

Here is some practical advice that may come in useful when you come to defining and writing your instructional objectives.

A definition of instructional objectives

A learning objective is a statement that specifies in behavioural (measurable) terms what a learner will be able to do as a result of instruction. It describes the intended outcome of your instruction rather than a description or summary of your content. It is but one of several steps that should be followed when developing instruction. Instructional objectives provide both you and your students with 'section direction'.

Just think:

- Learner-centred, not teacher-centred.
- Outcomes-driven, not process-driven.
- Objective measures, not subjective measures.
- Specific behaviours, not vague behaviours.

Objectives can cover knowledge and skills as well as attitudes. An emphasis should always be placed on the student's ability to integrate information to solve realistic problems as opposed to the acquisition of information alone. As the developer of instruction, ask the following question before writing your objective, 'What do I want the student to do to demonstrate that he or she has learned?' ... then start writing.

In addition to aiding students in studying for the course, you will find that having taken the time to clearly state objectives will prove invaluable when it comes time for you to develop any sort of test (e.g. quiz, mid-term, final) for your class.