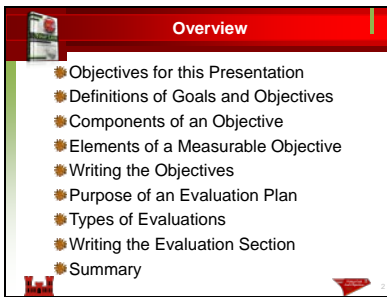


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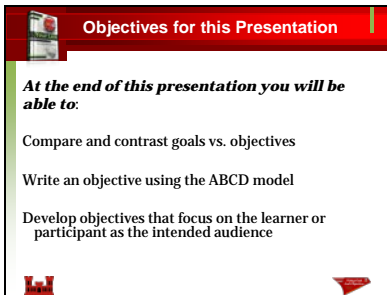


Slide 2



THIS IS THE OVERVIEW OF OUR PRESENTATION.

Slide 3



OUR OBJECTIVES ARE:

COMPARISONS AND CONTRAST OF GOALS VICE OBJECTIVES

WRITING OBJECTIVES USING THE ABCD MODEL

DEVELOP OBJECTIVES THAT FOCUS ON THE LEARNER OR PARTICIPANT AS THE INTENDED AUDIENCE

Slide 4

Objectives are also called:

- Learning Objectives
- Outcomes
- Terminal Objectives
- Enabling Objectives
- Performance objectives
- Aims
- Competencies
- Instructional Objectives
- Behavioral Objectives

The use of the terms "goals" and "objectives" can be confusing!
Let's clarify the differences.

GOALS ARE BROAD, GENERALIZED STATEMENTS ABOUT WHAT IS TO BE LEARNED. THINK OF THEM AS A TARGET TO REACH, OR "HIT".

AN *OBJECTIVE* IS A DESCRIPTION OF A PERFORMANCE YOU WANT LEARNERS TO BE ABLE TO EXHIBIT BEFORE YOU CONSIDER THEM COMPETENT. AN OBJECTIVE DESCRIBES AN INTENDED *RESULT* OF INSTRUCTION, RATHER THAN THE *PROCESS* OF INSTRUCTION ITSELF.

THE USE OF THE TERMS "GOALS" AND "OBJECTIVES" CAN BE CONFUSING! SO, WE'LL TRY TO CLARIFY THE DIFFERENCES.

Slide 5

GOALS	OBJECTIVES
<ul style="list-style-type: none">Broad statementsGeneral intentionsIntangibleAbstractGenerally hard to measure	<ul style="list-style-type: none">SpecificPreciseTangibleConcreteMeasureable

YOU MIGHT CONSIDER THE GOALS OF THE COURSE TO BE LINKED TO THE COURSE DESCRIPTION; THEY ARE BROAD EDUCATIONAL STATEMENTS FITTING THE MISSION AND DESCRIPTION OF THE COURSE. MEASURABLE OBJECTIVES, HOWEVER, TELL WHAT THE LEARNER WILL BE ABLE TO DO UPON SUCCESSFUL COMPLETION OF THE COURSE. *BEGIN WITH THE END IN MIND...*

DEFINE THE RATIONALE OF GOALS AND OBJECTIVES BY WHAT, WHY, HOW, AND WHEN.

WHAT ARE THE GOALS?

WHY WELL-CONSTRUCTED OBJECTIVES?

HOW THEY ARE WRITTEN TO COMMUNICATE REALISTIC, MEASURABLE, AND OUTCOMES?

WHEN SHOULD THEY BE DEVELOPED?

- BEFORE THE COURSE IS DESIGNED,
- 2) BEFORE THE COURSE IS TAUGHT,
- 3) REVIEWED BY THE STUDENT AT THE BEGINNING OF THE COURSE/MODULE/LESSON.

