

Learning Objectives

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1) Cognitive Domain

- a. (Performance→) Student will create a formula that uses Excel's math features (such a +, -, or /). (Condition→) Given a personal computer and PowerPoint (Criteria→) embed clipart into the slide presentation.
- b. (Condition→) Given a lesson in grammar and sentence structure (Performance→) student will re-write a sentence (Criteria→) correctly formatted in future tense.

2) Cognitive Domain (Creating Level)

- a. (Condition→) Given two cartoon characters of the student's choice, (Performance→) include two characters to write a story on (Criteria→) that illustrate three to five of the major personality traits that the student relates to.
- b. (Condition→) Given popsicle sticks and glue, (Performance→) students will assemble a bridge (criteria→) that is sturdy and strong enough to hold a toy train.

3) Psychomotor Domain

- a. (Performance→) The student will be able to walk a balance beam, (Condition→) given some training in balance (Criteria→) and not fall off the beam.
- b. (Condition→) Given matches and wood, (Performance→) Students will build a camp fire (Criteria→) that will burn hot enough to roast marshmallows and long enough to warm them.

Learning objectives tell students what is expected of them, as they are very specific so the expectations are clearly defined. Objectives allow the teacher/facilitator to determine the media, and materials that is necessary to facilitate the learning. The procedures to be used to teach the new information becomes clearer once the objective is defined. Objectives are supposed to be outcome based which means that they will state what the learner should be able to do after the instruction is complete. Objectives are measurable which means that they should describe learning outcomes that can be measured. Objectives should be seen and heard, and describe student behavior. They need to relate what the student should be able to do after the instruction. (O'Bannon, 2002).

“Evaluation is always based on each instructional objective. Determining the objective classification helps in determining the appropriate methods for evaluation. Effective instruction occurs only when student behavior is changed in desired ways, because instructional objectives

are tools for describing student outcomes” (O’Bannon, 2002)

Instructional design that focuses on continuous adjustment and feedback in order to help students succeed includes the following steps:

1. Know the learners
2. State your objectives
3. Establish a positive learning environment
4. Identify teaching and learning strategies
5. Identify and select technologies
6. Evaluation and revision plan

(Lever-Duffy & McDonald, 2011)

I would leverage technology to enhance learning by giving each student an iPad for their use in the class and utilize all of the great online resources that offer great learning materials that promote differentiation. With the help of the online materials I would design instructional activities with student motivation in mind and create the activities in a manner that would be relevant and applicable to the learner and their needs..

The best practice for media use is implementing them effectively. This is very important. Once the maximum effectiveness of Skype, or any other media is determined within the learning environment, it needs to be documented for future reference. The similar process that is utilized with a new instructional design tool can be used in this case. Media is another tool that in various interactive approaches may accommodate the unique learning styles of each student.

References

Lever-Duffy, J. & McDonald, J. B. (2011). Teaching and learning with technology

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O'Bannon, (2002). *Planning for Instruction, Instructional Objectives*. Retrieved on January 15,

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