

## Writing Educational Objectives

- What is an educational objective?
- Why do we write educational objectives?
- What do we want to communicate with educational objectives?
- What is the value or importance of educational objectives?

## Writing Educational Objectives

Definition of an educational (instructional) objective:

Mager – “a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve”

- It is related to the intended outcomes, rather than the process for achieving those outcomes.
- It is specific and measurable, rather than broad and intangible.
- It is concerned with students, not teachers.

*Mager, R.F. (1997). Preparing Instructional Objectives: A critical tool in the development of effective instructions. 3<sup>rd</sup> Edition.*

## Writing Educational Objectives

- 1) Provides a “roadmap” for the instructor to design or select the most appropriate teaching methods for the educational activity. Does the instructor want the learner to be able to..
  - a) List
  - b) Describe
  - c) Analyze
  - d) Apply
- 2) Provides the method(s) for evaluating the educational activity.
- 3) Communicates what is expected of learners at the conclusion of the activity.
- 4) Permits learners to discriminate the most appropriate learning activity to meet their educational needs.

## Writing Educational Objectives

- Well-written educational objectives include the following:
  - Who – student/learner?
  - What – will be able to do what?
  - When – within what timeframe?
  - How – under what conditions, if any?

Mager – A, B, C, D

- **A**udience
- **B**ehavior
- **C**ondition
- **D**egree

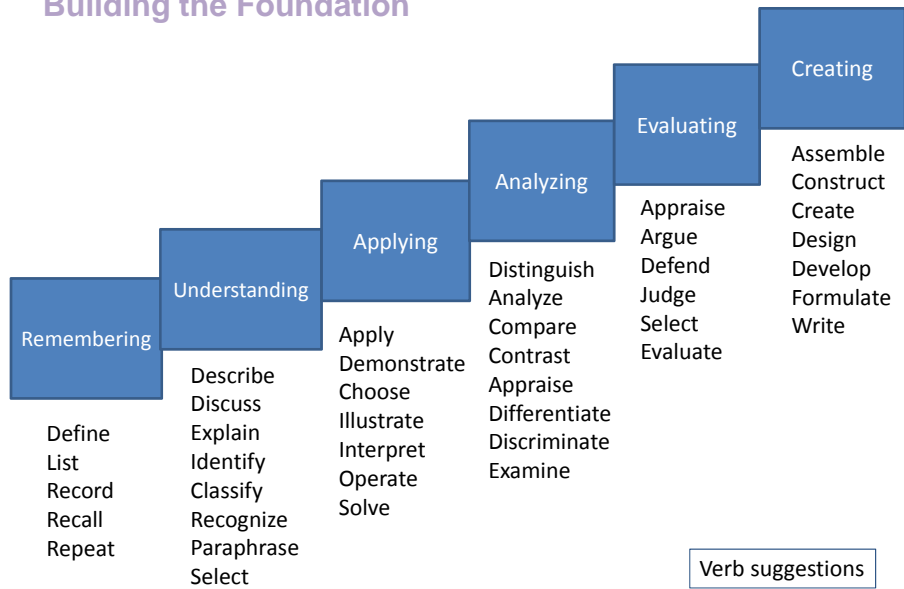
SMART:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**imed

## Bloom's Taxonomy (revised)



## Building the Foundation



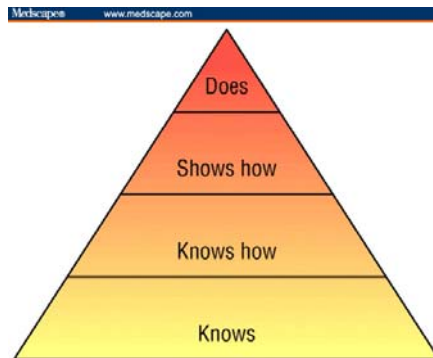
© 2012 American Nurses Credentialing Center

ANCC  
AMERICAN NURSES CREDENTIALING CENTER  
ACCREDITATION

## Levels of Evaluation/Outcome Measures

LEVEL 1	Participation	
LEVEL 2	Satisfaction	
LEVEL 3A	Learning: Declarative Knowledge	KNOWS
LEVEL 3B	Learning: Procedural Knowledge	KNOWS HOW
LEVEL 4	Learning: Competence	SHOWS HOW
LEVEL 5	Performance	DOES
LEVEL 6	Patient Health	
LEVEL 7	Community Health	

