



Creating Performance Objectives with Style

Learning Style, that is.





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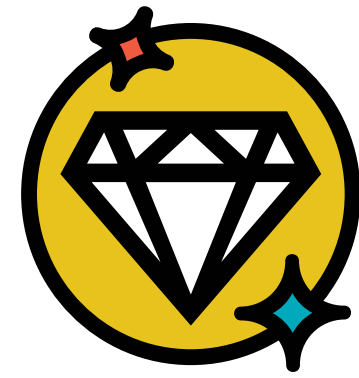
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A decorative graphic consisting of a network of interconnected nodes and lines. The nodes are represented by circles of various colors (red, teal, yellow, orange) and sizes. Some nodes are larger than others, and they are connected by thin grey lines, some of which are solid and some are dashed. The overall structure is abstract and resembles a molecular or network diagram.

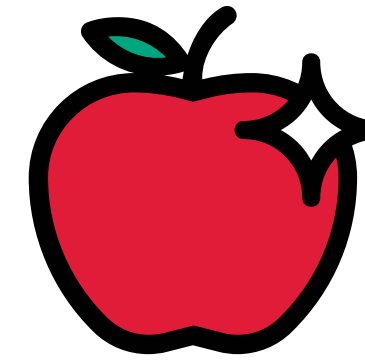
We know the transformative power of education.

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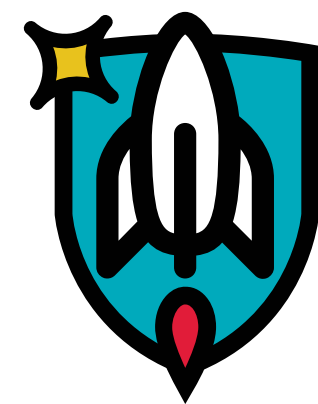
We serve educators and related regulatory agencies in four key areas:



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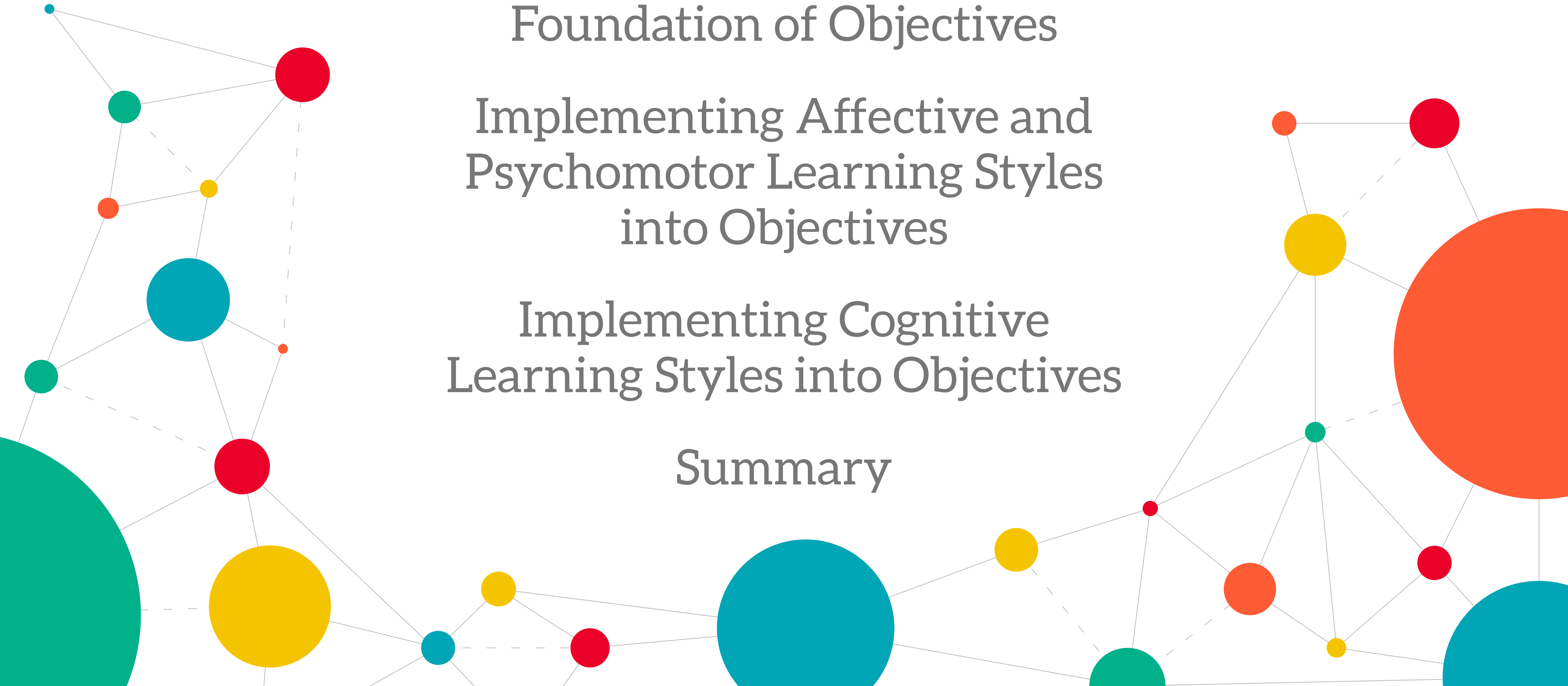
Agenda

Foundation of Objectives

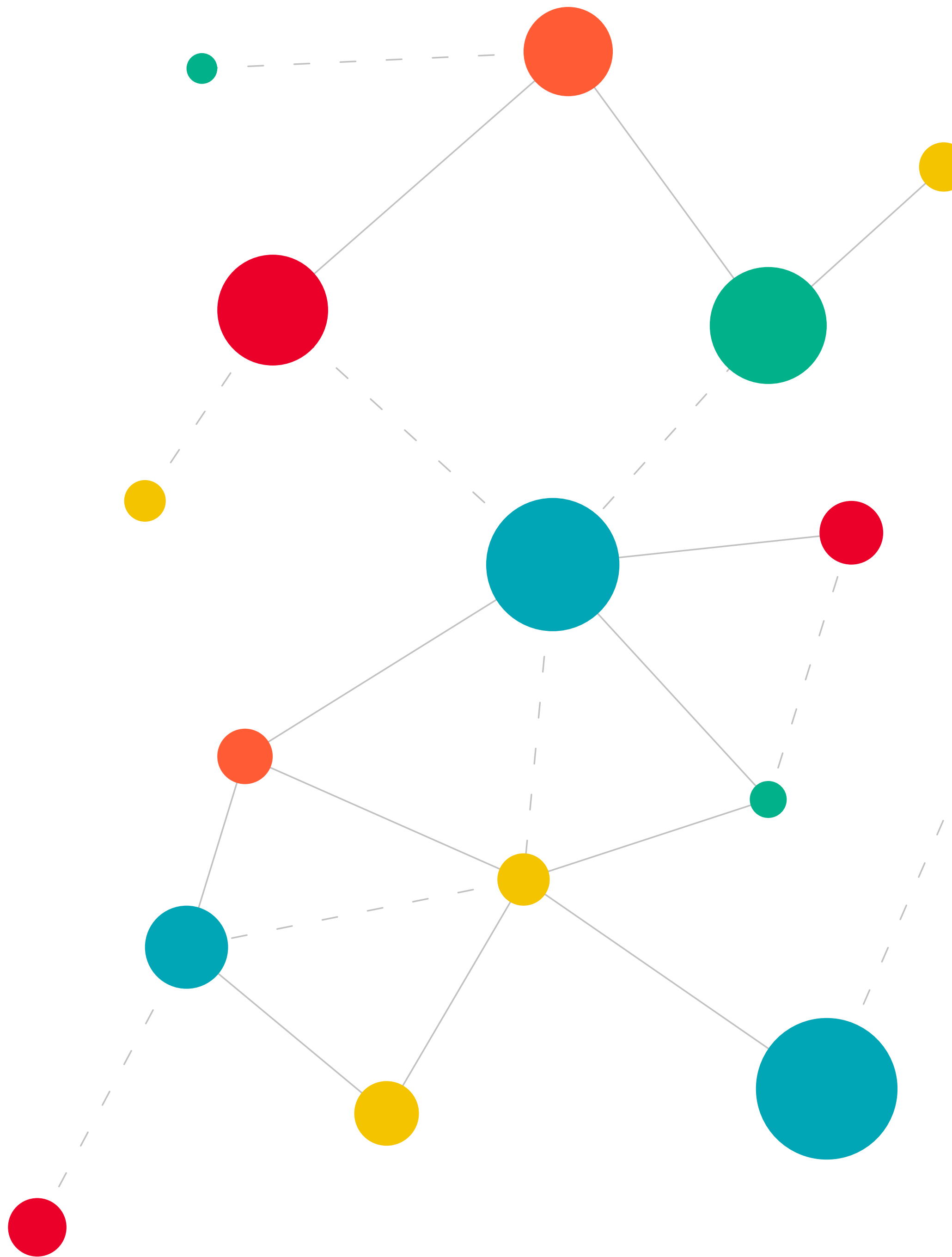
Implementing Affective and
Psychomotor Learning Styles
into Objectives

Implementing Cognitive
Learning Styles into Objectives

Summary



Foundation



What is a Performance Objective?