Slide 6

Definitions of Goals and Objectives

GOALS:

- Are **broad statements** that indicate **what you hope to accomplish** in school health.
- Create the **setting** for what you are proposing.
- Focuses on **how a situation will be changed** as a result of a successful project, not what a project will do.

EFFECTIVE, EFFICIENT AND ENGAGING INSTRUCTION BEGINS WITH HAVING CLEAR AND MEASURABLE GOALS AND OBJECTIVES. THIS HELPS BOTH INSTRUCTORS AND STUDENTS FOCUS ON THE LEARNING. THIS WILL ALSO HELP INSTRUCTORS SELECT APPROPRIATE MATERIALS, STRATEGIES, AND TECHNIQUES FOR EFFECTIVE TEACHING, ASSESSMENT AND EVALUATION. WHEN STUDENTS ARE INFORMED, THEY CAN BECOME MORE AWARE, AND BOTH TEACHING AND LEARNING CAN BE MORE EFFECTIVE WHEN STATED IN CLEAR AND MEASURABLE TERMS.

Slide 7

Goal

The goal of a learning activity is like a target

GOALS AND OBJECTIVES HAVE ONE THING IN COMMON, THEY FOCUS ON WHAT THE LEARNER WILL DO AND KNOW UPON COMPLETING THE INSTRUCTION. IT IS IMPORTANT TO REMEMBER THAT THE DEVELOPMENT OF GOALS AND OBJECTIVES DEPENDS ON THE TYPE AND PURPOSE OF THE INSTRUCTION THAT IS BEING CREATED.

Slide 8

Definitions of Goals and Objectives

OBJECTIVES:

- Provide an **organized pathway** to meet your higher goals in school health.
- Are **operational** and **measurable**.
- Describe **specific things** you will be accomplishing.
- Include the quantitative or qualitative **degree, amount** or level of **achievement** or **change**.

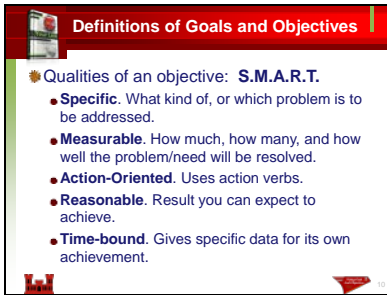
WHEN IT COMES TO OBJECTIVES, THERE ARE COMPETING PHILOSOPHIES AND THERE ARE MANY APPROACHES AVAILABLE TO WRITING GOALS AND OBJECTIVES (TOO NUMEROUS TO MENTION HERE).

Slide 9



OBJECTIVES ARE BRIEF, CLEAR, SPECIFIC STATEMENTS OF WHAT STUDENTS WILL LEARN OR BE ABLE TO PERFORM AT THE CONCLUSION OF ACTIVITIES. GENERALLY, OBJECTIVES ARE COMPETENCY-BASED AS THEY DESIGNATE EXACTLY WHAT STUDENTS NEED TO DO TO DEMONSTRATE MASTERY OF COURSE MATERIAL. WITH THIS IN MIND, OBJECTIVES ARE ALWAYS STATED IN TERMS OF STUDENT OUTCOMES AND THUS THE PURPOSE TO INFORM THE STANDARDS AND EXPECTATIONS.

Slide 10



OBJECTIVES SHOULD BE **SMART**:

S = SPECIFIC - USE THE ABCDS TO CREATE A CLEAR AND CONCISE OBJECTIVE. THE ABCDS WILL BE EXPLAINED LATER.

M = MEASURABLE - WRITE THE OBJECTIVE SO THAT ANYONE CAN OBSERVE THE LEARNER PERFORM DESIRED ACTION AND OBJECTIVELY ASSESS THE PERFORMANCE.

A = ACHIEVABLE - MAKE SURE THE LEARNER CAN DO WHAT IS REQUIRED. DON'T, FOR EXAMPLE, ASK THE LEARNER TO PERFORM COMPLEX ACTIONS IF THEY ARE A BEGINNER IN AN AREA.