Moore, Green and Gallis -  
Levels of Outcomes

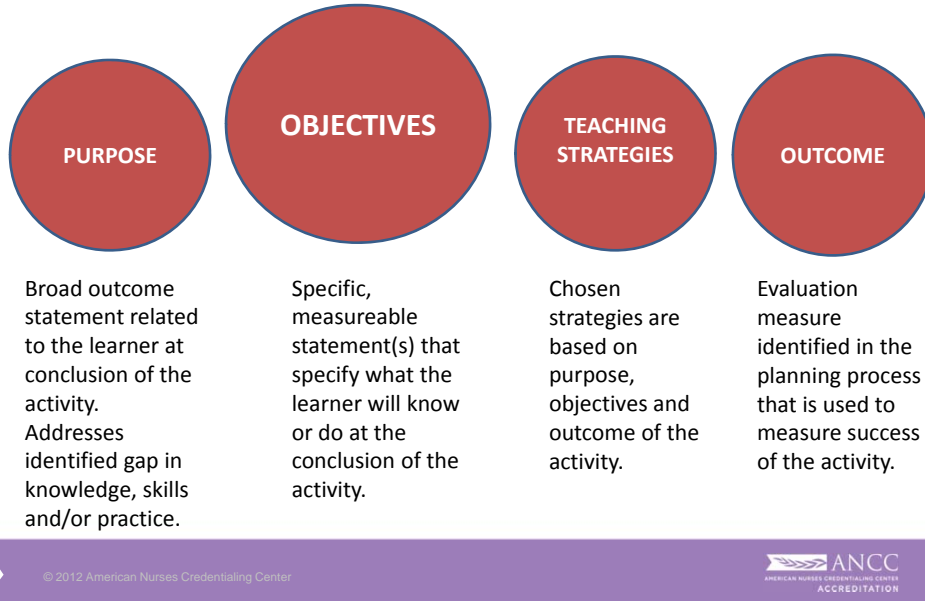


Miller, G.E. -  
Miller's Pyramid

© 2012 American Nurses Credentialing Center

ANCC  
AMERICAN NURSES CREDENTIALING CENTER  
ACCREDITATION

## Putting It Together



## Writing Educational Objectives

- **REMEMBER:**
  - Learner oriented outcome statement
  - Congruent with purpose of activity
  - One measurable action verb
  - Specific
  - Appropriate to meet identified gap in knowledge, skills and/or practice for target audience
  - Feasible within the allotted timeframe and resources available for activity

LET'S PRACTICE!

## Critique

At the conclusion of this educational activity, participants will be able to:

1. List the 5 “rights” of medication administration.
2. Improve their understanding of medication side effects.
3. Choose the most appropriate anti-hypertensive medication for elderly patients given a choice of three different anti-hypertensive medications.
4. Describe possible side effects of chemotherapeutic agents administered intravenously.
5. Reduce the overall rate of hypertension for patients they care for.
6. Develop a 30 minute webinar appropriate for the lay person with hypertension.
7. Know how to treat hypertensive patients.

Which are specific, measureable, realistic objectives?

© 2012 American Nurses Credentialing Center



## Critique

Strong objectives:

1. List the 5 “rights” of medication administration.
2. Choose the most appropriate anti-hypertensive medication for elderly patients given a choice of three different anti-hypertensive medications.
3. Describe possible side effects of chemotherapeutic agents administered intravenously.
4. Develop a 30 minute webinar appropriate for the lay person with hypertension.

All these objectives are specific, measureable, and realistic.

© 2012 American Nurses Credentialing Center



## Critique

Weak objectives:

1. Improve their understanding of medication side effects.
2. Reduce the overall rate of hypertension for patients they care for.
3. Know how to treat hypertensive patients.

These objectives are not specific, measurable and/or realistic.

## Putting it Together!

Purpose: Increase the number of teenagers vaccinated with the meningococcal vaccine prior to graduation from high school

Outcome measure: % of teenagers vaccinated with the meningococcal vaccine upon graduation from high school

Needs assessment data for target audience (school nurses) demonstrates that 75% are not aware of a new vaccination recommendation.

Identified gap is knowledge of new vaccination recommendations.

## Let's Practice!

Time allotted for activity: 1 hour webinar

Objective:

At the conclusion of this webinar, participants will be able to,

1. Describe the recommended time period by which teenagers should receive the meningococcal vaccine according to new CDC guidelines.

Who: participants

What: describe recommended time period by which teenagers should receive the meningococcal vaccine according to new CDC guidelines

When: by conclusion of the webinar

How: no conditions

© 2012 American Nurses Credentialing Center



# GET STARTED!

© 2012 American Nurses Credentialing Center

