

Instructional Objectives:

- Define Instructional Objective
- Identify components of a quality Instructional Objective
- Differentiate between measurable and non-measurable verbs
- Explain the importance of observable and measurable objectives
- Create original Instructional Objectives

Tasks/Artifacts:

- Watch Objectives Captivate presentation
- Respond to VT prompt about why having observable and measurable objectives is important and what might happen if there is no objective, or if the objective is not observable and/or measurable.
- HW 1- create original objectives

Screen Type: Cover with changing text			
Screen # 2			
Page Title	Instructional Objectives		
Audio Transcript			
Onscreen Text			
This week you will learn to:			
<ul style="list-style-type: none"> • define the term “Instructional Objective” • identify components of a quality Instructional Objective • differentiate between measurable and non-measurable verbs • explain the importance of observable and measurable objectives • create original Instructional Objectives 			
Media			
Previous Link	None	Next Link	Next

Screen Type: Text with graphic sign animation			
Screen # 3			
Page Title	What are Instructional Objectives?		
Audio Transcript			
<p>Instructional objectives, sometimes referred to as just objectives, are simply a statement of what should be gained at the end of a learning or implementation process. Objectives provide the clear end point to be measured through our assessments. In a classroom they are the intended goal of the learning. What we want our students to be able to do by the end of a lesson or unit. In business they are often goals that will help the company, product, or program thrive. In coaching objectives can provide a focus for improvement.</p>			
Onscreen Text			
<ul style="list-style-type: none"> • Sometimes called objectives • A statement of what skill or learning should be achieved at the end of instruction or implementation <ul style="list-style-type: none"> – What do you want people, a project, program, etc. to achieve or be able to do? – How will you know if that goal has been achieved? 			
Media			
Goal Sign Video			
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Screen Type: Text with changing video			
Screen # 4			
Page Title	Why do I Need an Objective?		
Audio Transcript			
<p>Think of objectives as a destination. Imagine that you are going to be driving someplace new. Most of us will put the name of the place we are going or the specific address into our GPS system. Having an address for our destination and the help of the clear instructions from our GPS makes the journey much easier than if we were to just get in our car, drive around, and cross our fingers that maybe we will eventually come across the place we were hoping to get to. It's important to know where we're going so that we can travel there with purpose.</p> <p>Learning and implementation are the same way. It's important to have a destination so that decisions can be made about how best to get there. Having a clear objective also allows us to be able to identify when the goal has been achieved.</p>			
Onscreen Text			
<ul style="list-style-type: none"> • Destination that will help direct your planning and decision making • Helps you define your path 			
Media			
GPS driving video, GPS graphic video			
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Screen Type: Text with changing video			
Screen # 5			
Page Title	Examples of Objectives		
Audio Transcript			
<p>Here are a few examples of objectives for various contexts. They each provide a clear destination or end point. As you can see all of the objectives are rather simple but also very precise. Objectives are more specific than what we commonly call goals. Goals tend to be a little lofty and may be difficult to define or measure which is where objectives come into play. Objectives help us operationalize our goals.</p> <p>Let's say I have a goal to be a faster runner. Having a specific objective that says I will decrease my recovery time to 90 seconds or less in between running 400 meter repeats on a track is an actionable step that I can focus on that will contribute to my overall goal of becoming a faster runner.</p>			
Onscreen Text			
<p>Objectives in the classroom:</p> <ul style="list-style-type: none"> • Students will be able to (SWBAT) count to 100 using manipulatives. • SWBAT analyze how two characters in a given text are alike and how they are different. • SWBAT demonstrate the appropriate form for a layup. <p>Objectives in business:</p> <ul style="list-style-type: none"> • Increase adoption rate of Product X by 10% • Secure five new high value targets before the end of the second quarter. <p>Objectives in coaching:</p> <ul style="list-style-type: none"> • Decrease rest time in between 400m repeats to 90 seconds or less. • Improve accuracy of fastballs thrown by 10% 			
Media			
Young child counting objects video, business meeting video, running track video			
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Screen Type: Split screen text	
Screen # 6	
Page Title	Quality Objectives
Audio Transcript	
<p>If you take a look at all of the sample objectives again you will notice that they have some things in common. All of these objectives are things that as an instructor or manager we could actually see and observe. They are also all skills, behaviors, or tasks that can be measured directly.</p> <p>Each of the objectives is composed of the desired outcome or behavior such as counting to 100 or decreasing recovery time as well as the context- counting USING manipulatives, or decreasing recovery time in between 400 meter repeats.</p> <p>You should also note that the verbs used in the sample objectives match a certain underlying use of the new behavior. If we want students to be able to count objects it makes sense to create an objective that states they will learn to do so. If I want to become a faster runner it makes sense to have an objective that will help build my speed and aerobic capacity while I am running. When you are creating an objective it is important and helpful to keep the broader applications and intentions in mind so that our objectives can be written using verbs that support those applications.</p>	
Onscreen Text	
<p>Objectives in the classroom:</p> <ul style="list-style-type: none"> • Students will be able to (SWBAT) count to 100 using manipulatives. • SWBAT analyze how two characters in a given text are alike and how they are different. • SWBAT demonstrate the appropriate form for a layup. <p>Objectives in business:</p> <ul style="list-style-type: none"> • Increase adoption rate of Product X by 10% • Secure five new high value targets before the end of the second quarter. <p>Objectives in coaching:</p> <ul style="list-style-type: none"> • Decrease rest time in between 400m repeats to 90 seconds or less. • Improve accuracy of fastballs thrown by 10% <p>Characteristics of Quality Objectives:</p> <ul style="list-style-type: none"> • Observable and measureable • Contain the goal (behavior) and relevant context • Verb matches intended use of new behavior, skill, or knowledge <ul style="list-style-type: none"> – What should people be able to do with the new behavior, skills, or knowledge they will learn? Recall it, explain it, apply it, create something new with it? 	

Media			
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Screen Type: Multiple Choice Question- knowledge check	
Screen # 7	
Page Title	
Question Stem	
Which of the following are components of quality Instructional Objectives? Check all that apply.	
Options	
Observable Measureable Include what the instructor will do Include the behavior to be learned	
Correct Answer	
Observable Measureable Include the behavior to be learned	
Media	