R = REASONABLE OR ALSO KNOW AS RELEVANT - DEMONSTRATE VALUE TO THE LEARNER. DON'T TEACH MATERIAL THAT WON'T BE USED OR ON WHICH YOU WILL NOT ASSESS.

T = TIMELY AND TIME BOUND - ENSURE THE PERFORMANCE WILL BE USED SOON, NOT A YEAR FROM NOW. ALSO, INCLUDE ANY NECESSARY TIME CONSTRAINTS, SUCH AS COMPLETING A TASK IN "10 MINUTES OR LESS."

Slide
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Definitions of Goals and Objectives

- Sample **GOAL**
Our child nutrition program will help children learn how to make healthy food choices.
- and related **OBJECTIVE**
Our child nutrition program will offer two new vegetable and two new fruit offerings per week to all students during our 6 week Healthy Eating Challenge.

WELL-FORMULATED GOALS AND OBJECTIVES ARE MORE THAN JUST AN ADVANCE WARNING SYSTEM FOR YOUR STUDENTS. THEY CAN MAKE TEACHING MORE FOCUSED AND PRECISE.

- ❖ PREPARE YOUR LECTURE AND ASSIGNMENT SCHEDULES
- ❖ IDENTIFY AND POSSIBLY DELETE COURSE MATERIAL THAT THE STUDENTS CAN DO LITTLE WITH BUT MEMORIZE AND REPEAT
- ❖ FACILITATE CONSTRUCTION OF IN-CLASS ACTIVITIES, OUT-OF-CLASS ASSIGNMENTS, AND TESTS: YOU SIMPLY ASK THE STUDENTS TO DO WHAT YOUR OBJECTIVES SAY THEY SHOULD BE ABLE TO DO.

Slide
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Identify the Goals and Objective?

- State the definition of a complimentary medical intervention or therapy.
- Provide the health professional with the latest information about over the counter (OTC) anti-histamines and their side effects.
- Introduce the reader to a new development in the early detection of oral cancer.
- Be exposed to a new way of organizing paperwork.

TAKE A MOMENT AND LOOK AT THE FOUR EXAMPLES AND SEE IF YOU CAN IDENTIFY THE GOALS AND OBJECTIVE. WRITE YOUR ANSWER DOWN AND IN TIME THE SLIDE WILL ADVANCE TO THE CLUE.

Slide
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Clue:

There is only one objective on the previous slide-



A. State the definition of a complimentary medical intervention or therapy.

The rest are all broad based goals!

THE QUESTION WAS A CLUE IN ITSELF; GOALS BEING PLURAL AND OBJECTIVE BEING SINGULAR. I KNOW, A CHEAP SHOT, BUT WHAT DO YOU SEE IN THE CLUE...IT PROVIDES AN END-STATE OR OUTCOME; I.E., "STATE THE DEFINITION".

AS YOU VIEWED THE OTHER THREE EXAMPLES, THEY LEAN TOWARDS GOALS SUCH AS; PROVIDE, INTRODUCE, AND EXPOSE.

DON'T WORRY THAT YOU MAY OR MAY NOT HAVE A GRASP ON THIS, AS WE HAVE MORE TO DISCUSS AND LEARN.

Slide
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Common Pitfalls in Writing Goals

- > **Focus on the instructor actions-not the learner**
"Provide an overview of the latest site research."
The purpose of this course is to provide the participant with print and web references regarding site research.
"Dispel common myths about hand washing."
The goal of this course is to provide the health care professional with a review of the history and origin of common myths about hand washing.
- > **Confusing a goal (broad) with an objective (specific)**
"How to turn just ten minutes a day into a revenue stream."
To clarify this example the author or presenter needs to decide what is the overall goal-then what specific behaviors the learners need to do to demonstrate mastery of the information or skill.