Discussion

How can performance objectives benefit students?



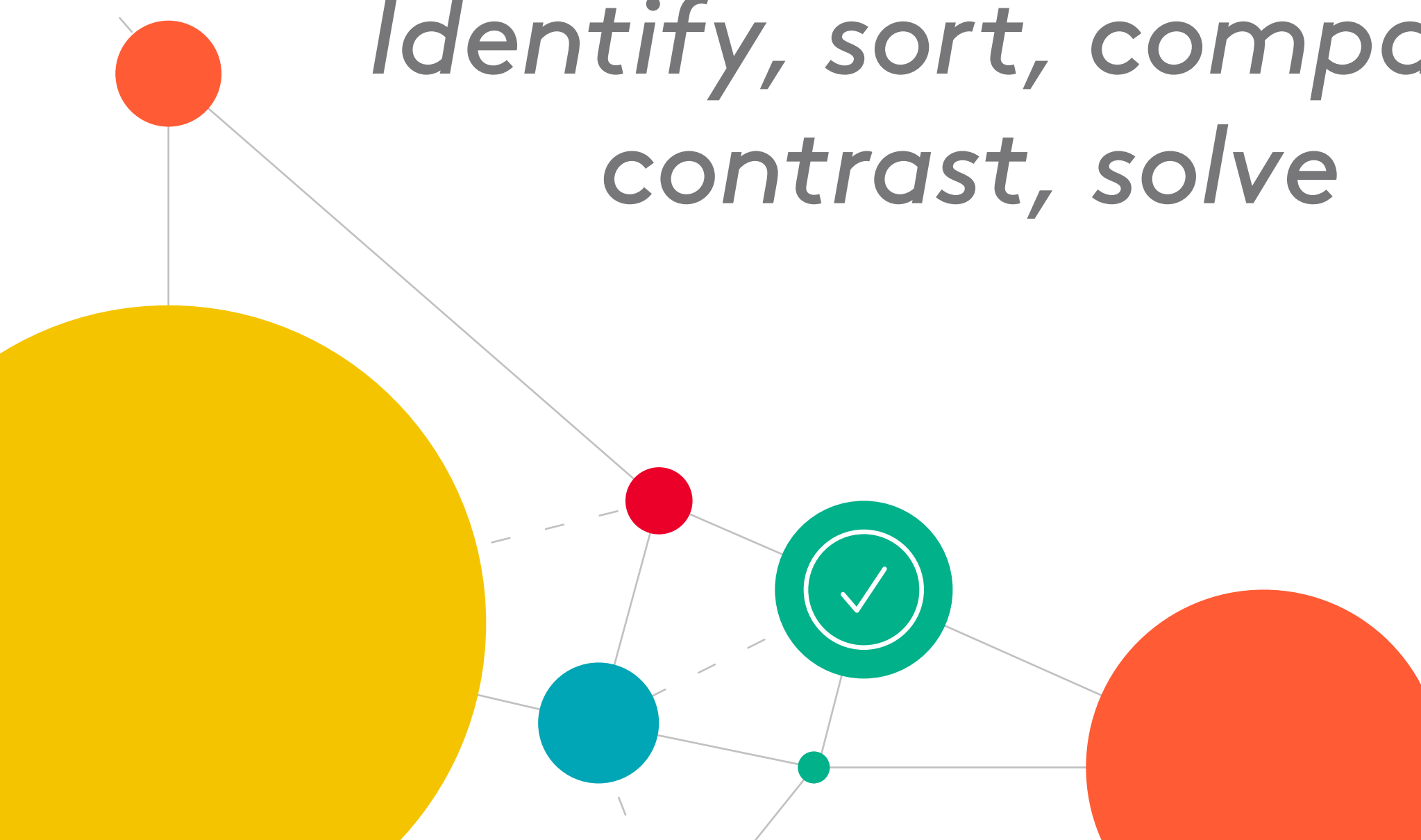
Start with the end in mind.
Provide growth and guidance.
Help evaluate success.



GOOD

Written in simple,
precise terms with
action verb

*Identify, sort, compare,
contrast, solve*

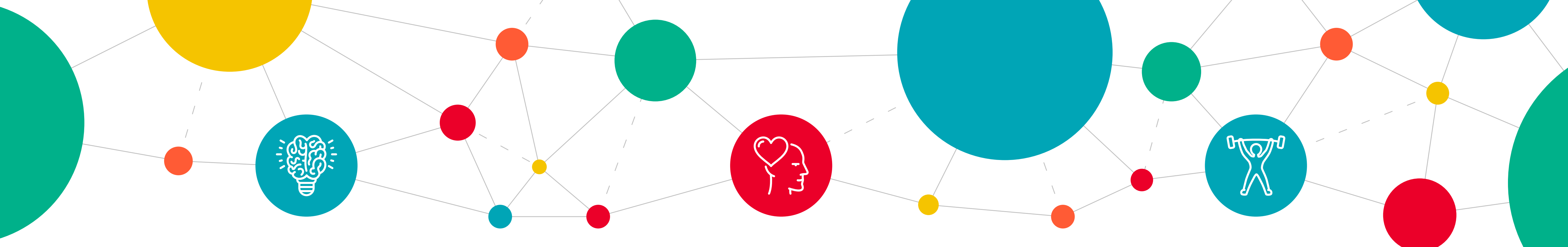


BAD

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?

THEORETICAL

ACTIONABLE

PRACTICAL



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.

