, and therefore is not measurable and not a criterion.

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PROPERTIES

On passing, 'Finish' button:	Goes to Next Slide	 
On failing, 'Finish' button:	Goes to Next Slide	
Allow user to leave quiz:	After user has completed quiz	
User may view slides after quiz:	At any time	
User may attempt quiz:	Unlimited times	

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PROPERTIES

Allow user to leave interaction:	After viewing all the steps	 
Show 'Next Slide' Button:	Show upon completion	
Completion Button Label:	Next Slide	

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