

# Educational Objectives

## Formulating

# Specific Learning Objectives

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# What we already know

## Educational Objectives

- Definition
- Purpose of drafting
- Teaching Objectives vs. Learning Objectives
- Sources
- Types
- Qualities
- Domains

# Why Draft Educational Objectives?

- Learners know what to expect
- Controlled situation for the teacher
- Choice of Teaching-Learning methods
- Clues for what to assess
- Coherence amongst:
  - Institutional Objectives
  - Departmental Objectives
  - Specific Learning Objectives

# Sources of Educational Objectives

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- Health needs of the society/ community
- National Health Programs and Policy Guidelines of the government
- Progress in the scientific & medical fields
- Special needs of the profession:  
communication, management skills,  
medico-legal skills

# Qualities of Educational Objectives

- Relevance:
  - Community/ society
- Clarity
- Feasibility
- Observability
- Measurability

# Types of Educational Objectives

- Institutional Educational Objectives
- Departmental Educational Objectives
- Specific Learning Objectives

# Qualities of Educational Objectives





- Relevant:** To the health needs of society
- Unequivocal:** No two interpretations
- Feasible:** Possible to attain within given time & available resources
- Observable:** Indicates progress towards its attainment
- Measurable:** Provides tool to decide the extent to which it is achieved

**Formulate  
Specific Learning Objectives**

# Steps in Formulation

- Purpose
- Sources
- Qualities
- Domains

# Elements of SLO

- Activity
- Content
- Criterion
- Condition

# Elements of an SLO

- Activity:

What a learner is expected to do

# Verbs Used

## Cognitive Domain:

- List
- Contrast
- Criticize
- Deduce
- Describe
- Explain
- Distinguish
- Compare
- Formulate
- Identify
- Infer
- Predict
- Evaluate
- Select
- Specify
- Relate

# Verbs Used

## Psychomotor Domain:

- Dissect
- Palpate
- Identify
- Inject
- Insert
- Manipulate
- Perform
- Prepare
- Demonstrate

# Verbs Used

## Affective:

- Listen attentively
- Show sensitivity to human needs and social problems
- Accept differences in culture
- Show concern for the welfare of others
- Demonstrate punctuality
- Demonstrate self-discipline



# Elements of an SLO

- Content:

Describes the subject, object or theme in relation to which the activity is performed

# Activity and Content

- The students shall have an understanding of the principles of asepsis
- The students shall be able to list three side effects of digitalis from memory
- The learners shall be able to measure blood pressure

# Elements of an SLO

- Condition:

Stipulates riders (resources provided, restrictions applied)

# Condition

The learner would be able to:

- Recognize at least three clinical manifestations of pre-eclampsia during visits to ante-natal clinic
- Record weight of a newborn baby using a lever scale

# Elements of an SLO

- Criterion:

Describes the acceptable or desirable level of proficiency

# Criteria

The student shall be able to:

- Name all the bones of the human hand with an accuracy of at least 90%
- Obtain five ml of blood without causing any hematoma formation
- Explain the need to perform lumbar puncture in a child to her parents, explain the risks and benefits involved in undertaking the procedure and allay their anxiety as judged by a questionnaire

# Problems in framing SLO

- **False performance:**

The learner would be able to have a thorough understanding of the pharmacokinetics of anti-arrhythmic drugs

- **Instructor Performance:**

The teacher will inculcate in learner

- **False Criteria:**

The learner shall demonstrate palpation of liver to the satisfaction of the examiner

- **Tyranny of the trivia:**

Temptation of describing each and every subordinate or enabling skills

**Thank You**