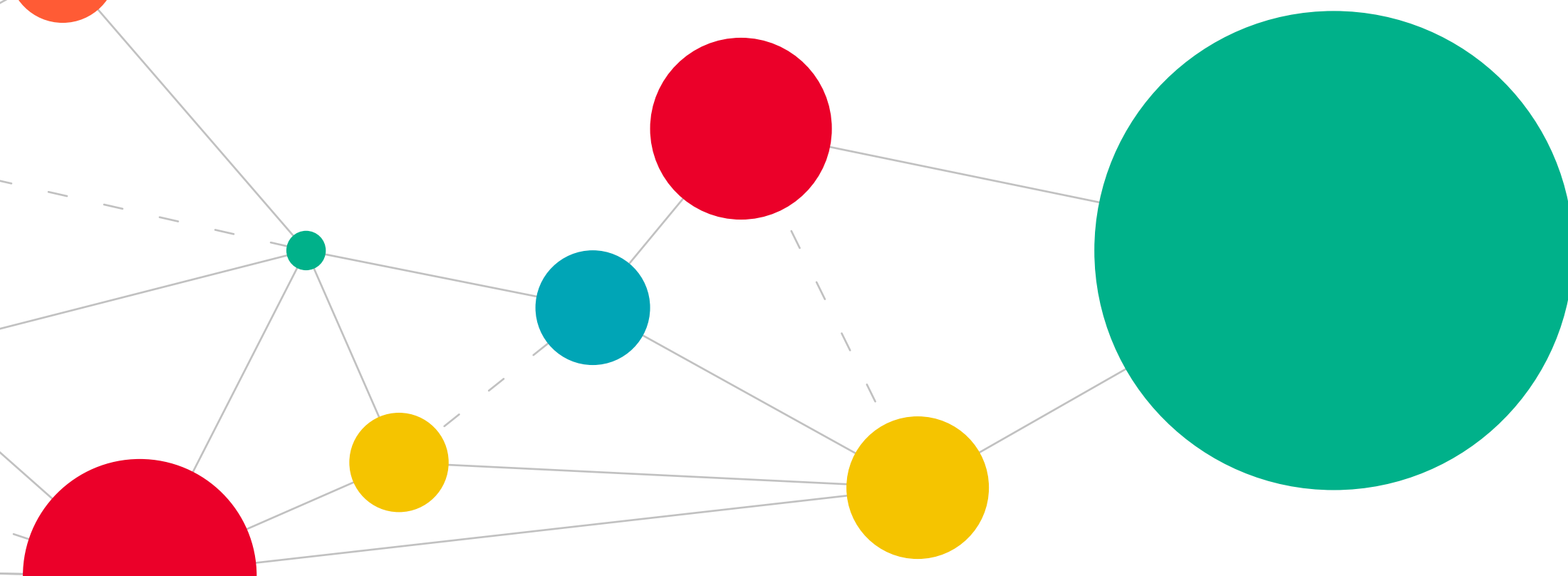
D - Degree

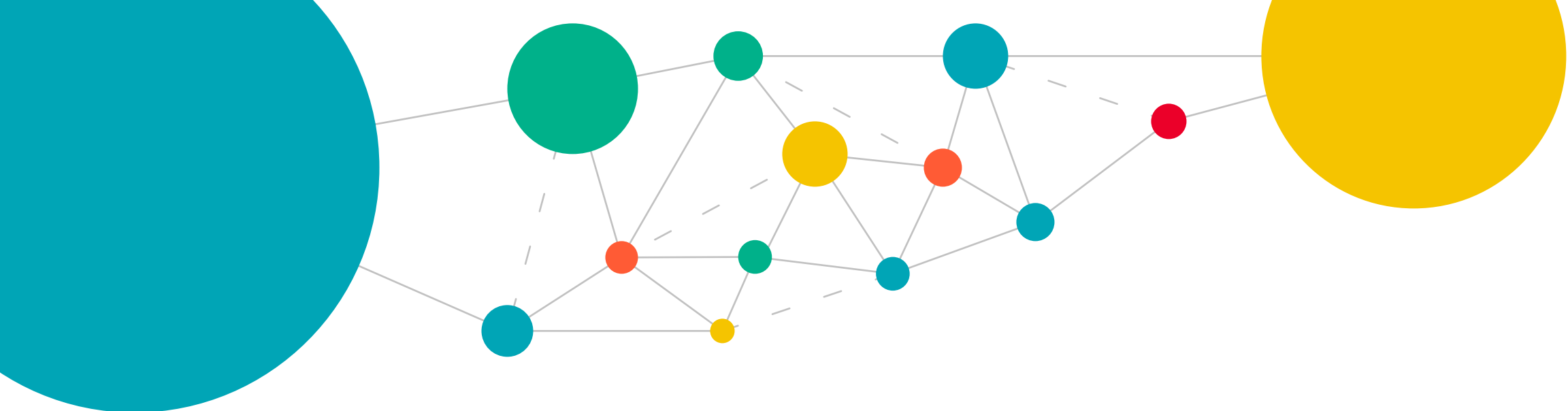
The criterion of acceptable performance. How well the learner must perform in order to be considered acceptable



