

CURRICULUM AIMS, GOALS, OBJECTIVES, OUTCOMES AND EXPECTED COMPETENCIES

1. Effective teaching:

- Become learner-centred
- Think of outcomes and objectives.

2. Definition of learning

- Operational definition of learning
 - Learning can be seen as a change in the ability to do things as a result of experience.
- Learning is an active process of transformation of ideas, translation of meaning and formation of attitudes, skills and value.

3. Aims, goals, objectives, outcomes and competencies are statement about what you want a learner to be able to do.

4. Aims

- Aims are general statements that provide direction to the intent educational action, usually written in amorphous (formless, shapeless) term using: learn, know, understand, appreciate and are not directly measurable.
- An anticipated outcome that is intended or that guides your planned action.
- Aims are usually statements of what a teacher intends to do.
- Examples: student will understand and become proficient at identifying different types of curriculum

5. Goals

- Goals are statements of educational intention which are more specific than aims
- Goal is the end toward which an effort is directed
- Goals indicate what a course or perhaps an institution is seeking to achieve
- A program goal is a very general statement of what the program hopes to accomplish. The goal is the first part of the program's strategic plan.
- Goals may encompass an entire program, subject area or multiple grade levels.
- They may be in amorphous term or in more specific behavioral term

6. Learning objective/outcome

- Learning objective/outcome is defined as a contract shared with learners that describe what they will be able to do after learning that they could not do before.
- Objectives are the clear and specific statements of what students should be able to as a result of a course of study.
- Objectives are usually specific statements of educational intention which describe either general or specific outcomes.
- Objectives are the fundamental tools in curriculum planning because they make rational choice of teaching and learning activities possible.
- Objectives are also essential for planning a valid assessment of student learning.
- Objectives are specific statement that describe observable, measurable behaviour and provide indicators of student progress.
- Represent the steps between the student's current level performance and the end result.
- Example: list the major components of blood.

7. Outcomes and competencies

- An outcome is what you expect your students' to achieve, whereas a competency demonstrates how much your students can achieve that outcome.
- An outcome is one level less general than an objective and hence more fully defines the expectations listed in the objectives. Outcomes must be measurable.
- Outcomes are the knowledge and skills. Competencies are the specific activities used to measure a student mastery of knowledge/skills or outcomes.
- Example: describe the normal structure and function of the principal body system at the molecular, cellular, organ system and behavioral level.

8. Characteristic of a well constructed competency:

- A well constructed learning objectives or competency is
 - Express one objective
 - Specific in nature
 - States what the student will be able to do after the learning experience
 - Uses concrete verb to specify the desired activity that must be performed by the student to demonstrate competency
- Competencies better define the course outcomes which better define the course objective.

9. Writing objectives

- Objectives always contain operative terms (verbs: action word), which indicates the kind of behaviour that students will be required to demonstrate in order to show that the objectives has been achieved.

10. Grouping of objectives

- Objectives that require information of an intellectual kind for their achievement and are group as **knowledge objectives**.
- Objectives refer to skill of a practical kind and are thus group as **skill objectives**.
- Objectives suggest an attitude of mind and are therefore classified as **attitudinal objectives**.

11. Bloom Taxonomy

- Cognitive domain (Bloom 1956)
 - Knowledge
 - Remembering previously learned material, recall of facts, observation, mastery of subject matter.
 - Comprehension
 - The ability to grasp the meaning of material, understanding information, translates knowledge into new context.
 - Application
 - The ability to use learned material in new and concrete situation. Use information, use methods, concepts, theories in new situation, solve problems.
 - Analysis
 - The ability to break down material into component parts so that its organizational structure understands.
 - Synthesis
 - The ability to put parts together to form a new whole. Use old ideas into form new one, generalize from given facts, relate knowledge from different areas, predict, draw conclusion.
 - Evaluation

- The ability to judge the value of material for a given purpose. Compare and discriminate between ideas, make choices, verify value of evidence.
- Affective domain (Krathwohl 1964)
 - This domain concentrate of feelings and emotions
 - Taxonomy educational objectives
 - Receiving
 - Awareness, willingness to receive
 - Responding
 - Willing response, feeling of satisfaction
 - Valuing
 - Acceptance, preference, commitment
 - Organizing
 - Conceptualization of values and organization of a value system
 - Characterizing
 - Internalization and relate behaviour that reflects
- Psychomotor domain (Simpson 1972)
 - It is specific to
 - Discrete physical functions
 - Reflex action
 - Interpretive movements
 - Teachers needs to pay a great deal of attention to develop the skill objectives
 - Taxonomy educational objectives (*please refer to learning domains note*)
 - Perception
 - Set
 - Guided response
 - Mechanism
 - Complex overt response
 - Adaptation
 - Origination

12. Miller's Pyramid of Competency (1990)

- Please refer back to evaluation and teaching process note

13. Advantages of learning objectives/outcomes

- For the teacher learning outcomes
 - Define curriculum content
 - Focus teaching
 - Provide assessment criteria
- For the learner learning outcomes
 - Make the curriculum transparent
 - Clarify, organize and priorities learning
 - Help self-evaluation
 - Encourage responsibility