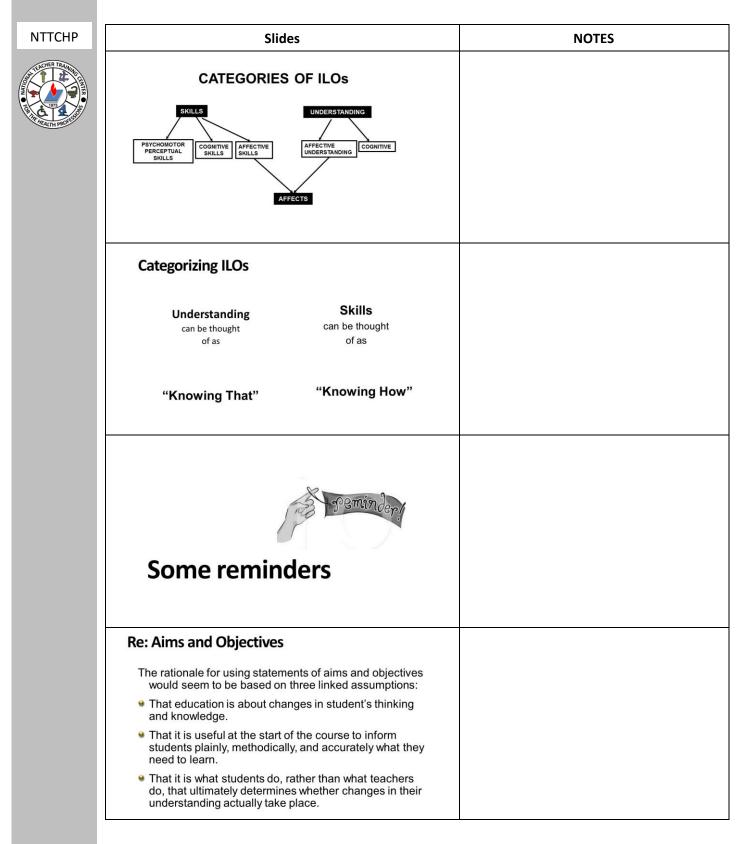


NTTCHP	Slides	NOTES
	 Three Primary Functions of ILO ILO should guide instruction and instructional planning ILO should communicate to others (for example, students and the public) what we are using precious time, money and facilities for ILO should serve as a basis for developing indicators or evidence of success 	
	ILO Statements: Form and Function	
	A Subject: the learner A verb: behavior or behavior product Given conditions: the situation in which the behavior occurs Standards: of quality or quantity <i>Example: The</i> learner will solve nine out of ten equations containing two unknowns. The equations must be solved within 20 minutes.	
	 The overall behavior act The important conditions under which the behavior is to occur (givens, restrictions, or both) The criterion of acceptable performance <i>Example:</i> Given a human skeleton, the student must be able to correctly label at least 40 of the following bones: there will be no penalty for guessing. (list of bones inserted here.) (Mager, 1962) 	
	 The situation faced by the students The learned capability The object of the performance The action verb Tools and other constraints: how must the performance be carried out Example: Given a data set students will be able calculate the standard deviation Using Epilnfo correctly. 	







NTTCHP	Slides	NOTES
	 Three traps when writing aims and objectives: Restating syllabus topics using the language of aims and objectives. Vague, extremely general aims that are practically content-free. Objective that describes only observable student behaviors and is extremely narrow and specific 	
	Restating syllabus topics using the language of aims and objectives For example: Topic: Anatomy of the heart Objective: To acquire knowledge about the anatomy of the heart	
	Vague, extremely general aims that are practically content-free. For example: Objective: To become an independent learner. Objective: To improve written communication skills	
	 Objective that describes only observable student behaviors and is extremely narrow and specific To concentrate only on observable behaviors in writing objectives trivializes learning. It narrows courses to the things that are easily measurable rather than to things that are educationally important. It is equally mistaken to think that all important objectives, particularly the less concrete ones concerning changes in attitude, can be pre-specified. 	



NTTCHP	Slides	NOTES
	How well written (SMART) are your objectives?	
	Formula to easily write objectives	
	The ABCDs of a good objective:	
	Audience (who)	
	Behavior (will do what)	
	Condition (by when or some other condition, such as with assistance)	
	Degree (how well, if not 100% of the time)	
	Simple Exercise:	
	Think of a topic you are teaching now:	
	To easily write an objective, fill in the blanks. Use this formula to help you out.	
	<u>Who</u> will do <u>what,</u> by <u>when</u> , and <u>how well</u> ? will, by,	
	Or Audience (who), Behavior (will do what), Condition (by when or some other condition, such as with assistance), Degree (how well, if not 100% of the time).	



Formulating Outcomes

