

Tutors Assignment Correction Guide

MODULE 3 Instructional Techniques

UNIT 3.2 Writing Objectives

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Unit 3.2 Writing Objectives

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.



Assignment Number 3.2 – 1

Unit 3.2 Writing Objectives

Question 1

Answer *true* or *false* to the following statements:

- 1.1 The three characteristics of a behavioural objective are performance, conditions, standard
- 1.2 At least one word of a behavioural objective needs to be a verb or action word
- 1.3 The performance statement in an objective tells the student what standard has to be achieved
- 1.4 The condition statement refers to the things students will be allowed or disallowed when they attempt to do the task specified
- 1.5 You can observe the action represented by words such as know, understand, appreciate

1 mark each - 5

Question 2

Label the following statements as either observable (O) or not observable (NO) in terms of their action statement or verb.

- 2.1 Given a list of words, the student will learn how to spell them correctly
- 2.2 Given a list of words, the student will underline those that are spelled incorrectly
- 2.3 The student will learn to appreciate Banjo Patterson's poem, *Mulga Bill's Bicycle*
- 2.4 The student will list two advantages of steam generated electrical power
- 2.5 Given a diagram of operable sewing machine, the student will label the components

1 mark each - 5

Question 3

Complete the sentences below using the words from the list to make them true statements.

- 3.1 _____ performances are those that you can _____ or see.
- 3.2 _____ performances are those that are _____ and therefore cannot be observed.
- 3.3 Doing mathematical calculations is an example of _____ performance; you cannot observe the performance but you can observe the _____ of the performance.

Concealed, results, covert, observe, overt

***1 mark
each – 6***

Question 4

Indicate your knowledge of the parts of an objective by rewriting the following under the separate headings of Performance, Conditions, and Standard.

- 4.1 Without the aid of any reference material, other than the illustrations provided, identify, by numbering in the correct sequence, and labelling, the five stages of a two stroke engine

Performance:

Conditions:

Standard:

***2 marks
each – 6***

- 4.2 Describe, given the ingredients of a basic plain cake, the correct procedure for mixing and baking. The description may be given either orally or in a written statement, and must include the correct temperature and time for baking, determined by the quantities.

Performance:

Conditions:

Standard:

***2 marks
each – 6***

- 4.3 Using the video provided, list three patterns of behaviour that would indicate the automobile driver displayed tolerance and regard for other drivers on the road.

Performance:

Conditions:

Standard:

***2 marks
each - 6***

Question 5

Standards can be specified in a number of ways. In the following statements, state how the standard is specified.

- 5.1 Given a street directory and an address that specifies a street, building number and district, the trainee must be able to locate the address within one minute.

This standard is specified as _____

- 5.2 With access to a selection of pipes and a micrometer, the learner must be able to measure the inside diameter to a tolerance of 0.02mm.

This standard is specified as _____

- 5.3 Given access to all personal safety equipment, the trainee must be able to transfer the waste chemicals from the tank to the disposal vehicle in accordance with Regulation No. 2603-35 as specified in Handling of Hazardous Chemicals, 1997.

This standard is specified as _____

**2 marks
each – 6**

Question 6

List three advantages of a curriculum written in behavioural objectives.

**2 marks
each – 6**

Total: 46 marks



Assignment Number 3.2 – 1

Unit 3.2 Writing Objectives

Guidelines for the correction and weighting of questions for Assignment 3.2 – 1.

Question 1

Answer *true* or *false* to the following statements:

- | | | |
|-----|---------------------|--|
| 1.1 | <i>True</i> | The three characteristics of a behavioural objective are performance, conditions, standard |
| 1.2 | <i>True</i> | At least one word of a behavioural objective needs to be a verb or action word |
| 1.3 | <i>False</i> | The performance statement in an objective tells the student what standard has to be achieved |
| 1.4 | <i>True</i> | The condition statement refers to the things students will be allowed or disallowed when they attempt to do the task specified |
| 1.5 | <i>False</i> | You can observe the action represented by words such as know, understand, appreciate |

1 mark each - 5

Question 2

Label the following statements as either observable (O) or not observable (NO) in terms of their action statement or verb.

- | | | |
|-----|------------------|---|
| 2.1 | <i>NO</i> | Given a list of words, the student will learn how to spell them correctly |
| 2.2 | <i>O</i> | Given a list of words, the student will underline those that are spelled incorrectly |
| 2.3 | <i>NO</i> | The student will learn to appreciate Banjo Patterson's poem, <i>Mulga Bill's Bicycle</i> |
| 2.4 | <i>O</i> | The student will list two advantages of steam generated electrical power |
| 2.5 | <i>O</i> | Given a diagram of operable sewing machine, the student will label the components |

1 mark each - 5

Question 3

Complete the sentences below using the words from the list to make them true statements.

- 3.1 **Overt** performances are those that you can **observe** or see.
- 3.2 **Covert** performances are those that are **concealed** and therefore cannot be observed.
- 3.3 Doing mathematical calculations is an example of **covert** performance; you cannot observe the performance but you can observe the **results** of the performance.

