Scaffolding Measureable Objectives

Diane D. DePew, PhD, RN-BC
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Today’s Objectives

1. Examine levels of objectives.

2. Review components of objectives.

3. Discuss how to adapt levels of objectives.
Behavioral Objective

A description of a performance you want learners to exhibit before you consider them competent.

   Essential knowledge, skills and attitudes (KSA)
Levels of Objectives

• Program (Outcomes)
  – KSAs of program graduates

• Course (Goals)
  – KSAs identified for subject area

• Instructional
  – Detailed KSAs with conditions and criteria
Example

• Program
  – Graduates of the program will be able to communicate effectively in speech and in writing.

• Course (Research)
  – The learner will be able to critically analyze a research study.
Example (con’t)

• Instructional
  — Given a research journal article, the learner will be able to critique the strength of the author’s work based on four elements in a 5-page paper.
Measureable Objective

- Learner
- Performance (behavior)
- Condition (given, environment)
- Criterion (to what extent)
Examine the Objective

Given a research journal article, the learner will be able to critique the strength of the author’s work based on four elements in a 5-page paper.
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Critique a research study.
Examine the Objective

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Critique a research study.
Process Overview

• What behavior?
• What level of performance?
• With what?
• How to measure?
First Question

What behavior do I want the learner to demonstrate after the educational activity?
What Learning Domain is it?

• Cognitive
  – Intellectual learning and problem solving
• Psychomotor
  – Physical movement and motor skills, dexterity and coordination
• Affective
  – Emotions, attitudes and value system
Identify the Verb

Remember, the verb alone does not determine the domain level of the objective.

Given a research journal article, the learner will be able to critique the strength of the author’s work based on four elements in a 5-page paper.

Critique a research study.
Identify the Condition

• Where
• What
• When
Identify the Criterion

- To what extent
- What shows the KSAs
- Competence
- Mastery
Process Overview

• What behavior?
• What level of performance?
• With what?
• How to measure?
Review

• Program
  – Graduates of the program will be able to communicate effectively in speech and in writing.

• Course (Research)
  – The learner will be able to analyze a research study.
Instructional

Critique a research study.

• Identify the elements of a research article.

• Given a research journal article, the learner will be able to critique the strength of the author’s work based on four elements in a 5-page paper.
Key points

• Only one verb per objective
• Avoid adverbs and adjectives
  – Effectively, professionally, etc.
• Make the connections across instructional, course and program objectives (thread)
• S. M. A. R. T.
S. M. A. R. T.

- Specific
- Measureable
- Attainable
- Realistic
- Time-based
Scaffolding Direction

Broad

Specific

Specific

Broad
Did we meet the objectives?

1. Examine levels of objectives.

2. Review components of objectives.

3. Discuss how to adapt levels of objectives.
Questions and Discussion
Thank You!

d.depew@drexel.edu