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

Sources of Educational Objectives

- 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

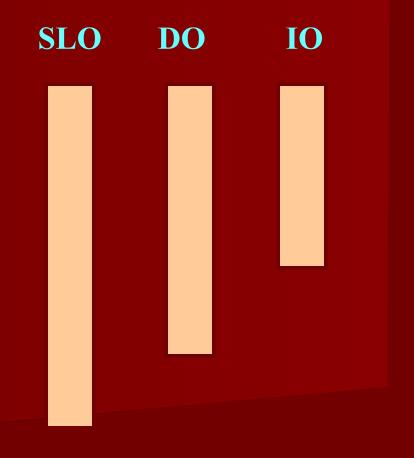
Types of Educational Objectives

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

Qualities of Educational Objectives



- * Feasible
- Observable
- Measurable
- * Clear, unequivocal



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 <u>during</u> <u>visits to ante-natal clinic</u>
- Record weight of a newborn baby <u>using a</u> <u>lever scale</u>

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

