Creating Performance Objectives with Style
Learning Style, that is.
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Agenda

Foundation of Objectives

Implementing Affective and Psychomotor Learning Styles into Objectives

Implementing Cognitive Learning Styles into Objectives

Summary
Foundation
What is a Performance Objective?
Discussion

How can performance objectives benefit students?
Start with the end in mind.
Provide growth and guidance.
Help evaluate success.
**GOOD**

Written in simple, precise terms with action verb

*Identify, sort, compare, contrast, solve*

**BAD**

Written in broad, complicated terms

*Know, understand, appreciate, enjoy, believe*
THINK
What do you want students to know or understand?

FEEL
How do you want students to feel or respond?

DO
What specific action do you want students to take on a topic?
Needs to be measurable
ABCD’s of Writing Objectives:

A - Audience
The who. “The student will be able to...”

B - Behavior
What a learner is expected to be able to do or the product or result of the action. Should be observable.

C - Condition
The important conditions under which the performance is to occur.

D - Degree
The criterion of acceptable performance. How well the learner must perform in order to be considered acceptable.
Domains of Learning
Affective
Feelings, values, motivations, and attitudes
<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Internalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Capture</td>
<td>• Conform</td>
<td>• Seek</td>
<td>• Examine</td>
<td>• Internalize</td>
</tr>
<tr>
<td>• Feel</td>
<td>• Allow</td>
<td>• Justify</td>
<td>• Review</td>
<td>• Judge</td>
</tr>
<tr>
<td>• Sense</td>
<td>• Cooperate</td>
<td>• Respect</td>
<td>• Conclude</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Search</td>
<td>• Resolve</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuade</td>
<td>• Judge</td>
<td></td>
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</tr>
</tbody>
</table>
Discussion

How do you believe affective learning objectives can fit into your class or program?
Psychomotor

Physical movements and functions
<table>
<thead>
<tr>
<th>Perception</th>
<th>Distinguish, identify, select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set</td>
<td>Demonstrate, show</td>
</tr>
<tr>
<td>Guided Response</td>
<td>Attempt, imitate, try</td>
</tr>
<tr>
<td>Mechanism/ Complex Response</td>
<td>Carry out, operate, perform</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Adapt, change, modify, revise</td>
</tr>
<tr>
<td>Origination</td>
<td>Create, design, originate</td>
</tr>
</tbody>
</table>
Perception/Guided Response
Mechanism/Complex Response
Adaptation/Origination
Cognitive

Knowledge-based, Development of intellectual skills
# Remembering

## Key Action Verbs

- Know, Identify, Relate
- List, Label, Describe
- Define, Recall, Memorize, Repeat
- Record, Name, Recognize, Acquire

## Applications

- Definitions
- Identifications
- Recognition
- Matching
Understanding

Key Action Verbs
- Comprehend
- Explain
- Summarize
- Translate

Applications
- Explain in your own words...
- Exploratory activities
- Taking notes
Applying

Key Action Verbs

- Construct
- Demonstrate
- Discover
- Relate

Applications

- Practicing an activity
- Creating a process
- Collaborative learning
<table>
<thead>
<tr>
<th>Key Action Verbs</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Testing hypotheses</td>
</tr>
<tr>
<td>Compare</td>
<td>Troubleshooting something</td>
</tr>
<tr>
<td>Diagram</td>
<td>Open forum on topic</td>
</tr>
<tr>
<td>Contrast</td>
<td>Gathering information and making a determination based on said info</td>
</tr>
</tbody>
</table>
# Evaluating

<table>
<thead>
<tr>
<th>Key Action Verbs</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Surveying</td>
</tr>
<tr>
<td>Interpret</td>
<td>Critical analysis of an article’s efficacy</td>
</tr>
<tr>
<td></td>
<td>Explanation and justification of an activity</td>
</tr>
</tbody>
</table>
# Creating

<table>
<thead>
<tr>
<th>Key Action Verbs</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing</td>
<td>Write a manual</td>
</tr>
<tr>
<td>Rearranging</td>
<td>Design a machine</td>
</tr>
<tr>
<td>Reconstructing</td>
<td>Integrate some form of training</td>
</tr>
<tr>
<td>Contrast</td>
<td>Procedural Revisions</td>
</tr>
</tbody>
</table>
What does your pyramid look like?
Writing Performance Objectives

How do you write performance objectives which make sure all learning types are covered?

Is this possible?!
S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time-bound
Question to Consider

Looking at Bloom’s Taxonomy, what percent of cognitive course activities do you believe should apply to each specific stage?
Additional Questions?