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?
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.


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
- Audience
- Behavior
- Condition
- Degree

SMART:
- Specific
- Measureable
- Achievable
- Realistic
- Timed

Bloom’s Taxonomy (revised)
Building the Foundation

Remembering
- Define
- List
- Record
- Recall
- Repeat

Understanding
- Describe
- Discuss
- Explain
- Identify
- Classify
- Recognize
- Paraphrase
- Select

Applying
- Apply
- Demonstrate
- Choose
- Illustrate
- Interpret
- Operate
- Solve

Analyzing
- Distinguish
- Analyze
- Compare
- Contrast
- Appraise
- Differentiate
- Discriminate
- Examine

Evaluating
- Appraise
- Argue
- Defend
- Judge
- Select
- Evaluate

Creating
- Assemble
- Construct
- Create
- Design
- Develop
- Formulate
- Write

Verb suggestions

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
Putting It Together

**PURPOSE**

Broad outcome statement related to the learner at conclusion of the activity. Addresses identified gap in knowledge, skills and/or practice.

**OBJECTIVES**

Specific, measurable statement(s) that specify what the learner will know or do at the conclusion of the activity.

**TEACHING STRATEGIES**

Chosen strategies are based on purpose, objectives and outcome of the activity.

**OUTCOME**

Evaluation measure identified in the planning process that is used to measure success of the activity.

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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?

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.
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

GET STARTED!