THE TERMS "GOALS" AND "OBJECTIVES" ARE SOMETIMES USED INTERCHANGEABLY. THIS IS INCORRECT...THEY ARE DIFFERENT. AS ALREADY DISCUSSED, GOALS ARE BROAD AND SOMETIMES DIFFICULT TO MEASURE. THE IMPORTANT THING ABOUT GOALS IS THAT THEY HELP US FOCUS ON THE BIG AND IMPORTANT PICTURE. OBJECTIVES ARE USUALLY MORE SPECIFIC ABOUT *HOW* AND *TO WHAT DEGREE* THE INSTRUCTION WILL AFFECT THE LEARNER. IT IS IMPORTANT TO KEEP IN MIND THAT LEARNERS APPRECIATE A CLEAR INITIAL UNDERSTANDING OF EXPECTATIONS FOR A COURSE, KNOWING WHAT THEY WILL LEARN, AND WHAT IS EXPECTED OF THEM.

Slide
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Check on Learning

- **GOALS**
Global statements of the need or the problem(s) to be solved by your project.
- **OBJECTIVES**
What it is your project will accomplish.
- **MEASURABLE OBJECTIVES**
Include outcomes that define how the participants in the project will be different as a result.

☒ **GOALS**

GLOBAL STATEMENTS OF THE NEED OR THE PROBLEM(S) TO BE SOLVED BY YOUR PROJECT.

☒ **OBJECTIVES**

WHAT IT IS YOUR PROJECT WILL ACCOMPLISH.

☒ **MEASURABLE OBJECTIVES**

INCLUDE OUTCOMES THAT DEFINE HOW THE PARTICIPANTS IN THE PROJECT WILL BE DIFFERENT AS A RESULT.

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A few things to remember about goals

- Every educational activity should have a goal
- The goal focuses on what the learner will experience, rather than what the instructor will share or do
- It is a broad statement of purpose

EVERY ACTIVITY YOU PRESENT IN YOUR COURSE OR MODULE SHOULD HAVE A GOAL, AND THE GOAL SHOULD FOCUS ON WHAT YOUR STUDENTS WILL LEARN AND EXPERIENCE, RATHER WHAT YOU WILL SHARE OR DO.

Slide
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Writing educational goals and objectives does not have to be a struggle.

Mastering the basic components will help you to zero in on what you want the learners or participants to gain from the experience.

Goals and objectives help to focus your presentation!

Clearly written objectives help to define the outcome of the activity.

IF OBJECTIVES ARE ASSEMBLED FOR EVERY COURSE IN A CURRICULUM, YOU MAY VERY WELL IDENTIFY UNWANTED DUPLICATION AND GAPS. WELL-DESIGNED OBJECTIVES ALSO MAKE THE PROCESS OF OUTCOMES ASSESSMENT SMOOTHER AND MORE COMPREHENSIVE.

Slide
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The Components of an Objective

ALWAYS BEGIN WITH THE END RESULT IN MIND!

THE ABCD APPROACH

MANY WHO RE-FORMULATE OBJECTIVES FOR A COURSE – EVEN ONE THEY HAVE TAUGHT FOR YEARS – FIND THEMSELVES WITH A COURSE THAT IS MORE INTERESTING AND MORE CHALLENGING TO THE STUDENTS AND MORE ENJOYABLE FOR THEM TO TEACH.

AGAIN, “ALWAYS BEGIN WITH THE END RESULT IN MIND WITH THE ABCD APPROACH”; MEANING AUDIENCE, BEHAVIOR, CONDITION, AND DEGREE...EXPLAINED MORE IN THE FOLLOWING SLIDES.

Slide
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Who is this activity intended for? Be specific!

At the end of the webinar the participants will be able to...

At the conclusion of the conference presentation the attendees will be able to...

