

Preparing Instructional Objectives

Credit

In 1962 Robert Mager published his book *Preparing Instructional Objectives*.



Introduction

Mager's ideas for writing instructional objectives can be used in the *design phase* to write the objectives.

The book presents the idea that an instructional objective is a statement written in behavioral terms that describes what each student will be able to do upon completion of training.

Each learning objective must contain the following:

- Performance statement
- Condition statement
- Standard statement

The Performance Statement

The *Performance Statement* is that portion of the learning objective, which describes what the student must do to complete the objective.

Preparing Instructional Objectives *(continued)*

Example of Performance Statements

DEFINE in writing, the definition of instruction.

PREPARE a lesson plan

DELIVER a presentation

COMPLETE test item analysis procedures

Rules for Developing Performance Statements

The action verb must match, simulate or come as close as possible to the performance on the job or in the real world. The objectives, will normally be based on the task analysis.

Each performance statement must contain an action verb and the object of that action.

The action must be either stated in overt terms or include an indicator if stated in covert terms.

Condition Statements

The *condition statement* is that portion of the objective which describes the conditions under which the performance of the objective will be performed.

Condition statements fall into one of these categories.

- What the student will be provided.
 - Restriction placed on the student
 - Special conditions which occur on the job.
-

Standard Statements

The *standard statement* is that portion of the objective, which describes the level of the student performance necessary to successfully complete the objective.

The standard is also described as the *criterion*.

Preparing Instructional Objectives *(continued)*

Types of Standards

The standards used to evaluate student performance can be broken down into the following:

- **Speed** – The performance must be completed with a certain amount of time, such as *in less than five minutes*.
- **Accuracy** – The performance must be completed within a certain error ratio, such as *without errors* or *to the nearest inch*.
- **Quality** – The performance must be completed within a certain degree of quality, such as *all cuts must be smooth to the touch*.
- **Directing** – The performance must be completed to within the degree previously outlined, such as *according to the Correspondence Manual*.

For More Information

Mager, R. (1962). *Preparing instructional objectives*. Belmont, CA: David S. Lake Publishers.