Affective

Feelings, values, motivations, and attitudes





Receiving

- Capture
- Feel
- Sense

Responding

- Conform
- Allow
- Cooperate

Valuing

- Seek
- Justify
- Respect
- Search
- Persuade

Organizing

- Examine
- Clarify

Internalizing

- Internalize
- Review
- Conclude
- Resolve
- Judge



Discussion

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



Psychomotor

Physical movements and functions





Perception

Distinguish, identify, select

Set

Demonstrate, show

Guided Response

Attempt, imitate, try

Mechanism/ Complex Response

Carry out, operate, perform

Adaptation

Adapt, change, modify, revise

Origination

Create, design, originate





Perception/Guided Response

Mechanism/Complex Response


Adaptation/Origination



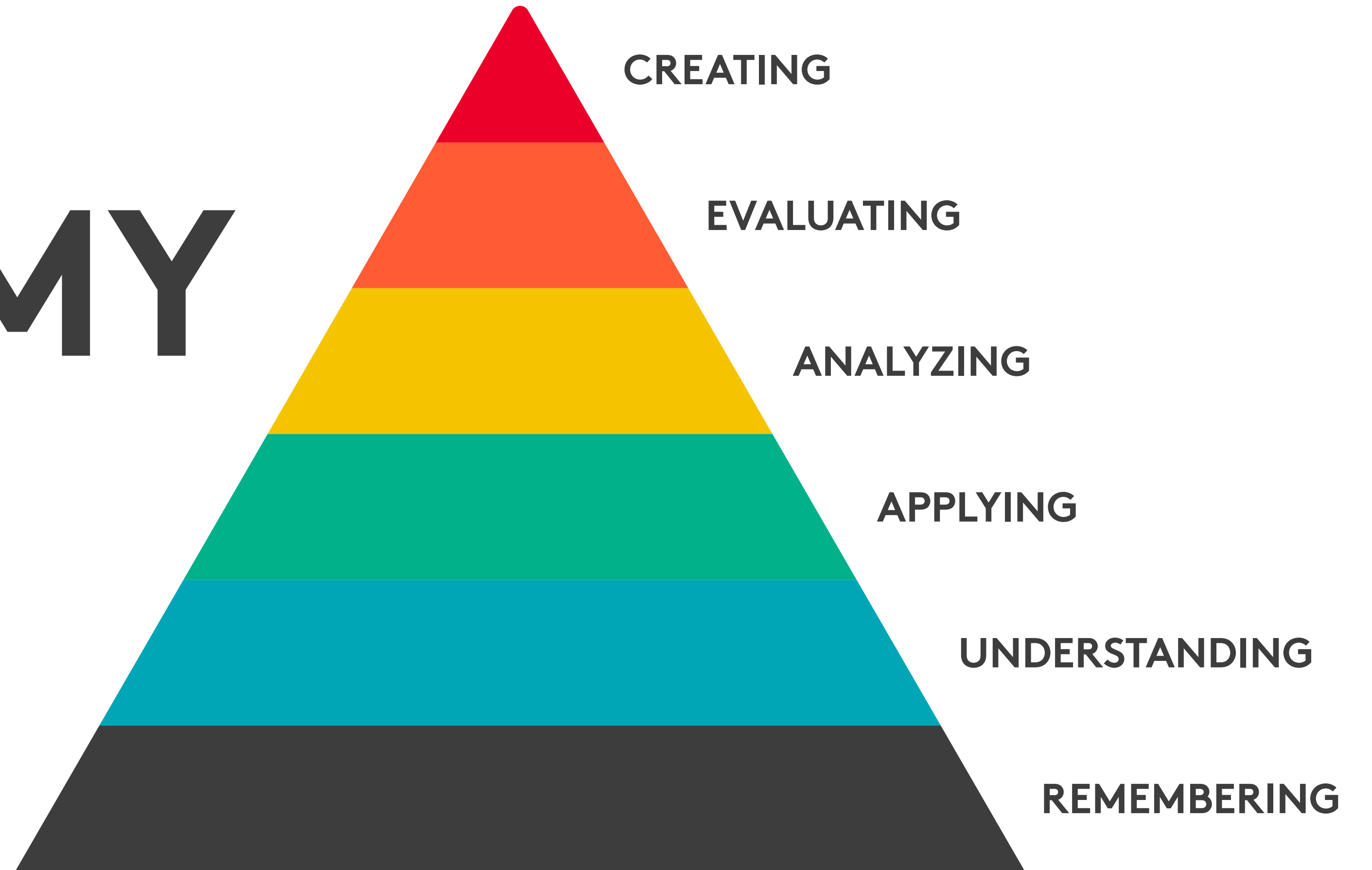
Cognitive

Knowledge-based, Development of intellectual skills





BLOOMS TAXONOMY



Remembering

Key Action Verbs

Know, Identify, Relate

List, Label, Describe

Define, Recall, Memorize, Repeat

Record, Name, Recognize, Acquire

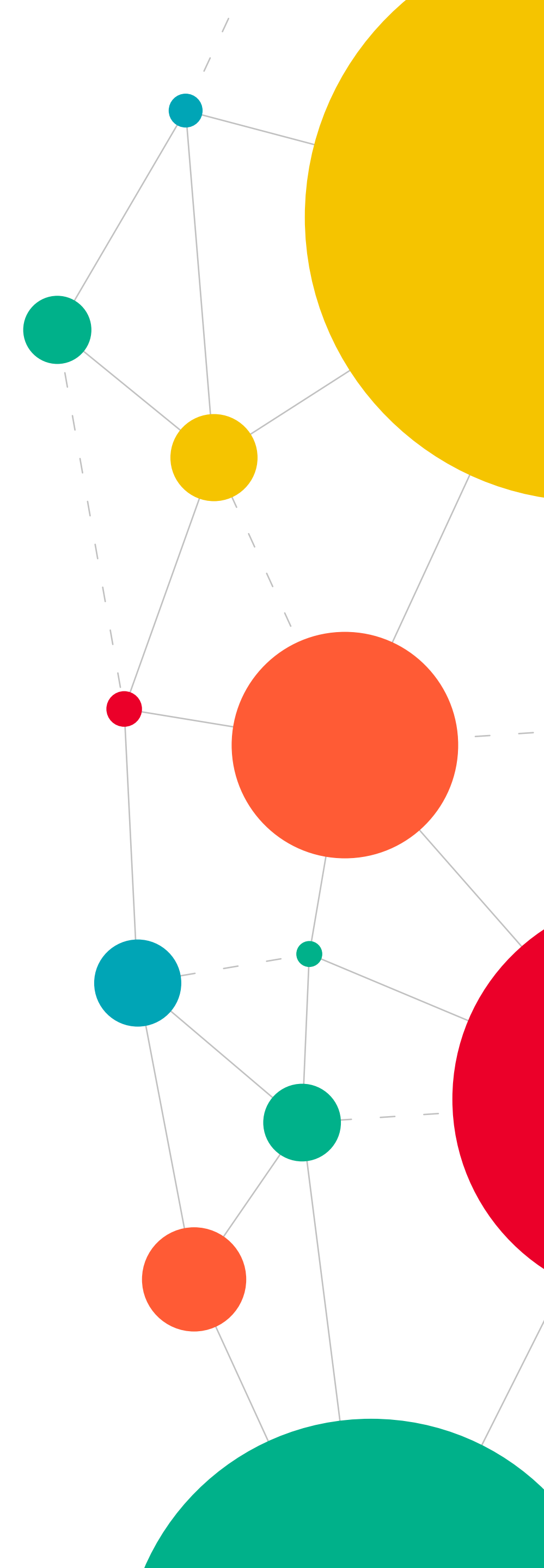
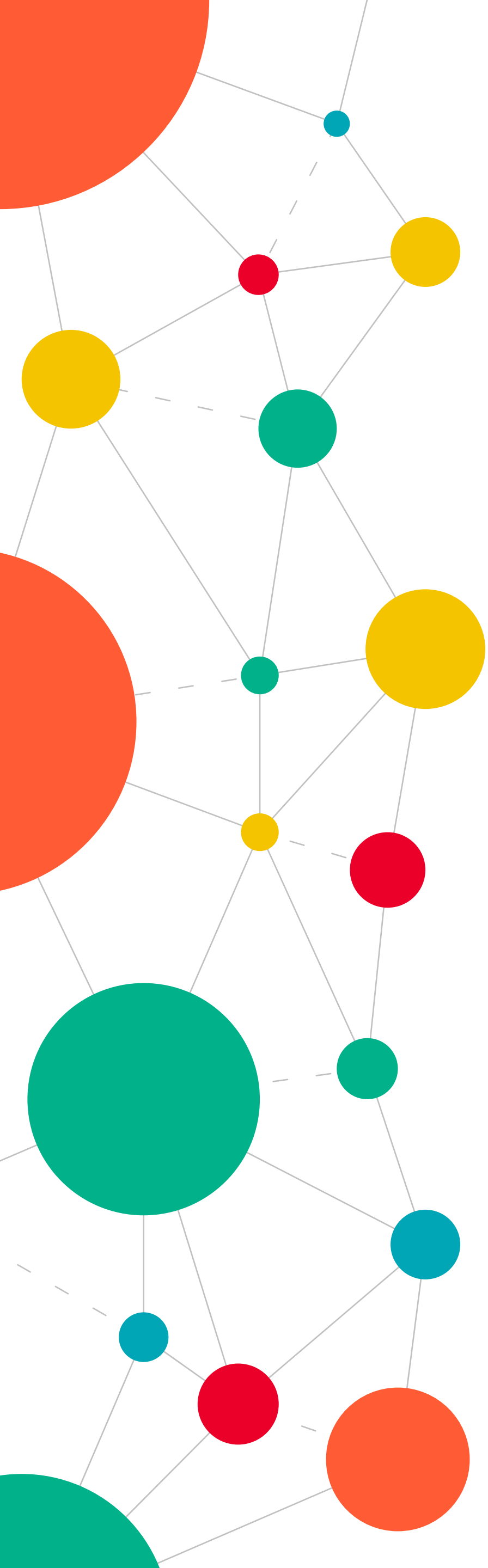
Applications

Definitions

Identifications

Recognition

Matching



Understanding

Key Action Verbs

Comprehend

Explain

Summarize

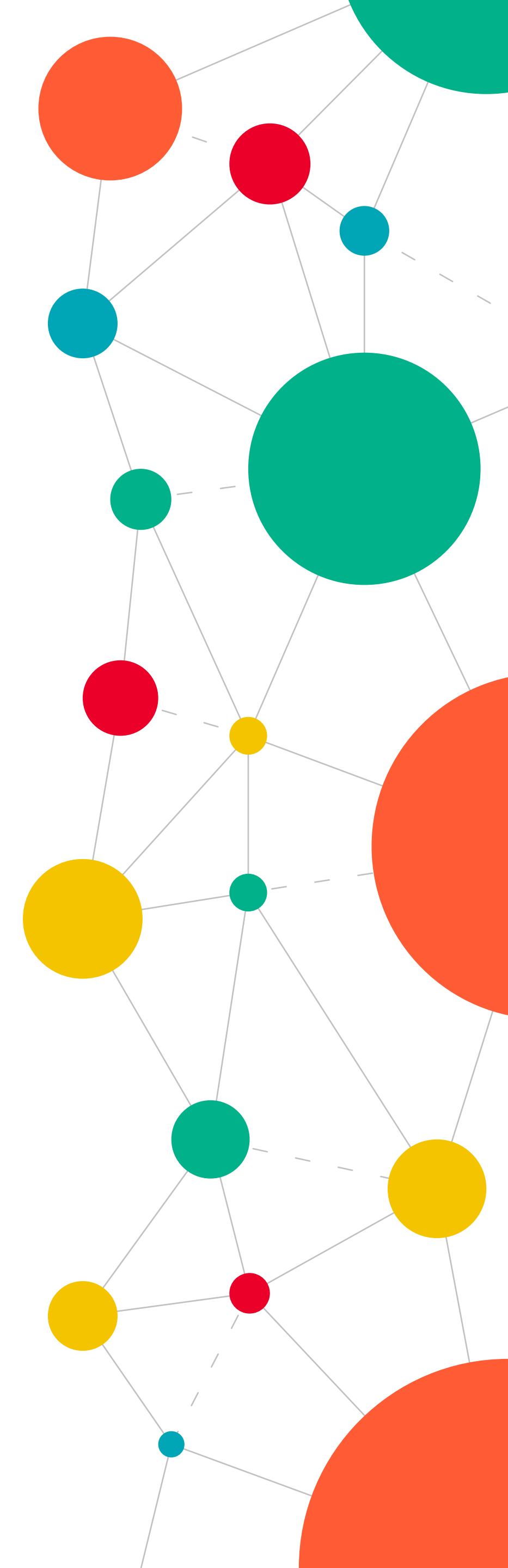
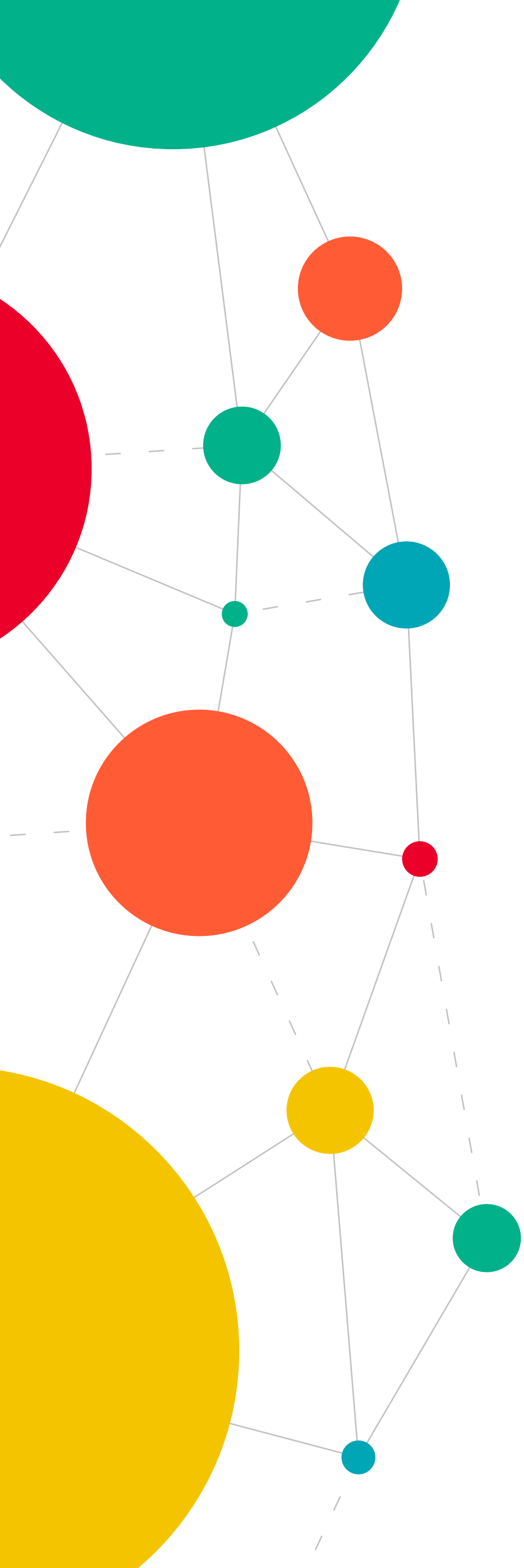
Translate

