

Effective Objectives are key to a successful project and product because the course quality and outcomes are affected if you don't write them or don't do it well enough. The purpose of objectives is to be a guide to reach an acceptable outcome. They guide the designer, the teacher, and the students.

Effective objectives are more than goals or wishes. They have these purposes and benefits:

1. State the purpose of the learning experience
2. Inform learners of exactly what is expected of them
3. Steer the course development process and help designers stay on target as they go along
4. Define learning outcomes. This may be the result of doing something. What must the learner DO to demonstrate competency in the task?
5. Help developers write better test items. Often, the action must be observable (capable of being seen or heard) and measurable.
6. Prevent gaps or duplications in courses and materials
7. Help designers communicate clearly with others on the team

So, how many objectives do you have to write?

Rule of Thumb: You prepare as many objectives as required to adequately represent the materials to be designed and learned.

Objectives include tasks and subtasks of skills that enable students to perform in areas they must master before achieving more complex objectives or goals later on.

Some Basic Steps in writing effective objectives

At this stage of the ADDIE Model, you as the designer will:

1. Make a list of all the steps in the information-processing analysis that are necessary to accomplish the main overarching objectives, which are called Terminal Objectives. Some of these steps include specific skills, knowledge, and attitudes to support chunks of course content.
2. Find out what the main topics and subtopics are that you are dealing with in your particular instruction.
3. Find PERFORMANCE, ACTIONS, or BEHAVIOR verbs that match the complexity level of what you want the students to be able to do during or after your instructional module. Link to the [Verb Chart](#).

The subject matter complexity in your instructional media module could cover cognitive skills for all thinking levels:

- i. LOW complexity—Memorization of facts and information, and the learning of basic skills in a given area
- ii. MEDIUM complexity—Learning or procedure, application skills, and basic analysis skills
- iii. HIGH complexity—Learning of theory and the skills of synthesis, specification, creation and evaluation

Examples of Effective Objectives

1. Students **will find** reliable sources of information on the Internet with scavenger hunts for the Web Quest.
2. Learners **will gather, analyze, and report on** a given research topic, which includes 5 sources from the web. Learners **will assemble** a 10-page report summarizing the topic, which will include presenting some media, with more than just text.
3. **Prepare** for an oral interview or **prepare** an effective questionnaire to collect information.
4. **Identify examples of** effective survey and oral interview questions and techniques.
5. **Name steps** for preparing for an interview with 85 % accuracy on the assessment.