



# Writing Winning Objectives

Use this guide while writing objectives for Spinning Babies® presentations. Continuing Education managers look for specific and measurable objectives when approving CEs.

## How to Write Clearly Stated, Measurable Objectives

Continuing Education provides knowledge beyond the education for a professional to get their credential. This can be an update or a new skill. Write objectives that show how your participant will be able to use this skill after your session or course.

### What effective objectives are:

- **Specific.** Cover only one new skill directly related to the content
- **Measurable.** They cannot prove they know or understand, but they can demonstrate, write, match, compare, and other observable actions.
- **Actions** that are achievable from the content of the presentation. Obtainable.
- **Realistic.** resources must be available to accomplish the objectives
- **Timesaving.** As short, clear, concise, and understandable as possible
- Express results to be attained in quantity, quality, time, or cost.

An objective, according to Robert F. Mager, is a description of a performance you want the learner to be able to exhibit before you consider the instruction to be complete.

To be useful, an objective must be clearly stated to succeed in communicating an instructional intent to the learner. To evaluate the effectiveness of communicating the objective to the learner, it must be measurable. (Preparing Instructional Objectives, 2<sup>nd</sup> Ed., 1974, Fearon Publishers, Belmont, CA)

### What objectives *are not*:

- Course descriptions, course contents, or educational goals
- Intentions about what the continuing education course hopes to accomplish
- Aims for the course
- Proposals to offer continuing education programs
- Actions that cannot be measured concretely

How does one measure if someone really understands what you taught them? You may wish the person will understand at the end of your presentation but must have a way to measure it. Criteria of learning do not lend themselves to subjective phrases.

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Avoid verb forms that are non-observable or non-measurable. Do not use these verbs in your objectives such as *understand, appreciate, know, grasp*.

### Mager's Components of Educational Objectives

According to Mager's definition, objectives should measure a future condition that is the desired result of the educational program. Objectives should be understandable, measurable, achievable, and feasible. Program objectives include three components:

1. The first component is performance: an **acceptable outcome** level (amount of change that is expected). Performance provides the primary direction of what the learner is desired to learn. There should only be one performance per objective.
2. The second component is B: a quantitative indication of effectiveness (the achievement of results or benefits). The criteria are associated with a verb or verb form to show **action has occurred**. The criteria define the time, accuracy, and precision desired.
3. The third component is a condition: the target group, the **circumstances** under which the objectives will be performed. "After the class, the learner will be able to"

### Use Bloom's Taxonomy to Describe Objectives

Bloom's Taxonomy is a standard tool for writing objectives. Bloom's uses a scale from 1-6 to show the level of expertise needed to achieve a measurable student outcome. Organizing measurable outcomes (objectives) in this way will allow you to select appropriate teaching methods and content for the course. We desire each conference objective to be at Level 4 or above (per hour) or, 50% of your course objectives at 4-6.

### The Six Levels of Bloom's Taxonomy

1. Knowledge
  - a. Recall, or recognition of terms, ideas, procedures, theories, etc.
  - b. Example: Describe Left Occiput Anterior?
2. Comprehension
  - a. Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.
  - b. Example objective: Paraphrase the assessment tool: "Where is baby?"
3. Application
  - a. Apply abstractions, general principles, or methods to specific concrete situations.
  - b. Example objective: Demonstrate three techniques that Balance first.

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4. Analysis
  - a. Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.
  - b. Example objective: Differentiate contributions of the bony pelvis from the soft pelvis in fetal rotation and descent.
5. Evaluation
  - a. To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.
  - b. Example objective: Evaluate the prediction that the pelvis is too small.
6. Create
  - a. Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints.
  - b. Example objective: Design a protocol using local resources for a person 34 weeks pregnant with a fetal malposition.

Here are action words to begin the sentences that describe your objectives. You can observe and evaluate these action verbs. They are organized to match Bloom's Six Levels. Choose one objective from Level 4 or higher for each hour of content.

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A Sample Bloom's Taxonomy Action Verbs to Use in Objective Writing					
1. Knowledge	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
define	describe	illustrate	compare	criticize	design
identify	paraphrase	modify	classify	evaluate	create
describe	summarize	use	contrast	order	plan
label	compare	calculate	distinguish	appraise	combine
list	differentiate	change	separate	support	formulate
name	discuss	choose	select	compare	substitute
match	predict	demonstrate	categorize	recommend	write
recognize	associate	show	connect	summarize	compile
select	contrast	sketch	differentiate	assess	develop
examine	convert	complete	divide	choose	modify
locate	demonstrate	construct	order	select	organize
memorize	identify	dramatize	prioritize	conclude	prepare
recall	indicate	manipulate	survey	consider	produce
reproduce	restate	paint	correlate	critique	rearrange
tabulate	select	prepare	diagram	debate	rewrite
tell	translate	teach	estimate	distinguish	adapt
duplicate	cite	collect	evaluate	editorialize	arrange
observe	group	list	illustrate	justify	assemble
omit	illustrate	practice	organize	persuade	choose
recite	order	simulate	outline	rate	collaborate
repeat	show	write	plan		facilitate

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To see more verbs from Bloom's Taxonomy, go to this link:

<https://www.miamioh.edu/cte/assessment/writing-student-learning-outcomes/blooms-action-verbs/index.html>.

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