Applications

Explain in your own words...

Exploratory activities

Taking notes



Applying

Key Action Verbs

Construct

Demonstrate

Discover

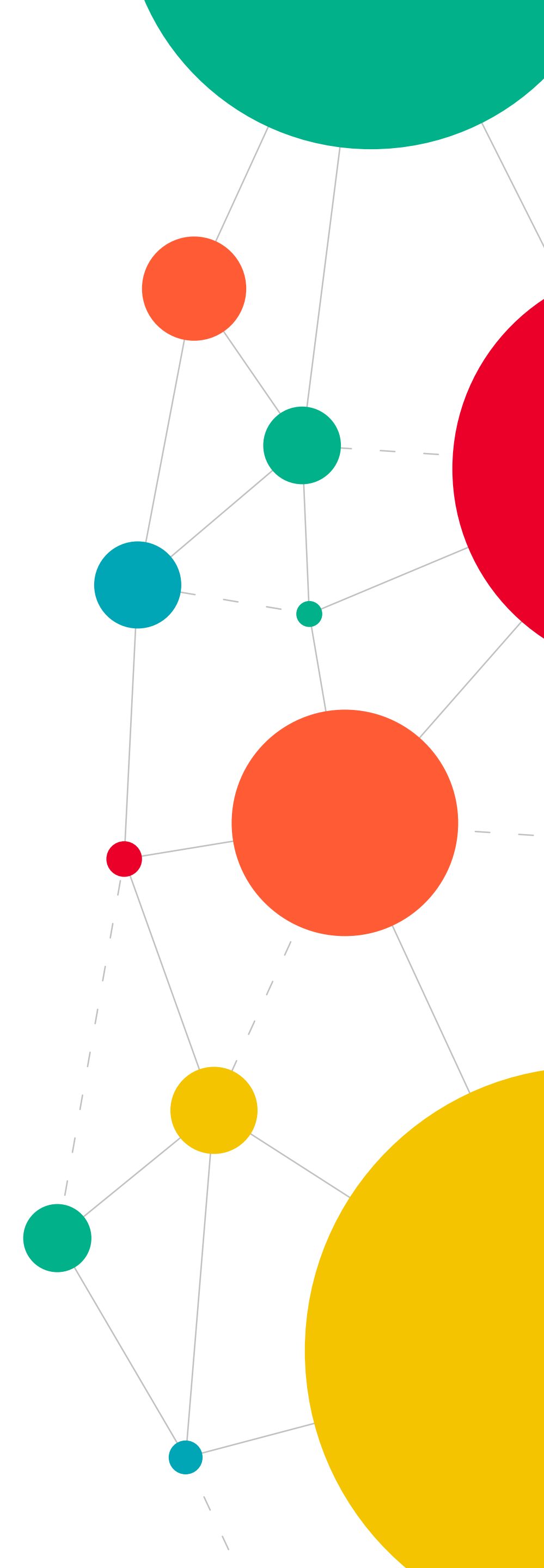
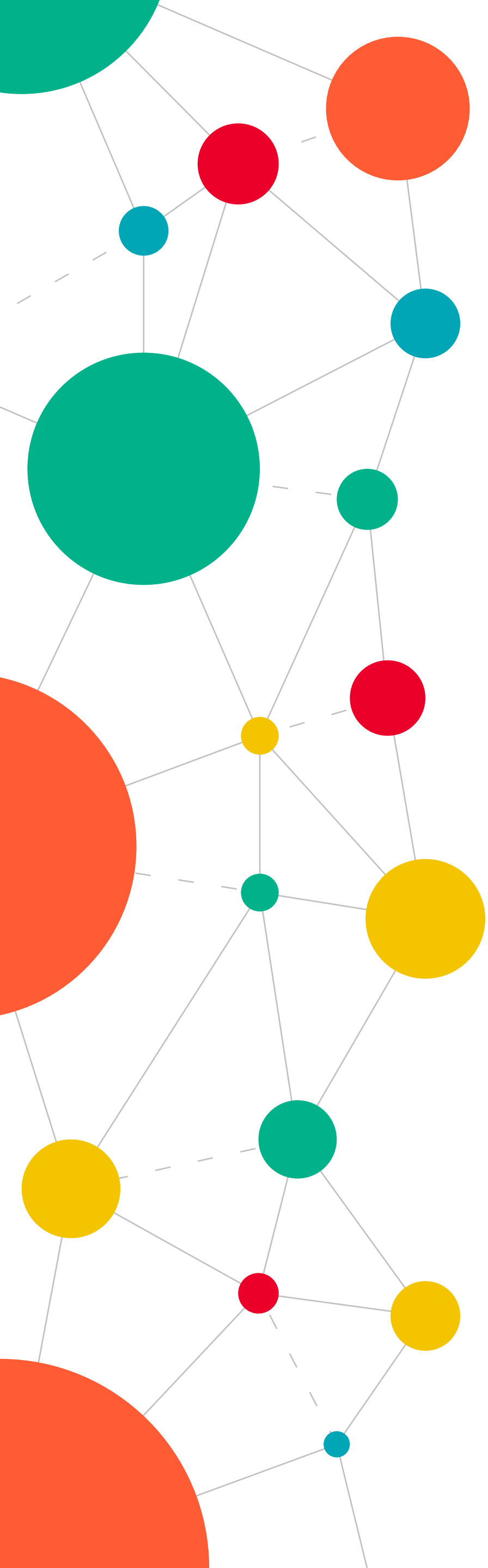
Relate

