

Formulating Instructional Objectives

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What is Instructional Objective?

“An instructional objective is a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve.”

- Robert F. Mager

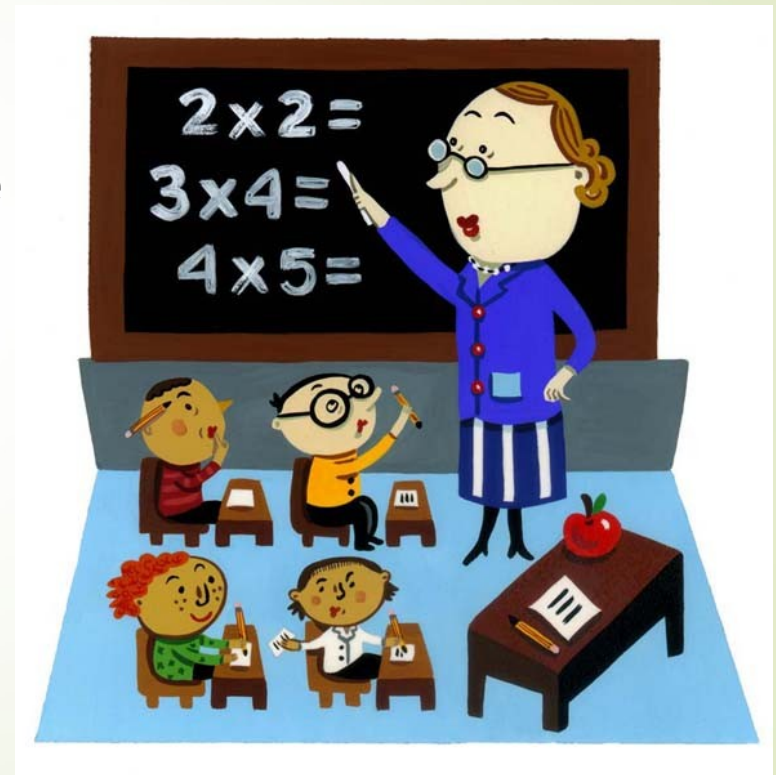
How to formulate Instructional Objectives:

1. Begin with the end in mind.



How to formulate Instructional Objectives:

2. Share lesson objective with students.

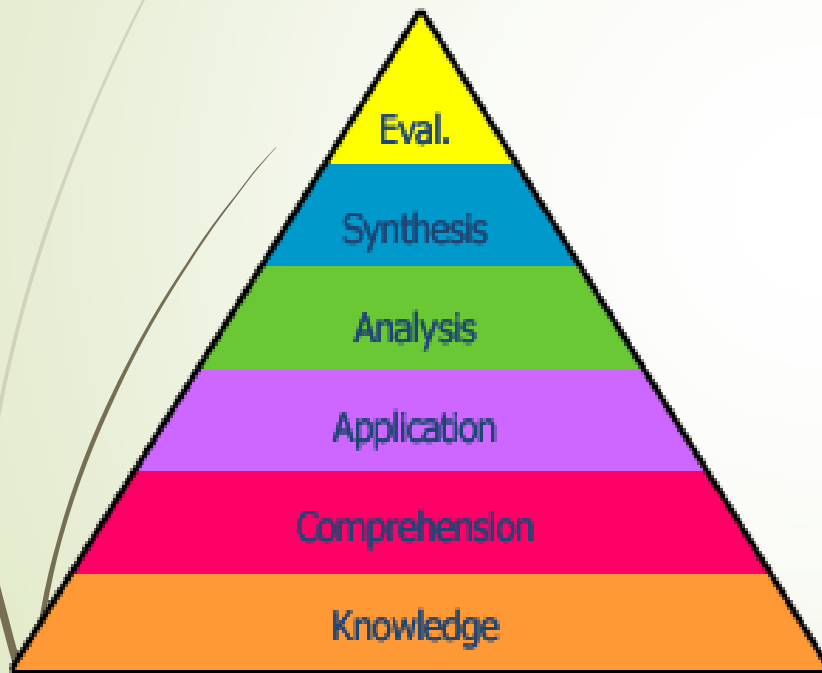


3. Lesson objectives must be in the two or three domains.

- a. Cognitive / Thinking Domain
- b. Affective / Felling Domain
- c. Psychomotor / Kinesthetic Domain



Cognitive / Thinking Domain



[Old Version](#)



New Version

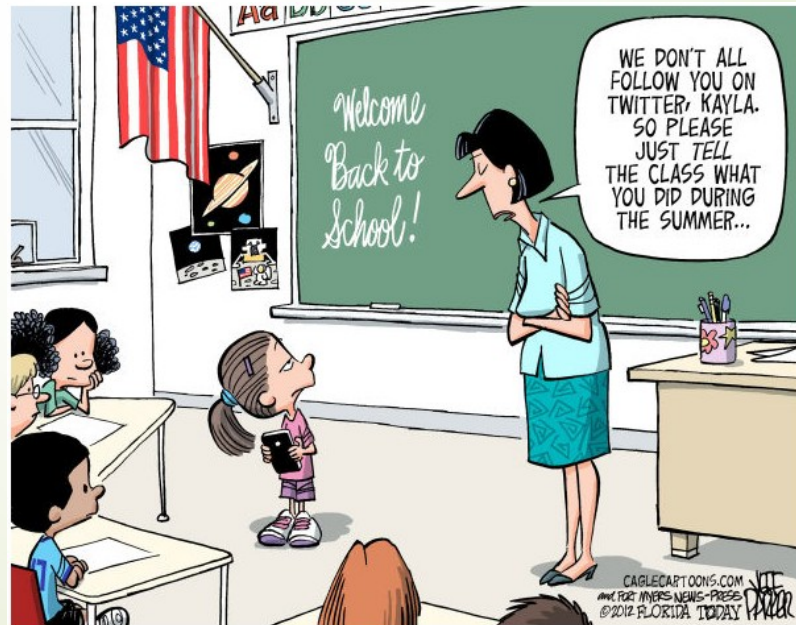
Affective / Felling Domain



Psychomotor / Kinesthetic Domain



4. Work on significant and relevant lesson objectives.



5. Lesson objective must be aligned with the aims of education as embodied in the Philippine Constitution and other laws and on the vision-mission statements of the educational institution of which you are a part.



6. Aim at the development of critical and creative thinking.
7. For accountability of learning, lesson objectives must be SMART.



The “DON'TS” in writing Instructional Objectives:

- ❑ State the performances from the teacher's or instructors point of view rather than students
- ❑ Listing the instruction itself as a condition
- ❑ Mistake the class as a whole for the individual performer.
- ❑ Make the criteria too vague
- ❑ Doesn't state what the learner must do to demonstrate mastery.
- ❑ List criteria that will not get assessed.



Problems in Writing Objectives

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Problem	Error Type	Solution
Too vast/complex	The objective is too broad in scope or is actually more than one objective.	Simplify/break apart.
False/missing behavior, condition, or degree	The objective does not list the correct behavior, condition, and/or degree, or they are missing.	Be more specific, make sure the behavior, condition, and degree is included.
Only topics listed	Describes instruction, not conditions. That is, the instructor may list the topic but not how he or she expects the students to use the information	Simplify, include ONLY ABCDs.
False performance	No true overt, observable performance listed.	Describe what behavior you must observe.