Concealed, results, covert, observe, overt

***1 mark
each – 6***

Question 4

Indicate your knowledge of the parts of an objective by rewriting the following under the separate headings of Performance, Conditions, and Standard.

- 4.1 Without the aid of any reference material, other than the illustrations provided, identify, by numbering in the correct sequence, and labelling, the five stages of a two stroke engine

Performance:

Identify by numbering and labelling the five stages of a two stroke engine

Conditions:

Without the aid of any reference material other than the illustrations provided

Standard:

In the correct sequence

***2 marks
each – 6***

- 4.2 Describe, given the ingredients of a basic plain cake, the correct procedure for mixing and baking. The description may be given either orally or in a written statement, and must include the correct temperature and time for baking, determined by the quantities.

Performance:

Describe the procedure for mixing and baking determined by the quantities

Conditions:

Given the ingredients of a basic plain cake, the description may be given either orally or in a written statement

Standard:

The procedure must be correct and include the correct temperature and time for baking

**2 marks
each – 6**

- 4.3 Using the video provided, list three patterns of behaviour that would indicate the automobile driver displayed tolerance and regard for other drivers on the road.

Performance:

List patterns of behaviour that would indicate the automobile driver displayed tolerance and regard for other drivers on the road

Conditions:

Using the video provided

Standard:

Three (patterns of behaviour)

**2 marks
each – 6**

Question 5

Standards can be specified in a number of ways. In the following statements, state how the standard is specified.

- 5.1 Given a street directory and an address that specifies a street, building number and district, the trainee must be able to locate the address within one minute.

*This standard is specified as **time***

- 5.2 With access to a selection of pipes and a micrometer, the learner must be able to measure the inside diameter to a tolerance of 0.02mm.

*This standard is specified as **accuracy***

- 5.3 Given access to all personal safety equipment, the trainee must be able to transfer the waste chemicals from the tank to the disposal vehicle in accordance with Regulation No. 2603-35 as specified in Handling of Hazardous Chemicals, 1997.

*This standard is specified as **quality***

**2 marks
each – 6**

Question 6

List three advantages of a curriculum written in behavioural objectives.

Any three advantages listed on page 12 of the unit would be acceptable, but any offered from experience that you believe can be justified as an advantage is also acceptable.

**2 marks
each – 6**

Total: 46 marks

This assignment should represent 40% of the total assessment for the unit.

The second assignment will represent 60%.

You will need to calculate the marks achieved for this assignment as a percentage of 40.

Example:

A student who achieves a score of 35 would have a percentage mark of 76% for this assignment. However, as this assignment represents only 40% of the final assessment, this figure needs to be adjusted.

Here's how to do it:

Step 1: Convert 35 to a percentage - $(35/46 \times 100 = 76\%)$

Step 2: Turn this percentage into a figure that represents 40% of the total assessment.

$$\begin{aligned} &76 \times 40 \text{ divided by } 100 \\ &= 3040 \text{ divided by } 100 \\ &= 30 \end{aligned}$$

You may choose to tell the student they receive 76% for this assignment and that it represents 30% towards their total assessment, with the following assignment being designed to accrue 60%.

When the second assignment has been calculated, you simply add the two figures together to achieve the total percentage, but one that has been weighted appropriately to accommodate the level of knowledge and skill required in each.



Assignment Number 3.2 – 2

Unit 3.2 Writing Objectives

To be completed and returned to your tutor for assessment.

This is an Open Book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due date:** _____

Question 1

In approximately 60 words, explain the concept of behavioural objectives. In other words, what is a behavioural objective? You may use an example in your answer.

8 marks

Question 2

2.1 What is the difference between an educational goal and a behavioural objective? (Tick the correct answer)

- ☐ Educational aims are stated in more general terms than behavioural objectives
- ☐ Educational goals are more precisely defined than behavioural objectives
- ☐ There is no difference

3 marks

2.2 Why do we write behavioural objectives?

- ☐ To prepare the groundwork for writing educational aims
- ☐ To describe behaviour in terms of student performance
- ☐ To describe behaviour in terms of teacher performance

3 marks

2.3 Label each of the following: **A** equals **educational aim**; **B** equals **behavioural objective**

- ☐ The student will know the principals of entrepreneurship
- ☐ The student will explain the difference between kinetic and potential energy
- ☐ The student will construct an isosceles triangle
- ☐ The student will learn to operate the controls on an electric oven
- ☐ The student will recite the Gettysburg Address

5 marks

Question 3

Write three objectives that relate to your area of expertise. The format may be either descriptive or specified under the separate headings of Performance, Conditions, and Standard. One objective is required for each of the following types:

- The acquisition of a skill (psychomotor: eg. replacing a fuse)
- The learning of knowledge (cognitive: eg. calculate the angle of ..)
- To develop an attitude (affective: eg. become conscious of the environment)

18 marks

Question 4

From the following *Aim* write an objective that would specify a competency indicating a knowledge or skill in one aspect of the aim.

AIM:

At the conclusion of the programme, the students will have an understanding of the geography of the Caribbean.