Applications

Practicing an activity

Creating a process

Collaborative learning



Analyzing

Key Action Verbs

Analyze

Compare

Diagram

Contrast

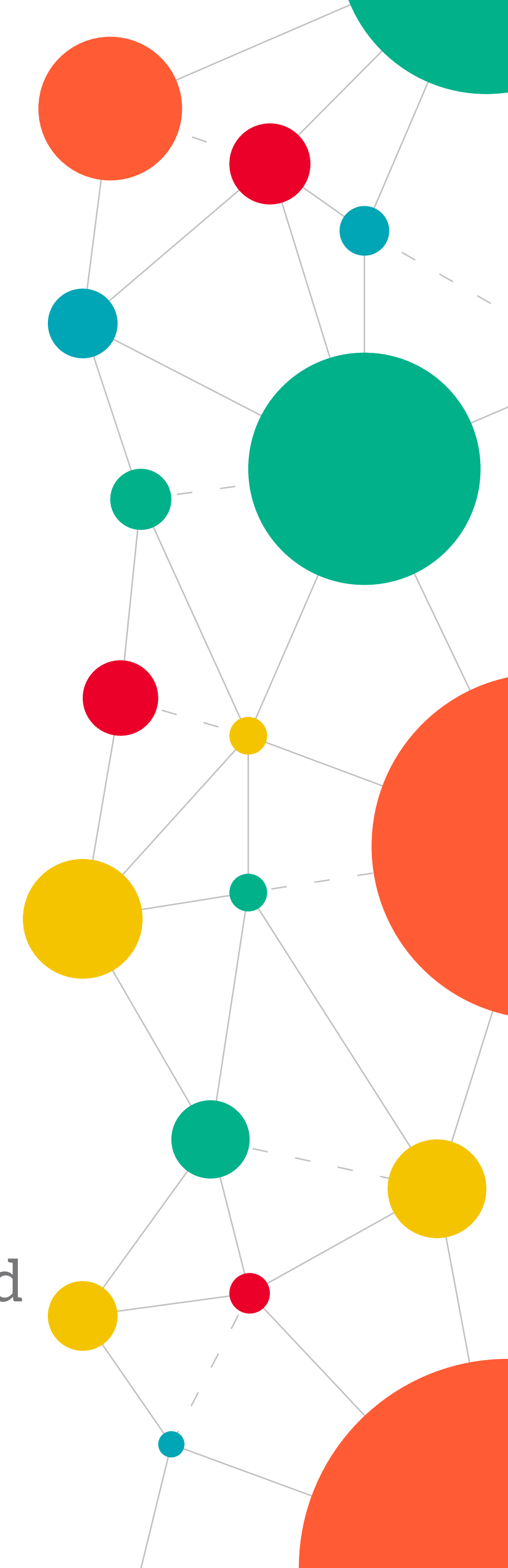
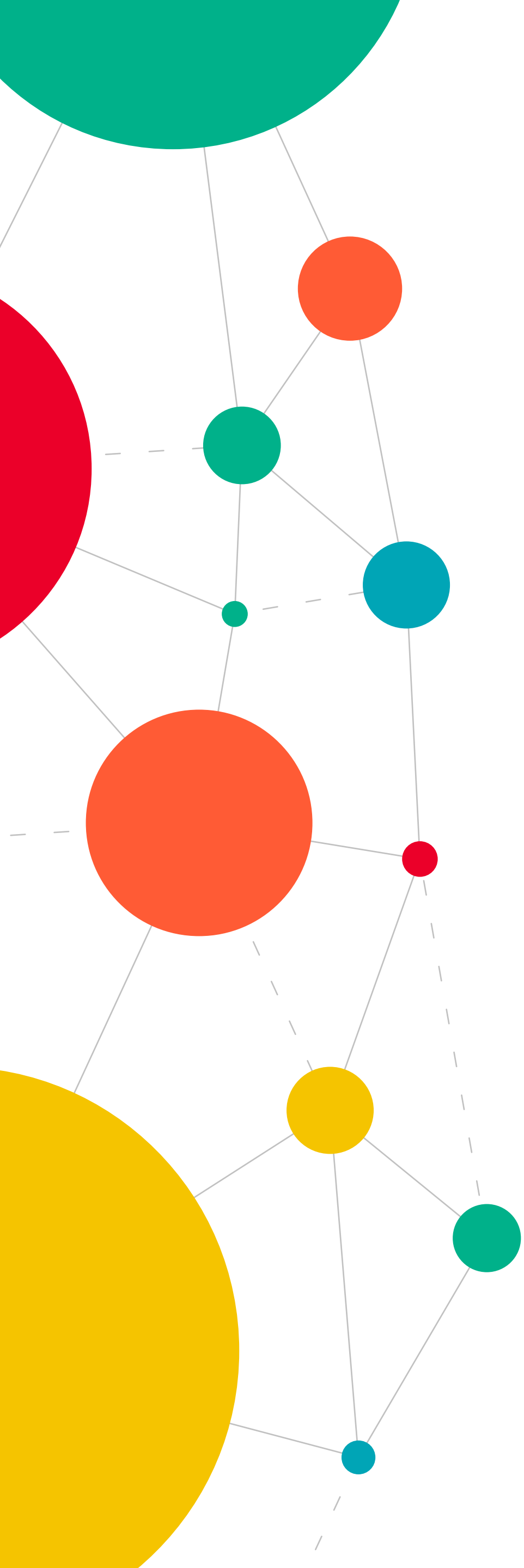
Applications

Testing hypotheses

Troubleshooting something

Open forum on topic

Gathering information and making a determination based on said info



Evaluating

Key Action Verbs

Evaluate

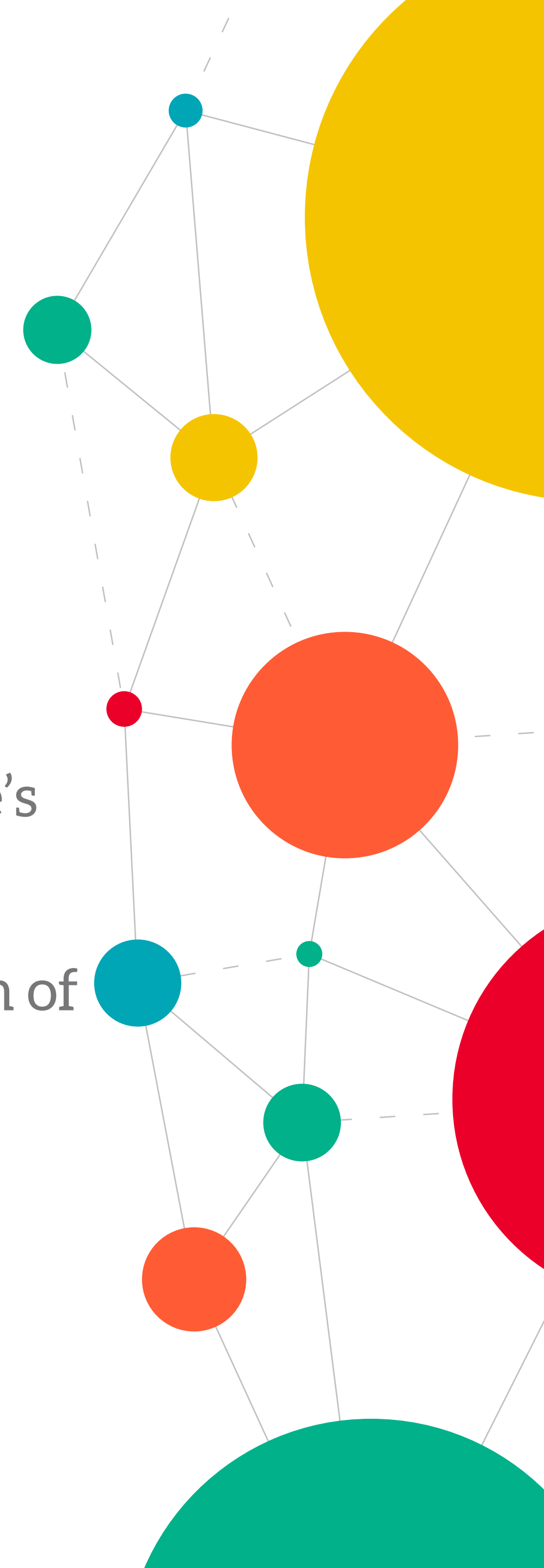
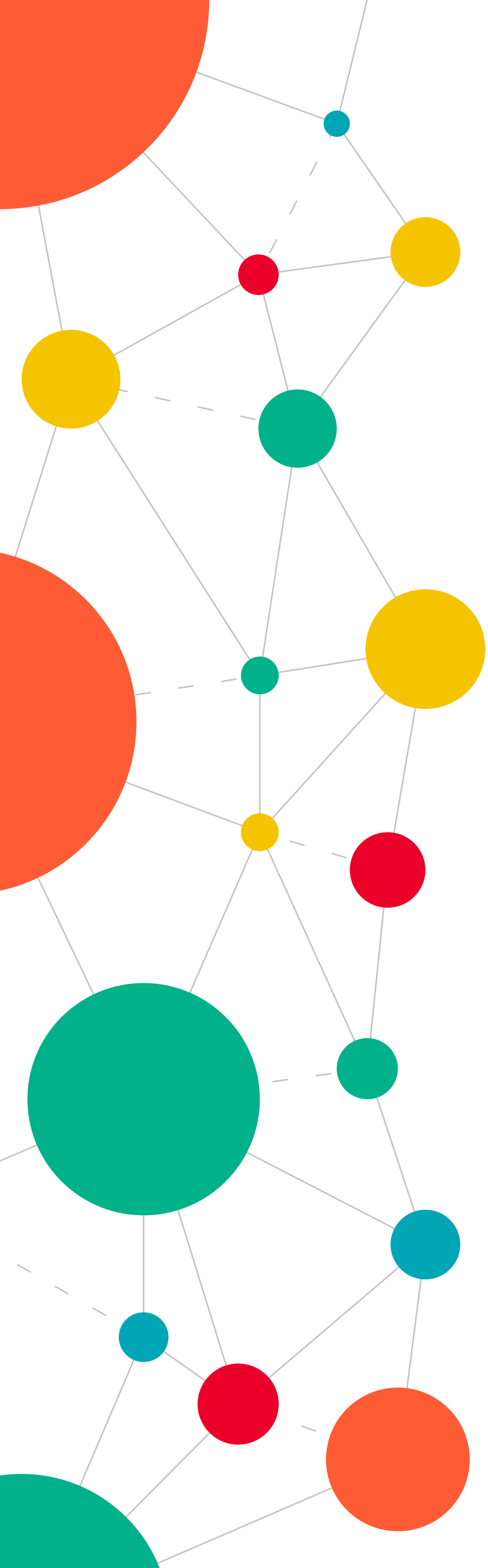
Interpret