A=Audience (the learners, readers or participants, not the instructor)

A-AUDIENCE: THE WHO; WHO IS THIS AIMED AT? "THE STUDENT, NOT THE INSTRUCTOR!..."***REMEMBER THAT GOAL SETTING AND IMPLEMENTATION IS A TEAM SPORT. YOU WILL NOT MEET YOUR GOALS UNLESS EVERYONE IS PULLING AN OAR IN THE SAME DIRECTION—YOU CANNOT DO THIS ALONE!***

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What exactly is it that you want the learner to be able to do as a result of your ...

- Journal article
- Webinar
- Self Study Module
- Conference presentation
- Hands on Workshop

B=BEHAVIOR
(what the participants will do)

B-BEHAVIOR: WHAT A LEARNER IS EXPECTED TO BE ABLE TO DO AND CAN BE OBSERVED. IF YOU CAN'T SEE IT, HEAR IT, TOUCH IT, TASTE IT, OR SMELL IT, YOU CAN'T BE SURE YOUR AUDIENCE REALLY LEARNED IT. *PEOPLE WILL ONLY GIVE THEIR ALL IF THEY KNOW WHAT TARGETS/GOALS THEY ARE AIMING FOR. THEY MUST ALSO UNDERSTAND THAT "GETTING A BULL'S-EYE" IS WORTH THE EFFORT!*

Slide
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States what conditions the instructor will impose when the learners are demonstrating mastery of a skill

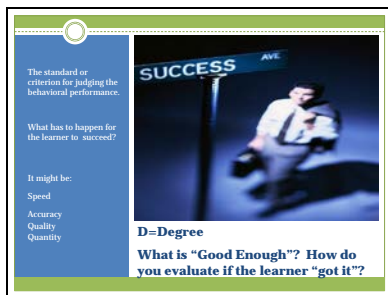
Usually a WHEN or WHILE statement

- "when given a set of five unlabeled slides"
- "when given a list of candidates over the counter drug"
- "while working independently"

C= Condition
(imposed on the learner; imposed by the instructor)

C-CONDITION: HOW? THE IMPORTANT CONDITIONS UNDER WHICH THE PERFORMANCE IS TO OCCUR. UNDER WHAT CIRCUMSTANCES WILL THE LEARNING OCCUR? *PERFORMANCE WILL ONLY TAKE OFF IF YOU HAVE CLEAR GOALS, OBJECTIVES AND MANAGEABLE AT ANY GIVEN TIME. FOCUS ON THOSE GOALS AND OBJECTIVES THAT WILL MAKE THE MOST DIFFERENCE, RESOURCE THEM, AND STICK WITH THEM UNTIL DONE WELL.*

Slide
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The standard or criterion for judging the behavioral performance

What has to happen for the learner to succeed?

It might be:

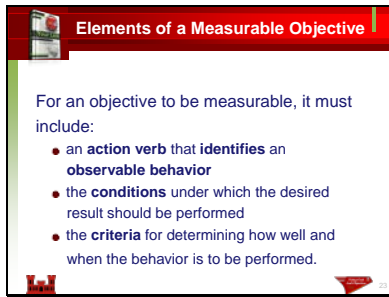
- Speed
- Accuracy
- Quality
- Quantity

D=Degree
What is "Good Enough"? How do you evaluate if the learner "got it"?

D-DEGREE: HOW MUCH? THE CRITERION OF ACCEPTABLE PERFORMANCE. HOW WELL THE LEARNER MUST PERFORM IN ORDER TO BE CONSIDERED ACCEPTABLE. WHAT IS THE CRITERIA; IS IT 100%, 80% OF THE TIME. A COMMON (AND TOTALLY NON-SCIENTIFIC) SETTING IS 80% OF THE TIME.

YOU CANNOT AVOID RESISTANCE. GETTING EVERYONE ON THE BUS IS A BIG CHALLENGE! TIGHTEN YOUR SEAT BELT AND PREPARE YOURSELF FOR SOME BUMPS ALONG THE WAY BECAUSE, IF YOU ARE NOT GETTING RESISTANCE, YOU ARE NOT CHANGING ANYTHING!

