



Bear Bites

Information for Classroom Instruction
School Year 2008 - Edition #1

This year, "Bear Bites" will present information on objectives. The following information comes from the *Consultative Group on International Agricultural Research*.

What is an objective and how do I write them?

An objective (some will refer to it as a learner outcome) is a sub-goal. It identifies a short-term, measurable step within a designated period of time that is moving toward achieving a long-term goal. Many teachers plan their teaching in terms of what they will do themselves. The most important point to remember is that objectives are to be written in terms of what the learner will be able to do after a period of learning has taken place.

Objectives should:

- be written in terms of the learner, (what the learner will be able to do after instruction)
- identify the desired behavior by name and specify observable behavior (it must be possible to assess the activity in some way)

In order for the objective to be achieved, some change in the learner's behavior must take place. In order to assess that this has occurred it is necessary to have evidence. This is done by including a verb in the objective. Therefore, the objective should describe what the learner will be able to do after the period of learning. Some words are better than others for the construction of objectives. (On the next page is a list of action verbs from Bloom's Taxonomy that require cognitive outcomes).

Here are some examples from various departments at LZHS:

- Explain how the Reformation led to disunity in the Holy Roman Empire.
- Read and understand literature representative of various societies, eras, and ideas.
- Identify the levels of organization that ecologists study.
- Create a problem-solving plan for a real-life situation.
- Interpret building codes and ordinances affecting design and construction.
- Conjugate regular verbs using the preterite and imperfect forms.
- Compare and contrast school systems, the school day, and education in general from the countries studied.
- Perform combinations of weight bearing and balance activities on a variety of body parts.

Bloom's Taxonomy Action Verbs Requiring Cognitive Outcomes
Begin course objectives with these verbs

SIMPLE SKILLS <<----->> COMPLEX SKILLS

			Critical Thinking		Evaluation
					Judge
					Synthesis
					Appraise
					Design
			Analysis	Plan	Evaluate
			Compare	Compose	Revise
			Application	Distinguish	Propose
			Use	Differentiate	Formulate
			Comprehension	Employ	Diagram
			Express	Interpret	Analyze
			Restate	Dramatize	Assemble
Knowledge			Categorize	Collect	Choose
Define	Translate	Sketch	Appraise	Construct	Measure
Repeat	Identify	Practice	Experiment	Create	Compare
Name	Explain	Illustrate	Test	Setup	Value
Recall	Recognize	Operate	Contrast	Organize	
List	Discuss	Demonstrate	Insect	Prepare	
Relate	Describe	Apply	Debate		
Record	Tell	Schedule	Inventory		
Underline	Locate	Shop	Question		
	Report		Examine		
	Review		Criticize		
			Relate		
			Solve		
			Calculate		