Applications

Surveying

Critical analysis of an article's efficacy

Explanation and justification of an activity



Creating

Key Action Verbs

Designing

Rearranging

Reconstructing

Contrast

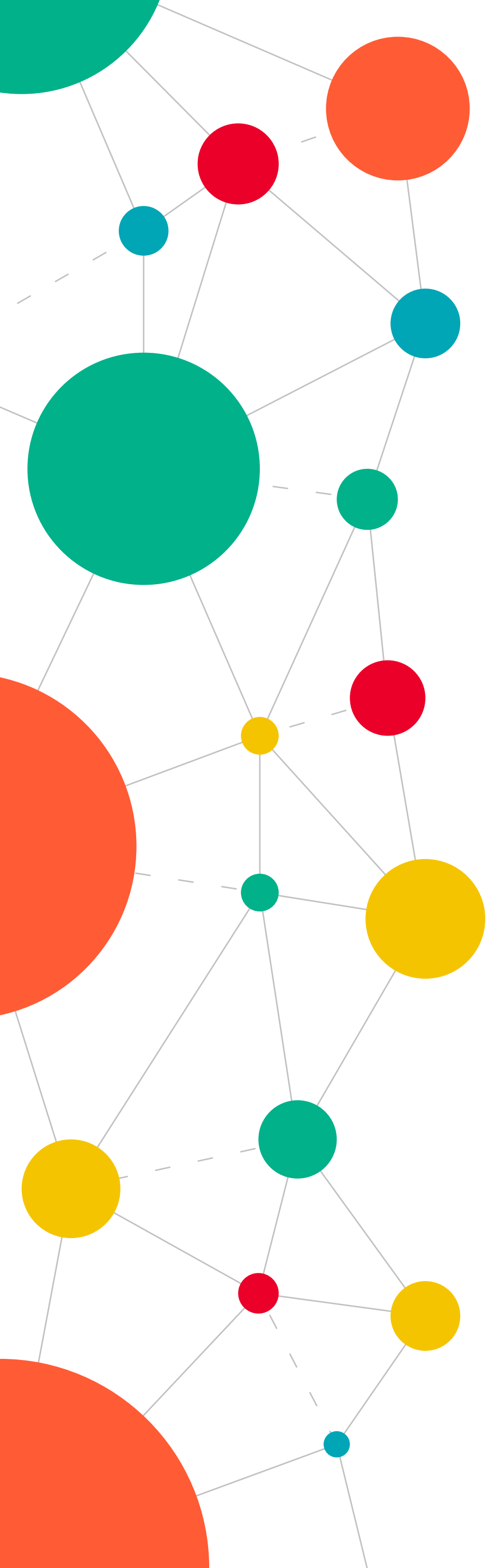
Applications

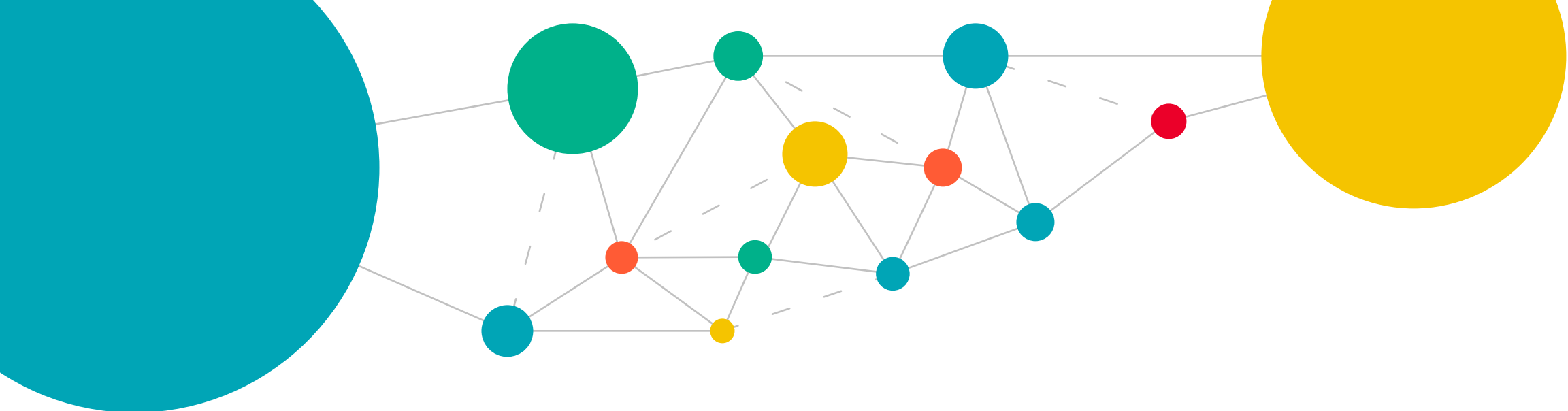
Write a manual

Design a machine

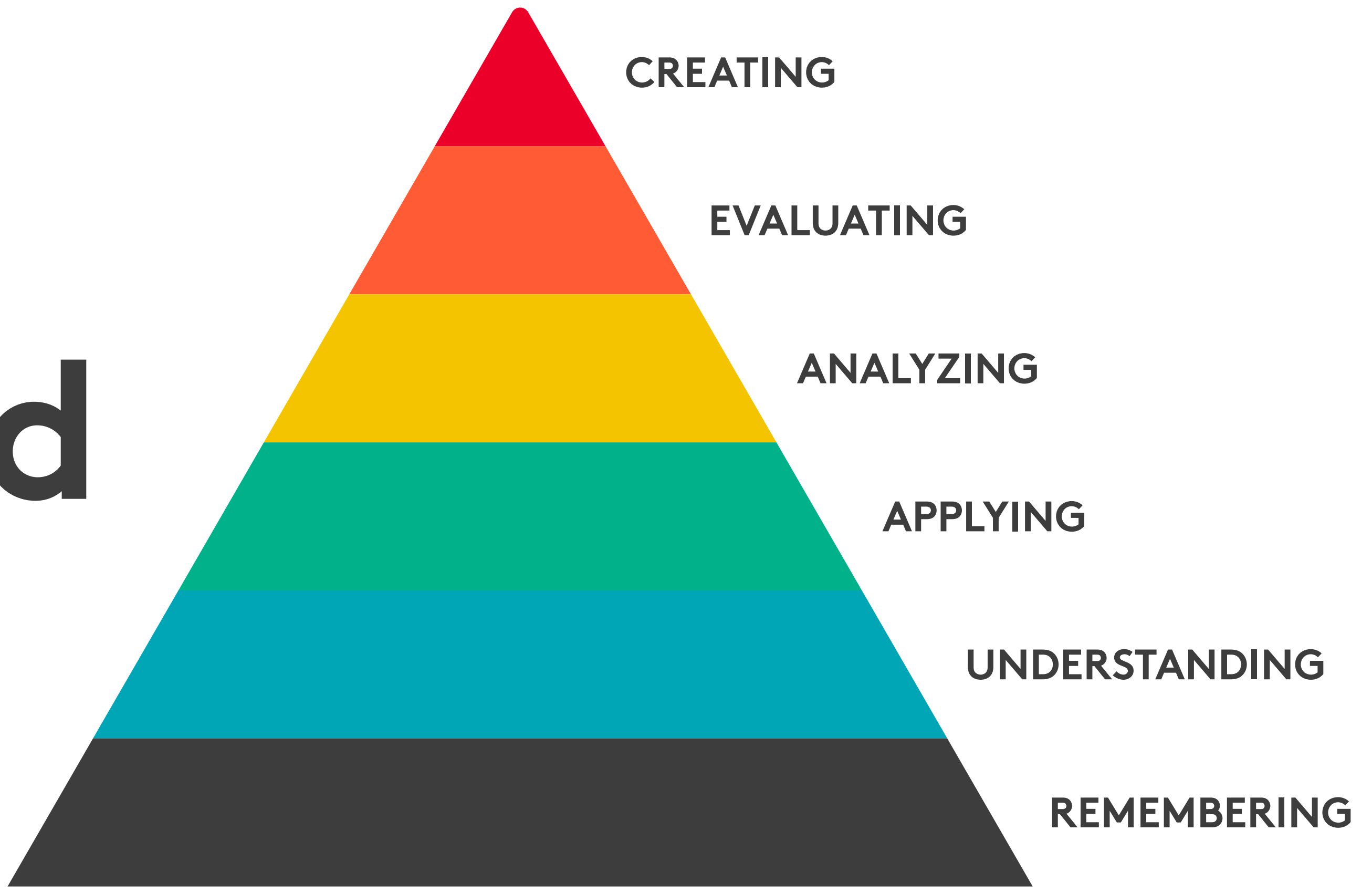
Integrate some form of training

Procedural Revisions