Slide
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Elements of a Measurable Objective

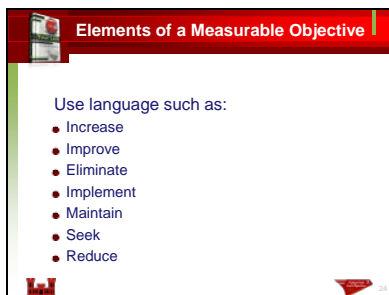
For an objective to be measurable, it must include:

- an **action verb** that **identifies an observable behavior**
- the **conditions** under which the desired result should be performed
- the **criteria** for determining how well and when the behavior is to be performed.

OBJECTIVES MUST BE WRITTEN TO COMMUNICATE REALISTIC, MEASURABLE, AND LEARNER CENTERED OUTCOMES.

- REALISTIC OBJECTIVES CAN BE ACHIEVED BY THE LEARNERS WITHIN YOUR TIME FRAME AND IN YOUR GIVEN ENVIRONMENT.
- MEASURABLE OBJECTIVES ENABLE YOU TO OBSERVE AND DETERMINE HOW WELL LEARNERS HAVE ACQUIRED SKILLS AND KNOWLEDGE.
- LEARNER CENTERED OBJECTIVES STATE WHAT THE LEARNER CAN DO AT THE END OF TRAINING. THEY ALWAYS START WITH ACTION VERBS.
- SPECIFY INTENDED RESULTS OR OUTCOMES, AND NOT THE PROCESS TEACHING AND LECTURING IS PART OF THE PROCESS OF INSTRUCTION, BUT IT ISN'T THE PURPOSE OF THE INSTRUCTION. THE PURPOSE IS TO FACILITATE LEARNING.

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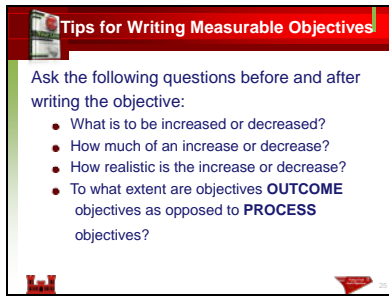
Elements of a Measurable Objective

Use language such as:

- Increase
- Improve
- Eliminate
- Implement
- Maintain
- Seek
- Reduce

TO ENSURE THAT LEARNING OBJECTIVES ARE EFFECTIVE AND MEASURABLE, AVOID USING VERBS THAT ARE VAGUE OR CANNOT BE OBJECTIVELY ASSESSED. USE ACTIVE VERBS THAT DESCRIBE WHAT A STUDENT WILL BE ABLE TO DO ONCE LEARNING HAS OCCURRED. LEARNING OBJECTIVES SHOULD BE STUDENT-FOCUSED AND TARGET THE EXPECTED STUDENT OUTCOME.

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Tips for Writing Measurable Objectives

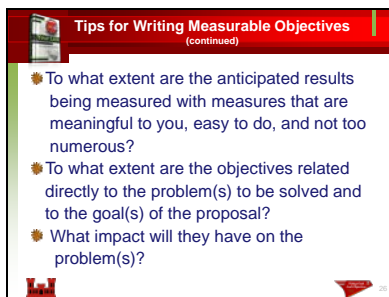
Ask the following questions before and after writing the objective:

- What is to be increased or decreased?
- How much of an increase or decrease?
- How realistic is the increase or decrease?
- To what extent are objectives **OUTCOME** objectives as opposed to **PROCESS** objectives?

WHEN WRITING OBJECTIVES, USE SPECIFIC ACTION VERBS TO DESCRIBE DESIRED OUTCOMES AS SEEN BELOW. THE MORE SPECIFIC THE TASK, THE MORE LIKELY IT IS THAT THE STUDENTS WILL LEARN TO COMPLETE IT.