9 marks

Question 5

If you, as the instructor, were supplied with a list of objectives that your students were required to achieve, explain in 150 to 200 words or so, how this would influence the way you would both **teach** the topics and **assess** the students.

14 marks

Total 60 marks



Assignment Number 3.2 – 2

Unit 3.2 Writing Objectives

Guidelines for the correction and weighting of questions for Assignment 3.2 – 1.

Question 1

In approximately 60 words, explain the concept of behavioural objectives. In other words, what is a behavioural objective? You may use an example in your answer.

This answer should include the elements of behavioural objectives:

Conditions *2 marks*

Standards *2 marks*

Performance *2 marks*

And state in some form that it is a statement of anticipated student outcomes *2 marks*

If the answer does not include the three elements, then no marks should be allocated.

Total 8 marks

Question 2

2.1 What is the difference between an educational goal and a behavioural objective? (Tick the correct answer)

- ☒ Educational aims are stated in more general terms than behavioural objectives
- ☐ Educational goals are more precisely defined than behavioural objectives
- ☐ There is no difference

3 marks

2.2 Why do we write behavioural objectives?

- ☐ To prepare the groundwork for writing educational aims
- ✓ To describe behaviour in terms of student performance
- ☐ To describe behaviour in terms of teacher performance

3 marks**2.3** Label each of the following: **A** equals **educational aim**; **B** equals **behavioural objective**

- A** The student will **know*** the principals of entrepreneurship
- B** The student will **explain** the difference between kinetic and potential energy
- B** The student will **construct** an isosceles triangle
- A** The student will **learn*** to operate the controls on an electric oven
- B** The student will **recite** the Gettysburg Address

**of the verbs, these cannot be quantifies as action verbs, so cannot be measured, making it difficult to know exactly what is meant by these terms.*

1 mark each = 5 marks**Total 11 marks****Question 3**

Write three objectives that relate to your area of expertise. The format may be either descriptive or specified under the separate headings of Performance, Conditions, and Standard. One objective is required for each of the following types:

- The acquisition of a skill (psychomotor: eg. replacing a fuse)
- The learning of knowledge (cognitive: eg. calculate the angle of ..)
- To develop an attitude (affective: eg. become conscious of the environment)

Each objective must contain the elements of:

Conditions **1 mark**

Standards **1 mark**

Performance **1 mark**

And must illustrate an example of each of the categories mentioned

3 marks

6 marks each x 3

Total 18 marks

Question 4

From the following *Aim* write an objective that would specify a competency indicating a knowledge or skill in one aspect of the aim.

AIM:

At the conclusion of the programme, the students will have an understanding of the geography of the Caribbean.

This is a question, which helps identify if the student can translate a Curriculum document into objectives. There are many objectives that could be written to help achieve and indication of whether a student “understands” the geography of the Caribbean. Again, the objective must contain the essential elements of:

Conditions

2 marks

Standards

2 marks

Performance

2 marks

And must also indicate that the student can translate an aim into objectives by being able to identify an individual component of the aim.

3 marks

An example would be:

Given a map of the Caribbean, the student will:

- *identify each of the individual countries of the Caribbean, by naming them*
- *all countries must be identified correctly and correspond to the information provided in the*

Total 9 marks

Question 5

If you, as the instructor, were supplied with a list of objectives that your students were required to achieve, explain in 150 to 200 words or so, how this would influence the way you would both ***teach*** the topics and ***assess*** the students.

Some of the points that could be included to indicate that the trainee teacher has a working knowledge of the value of a curriculum stated in objective terms, would be:

Teaching

- *Ensure the students know the outcomes that are expected of them, by giving them access to the objectives*
- *Determine whether any students already possess any of the skills specified by the objectives*
- *Set up a system whereby students can gain credit for those objectives in which they already are competent*
- *If possible, allow students to progress through the workload at a pace that is suited to their skill level*
- *Plan to allow for the differing approaches to learning that students have - some students will benefit from being able to complete the objectives in a different order from others*
- *Some students may have a vested interest in completing a particular objective early in the training. This generates motivation and should be encouraged*
- *Ensure the organisation of the classroom /workshop allows the instructor to spend time individually with students having difficulties*
- *Ensure the resources are available for students as they require them, so that they may not be inhibited from progressing*

7 marks

Assessment

- *Ensure that students fully understand the level of competence required by each objective and the notion of competence – near enough **is not** good enough*
- *Ensure that the standard of each objective is fully met before giving credit for it*

- *Assessment will be criterion referenced, so appropriate assessment instruments need to be developed that test all critical elements of the task, rather than the product*
- *Formal and informal assessment strategies may be required to ensure the continuous development of the student*

7 marks

Total 14 marks

Total for assignment - 60 marks

Assignment Weighting

As stated in the Guide for **Assignment 3.2-1**, this assignment is weighted as 60% of the total assessment for the unit.

The mark for the first assignment required modification to represent a total of 40% of the final figure, which means to obtain a final percentage mark, add the modified score of Assignment 3.2-1 to the mark out of 60 for Assignment 3.2-2

Assignment 3.2-1	40%
Assignment 3.2-2	60%
Total	100%