What does your pyramid look like?





Summary



Writing Performance Objectives

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

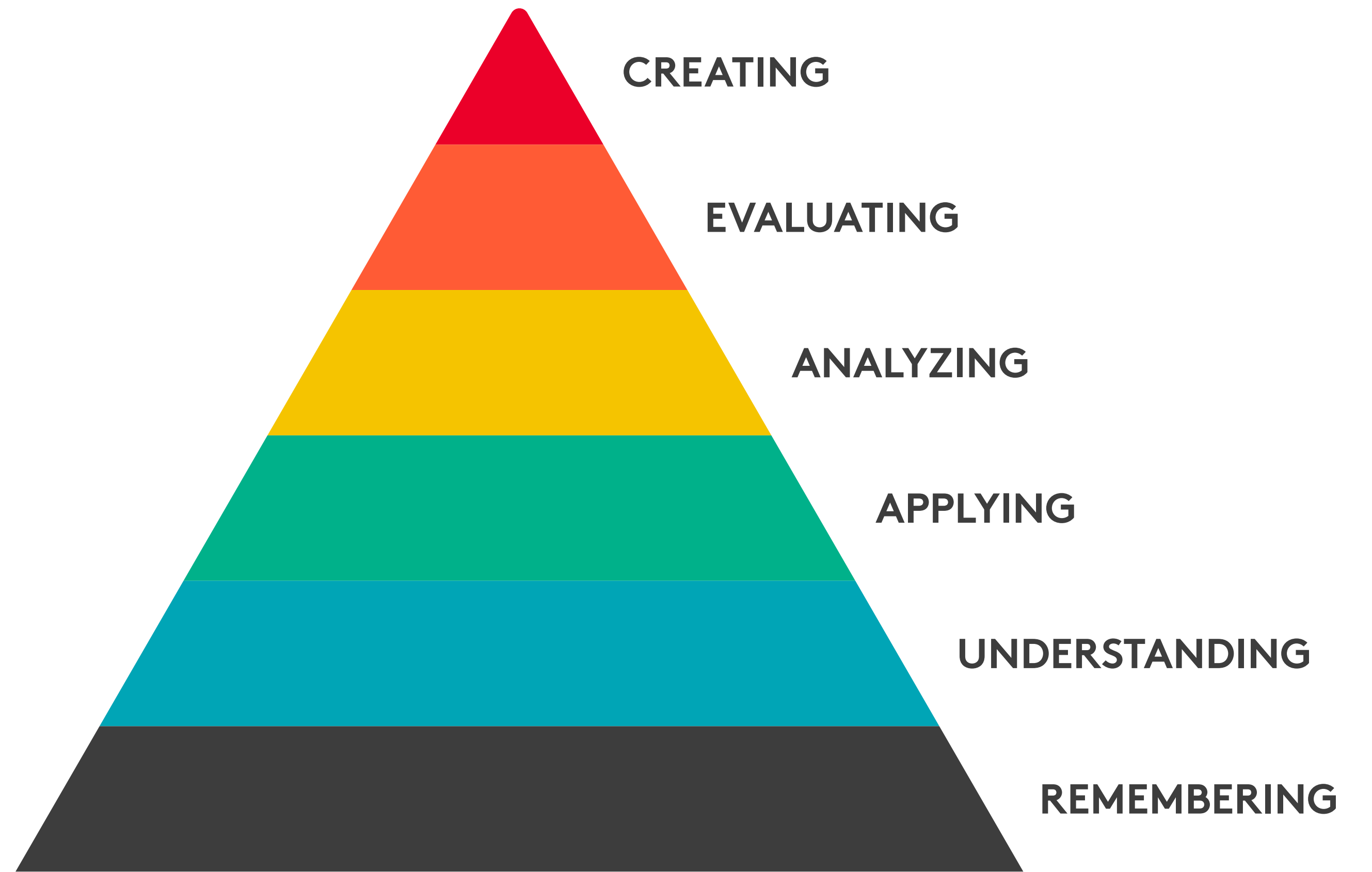
Is this possible?!



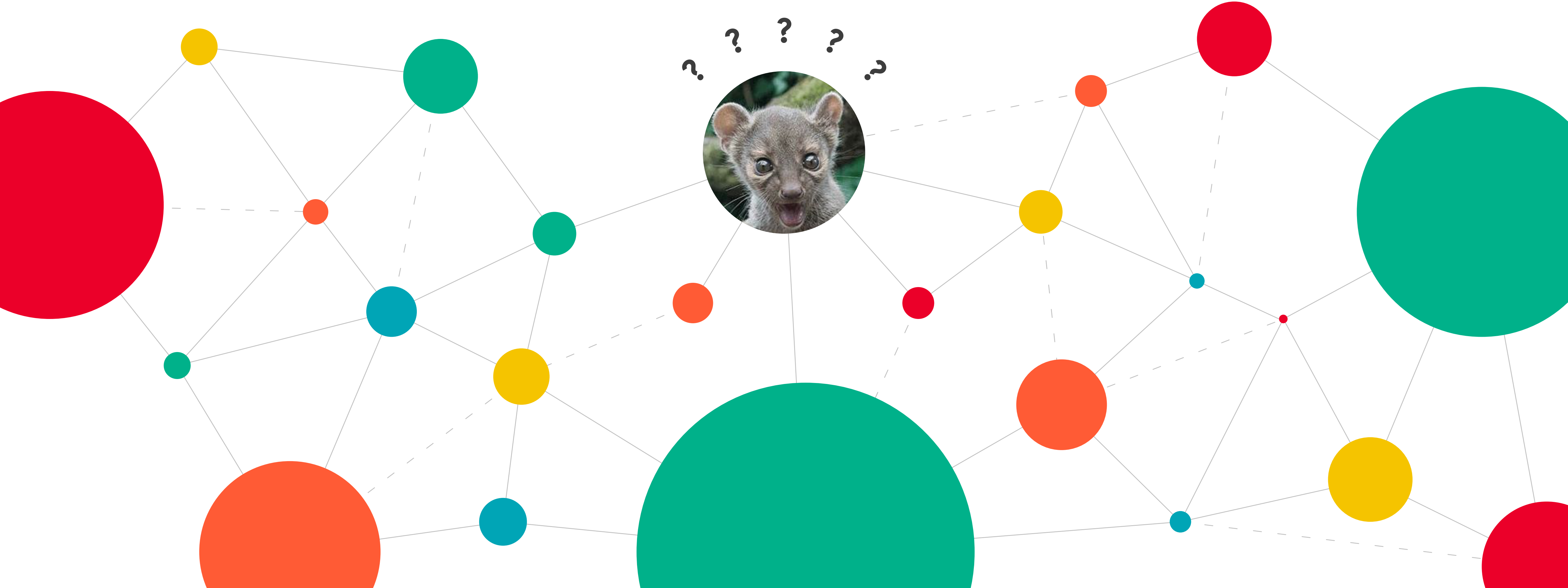
- S** - Specific
- M** - Measurable
- A** - Attainable
- R** - Relevant
- T** - Time-bound

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?





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