AVOID NON-SPECIFIC AND SUBJECTIVE VERBS LIKE *KNOW, UNDERSTAND, APPRECIATE, GRASP THE SIGNIFICANCE OF, BELIEVE, OR INTERNALIZE*. THINK OF WHAT YOU WILL ASK THE STUDENTS TO **DO** TO DEMONSTRATE THEIR KNOWLEDGE OR UNDERSTANDING, AND MAKE THOSE ACTIVITIES THE OBJECTIVES FOR A PARTICULAR COURSE TOPIC.

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Tips for Writing Measurable Objectives
(continued)

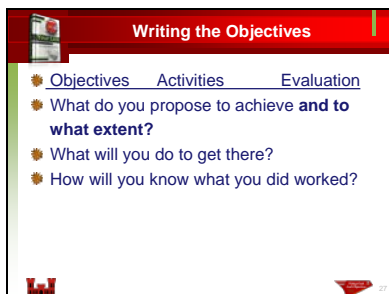
- To what extent are the anticipated results being measured with measures that are meaningful to you, easy to do, and not too numerous?
- To what extent are the objectives related directly to the problem(s) to be solved and to the goal(s) of the proposal?
- What impact will they have on the problem(s)?

OBJECTIVES GENERALLY CONSIST OF THREE PARTS:

- 1) A STATEMENT OF THE EXPECTED STUDENT OUTCOME,
- 2) RESOURCES OR CONDITIONS AVAILABLE TO STUDENTS TO DEMONSTRATE THEY HAVE MET THE OBJECTIVE, AND
- 3) THE DEGREE TO WHICH THE STUDENT MUST DEMONSTRATE WHAT HE/SHE HAS LEARNED.

REMEMBER: OBJECTIVES DESCRIBE WHAT STUDENTS WILL DO – NOT THE INSTRUCTOR.

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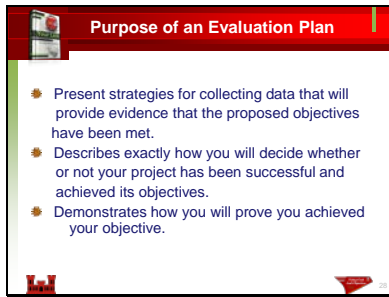
Writing the Objectives

Objectives Activities Evaluation

- What do you propose to achieve **and to what extent?**
- What will you do to get there?
- How will you know what you did worked?

WITHOUT CLEARLY STATED GOALS AND OBJECTIVES, MANY STUDENTS BELIEVE THAT THEIR PRIMARY LEARNING TASK IS TO **GUESS** WHAT THEIR INSTRUCTOR WANTS THEM TO KNOW. IF THEY GUESS WRONG, THEY MAY END UP RESENTING THE INSTRUCTOR FOR BEING UNREASONABLY DEMANDING, TRICKY, OR OBSCURE; AND THE INSTRUCTOR, WHO KNOWS IN HIS OR HER OWN MIND EXACTLY WHAT THE STUDENTS WERE SUPPOSED TO LEARN, MAY UNFAIRLY DISMISS THOSE WHO GUESSED WRONG.

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Purpose of an Evaluation Plan

- Present strategies for collecting data that will provide evidence that the proposed objectives have been met.
- Describes exactly how you will decide whether or not your project has been successful and achieved its objectives.
- Demonstrates how you will prove you achieved your objective.

IF WE BEGIN WITH THE END IN MIND, THE OBJECTIVES INFORM THE LEARNING ACTIVITIES AND EVALUATION CONFIRMS THAT THE EXPECTED LEARNING DID INDEED OCCUR.

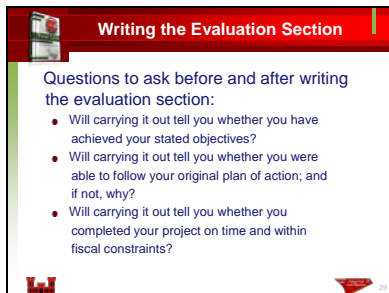
CONSIDER HOW TO COLLECT DATA THAT WILL PROVIDE EVIDENCE THAT THE OBJECTIVES HAVE BEEN MET AND WHETHER OR NOT YOU HAVE BEEN SUCCESSFUL.

EXAMPLES MAY INCLUDE:

HOW ARE WE DOING? PROVIDES FOR ONGOING MONITORING OF THE PROJECT, FOCUSES ON PROCESSES AND SHORT-TERM RESULTS.

HOW DID WE DO? MEASURES THE EFFECTIVENESS OF ACHIEVING OBJECTIVES, AND FOCUSES ON THE OUTCOMES AND IMPACTS OF THE PROJECT, AS WELL AS THE PROCESSES THAT AFFECT THE OUTCOMES.

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Writing the Evaluation Section

Questions to ask before and after writing the evaluation section:

- Will carrying it out tell you whether you have achieved your stated objectives?
- Will carrying it out tell you whether you were able to follow your original plan of action; and if not, why?
- Will carrying it out tell you whether you completed your project on time and within fiscal constraints?

USE THE CLEARLY STATED GOALS AND OBJECTIVES, TO DETERMINE THE PURPOSE OF THE EVALUATION (WHAT YOU ARE ATTEMPTING TO ASSESS) AND THE QUESTIONS THAT CAN BE ASKED TO DETERMINE THE RESULTS OF THE PROJECT.

CONSIDER THAT ADULTS SEEK INFORMATION TO SOLVE PROBLEMS-MORE THAN ACQUIRING NEW KNOWLEDGE AND SOLVING PROBLEMS INCREASES THE PROBABILITY OF SUCCESS FOR YOUR ACTIVITY.

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Writing the Evaluation Section (continued)

- Will carrying it out tell you whether your project has made a difference?
- How much closer to your goal are you now than when you began?
- Is your plan realistic?
- Do you have the resources to capture the data?
- Does it measure what matters?
- Is it too ambitious or grandiose for the project?

INCLUDE THE TYPE OF INFORMATION TO BE COLLECTED, HOW IT WILL BE COLLECTED, AND HOW THE DATA WILL BE ANALYZED.

ADULTS ARE ENGAGED WHEN LEARNING BUILDS ON REAL LIFE EXPERIENCES AND PREFER CASE STUDIES, ROLE PLAY, SIMULATIONS, HANDS ON COMPONENTS AND OTHER INTERACTIVE METHODS.

LAST BUT NOT LEAST, ADULTS WANT REFERENCE MATERIALS AND “QUICK GUIDES” TO TAKE AWAY FROM A LEARNING EXPERIENCE AND USE IN THEIR DAILY WORK LIFE.

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Summary

- Educational goals are general statements of intent and purpose
- Every educational activity should have a goal
- Educational objectives are specific, measurable and precise
- The cognitive domain is most frequently used in developing educational objectives
- The ABCD method of writing educational objectives helps to assure that all the critical components are included
- Adult learners select educational activities to solve problems
- Adult learners prefer to have interactive, real life scenarios, role play and references

☒ GOALS ARE STATEMENTS OF THE NEED OR PROBLEM BEING SOLVED.

☒ MEASURABLE OBJECTIVES ARE S.M.A.R.T. AND CAN BE DEVELOPED USING THE A-B-C-D METHODOLOGY.

☒ EVALUATION IS OFTEN KEY TO SUCCESSFUL INSTRUCTIONS; INFORMS OTHERS HOW YOU WILL DETERMINE WHETHER THE PROJECT WAS SUCCESSFUL

☒ AND ADULT LEARNERS PREFER TO INTERACT AND SOLVE

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Congratulations!

Congratulations! Good luck and thank you for completing this presentation!

CONGRATULATIONS! GOOD LUCK AND THANK YOU FOR COMPLETING THIS PRESENTATION!

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