Curriculum Goals and Objectives

## Asst. Prof. Dr.Marut Patphol

Graduate School
Srinakharinwirot University, Bangkok Thailand

Hierarchy of Outcomes

1. Aims of education

2. Curriculum goals

3. Curriculum objectives

4. Instructional goals

5. Instructional objectives

Hierarchy of Outcomes

Aims of education

Curriculum goals

Curriculum objectives

Instructional goals

Instructional objectives

Marut Patphol: 2015
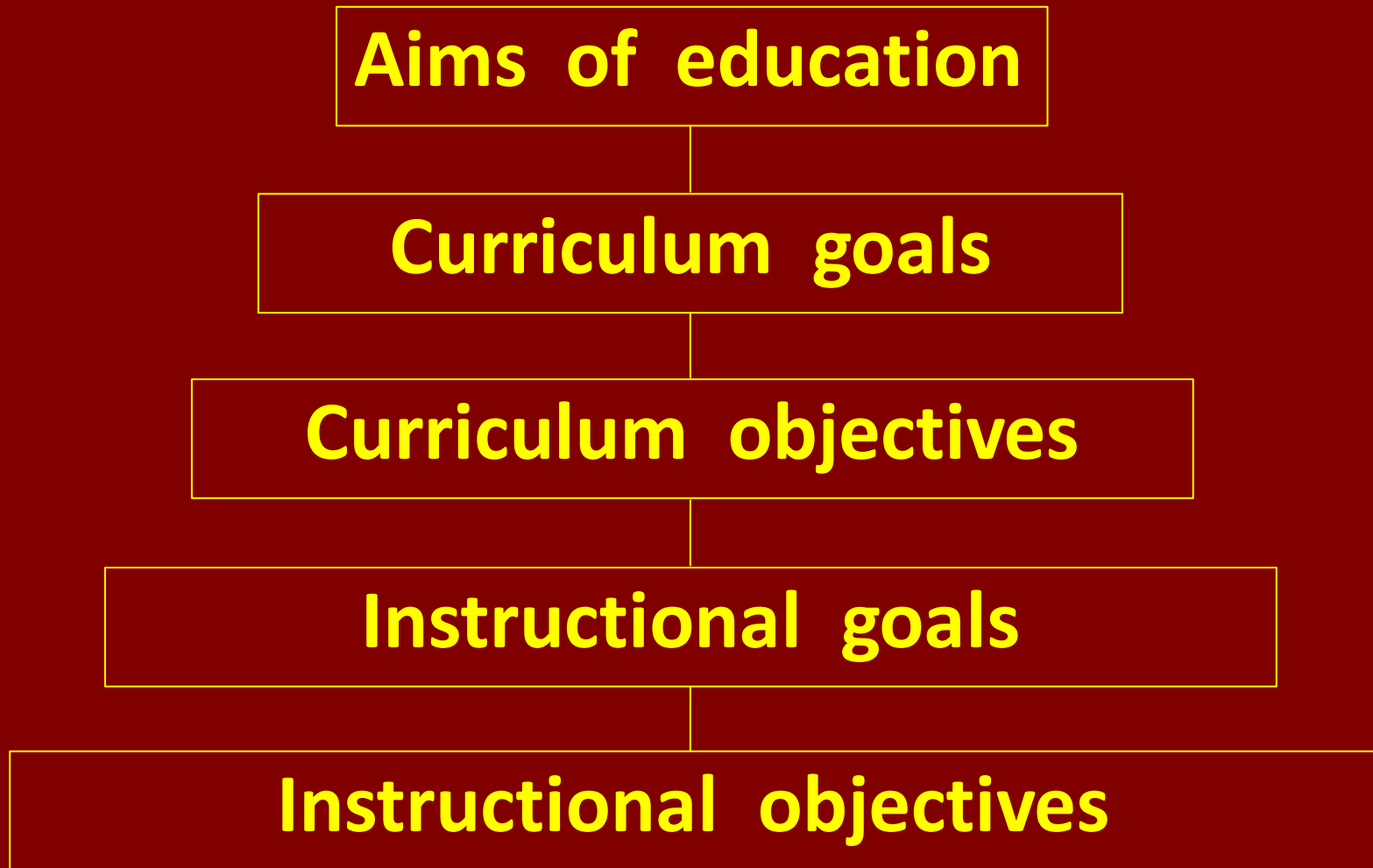
Curriculum Goals

A *curriculum goal* is a purpose or end stated in general terms without criteria of achievement.

Curriculum goals are derived from a statement of philosophy, defined aims of education, and assessment of needs. From curriculum goals, we derive curriculum objectives.

Curriculum planners wish students to accomplish the goals as a result of exposure to segments or all of a program of a particular school or school system.

Aim of education can become curriculum goals when applied to a particular school or school system.

Curriculum Objectives

A *curriculum objectives* is a purpose or end stated in specific, measurable terms.

Note how the curriculum objectives refined the curriculum goals. Many curriculum objectives can emanate from the same curriculum goals.

Essentials of Curriculum goals and objectives

1. conducting a complete needs assessment to identify unmet needs

2. carrying out subsequent phase of the suggested model for curriculum improvement

3. generating instructional goals and objectives

4. providing a basis for evaluating the curriculum

5. giving direction to the program

Characteristics of Curriculum Goals

1. They relate to the educational aims and philosophy.

2. They are programmatic.

3. They refer to the accomplishment of groups rather than the achievement of individual students.

4. They are broad enough to lead to specific curriculum objectives.

How to stated curriculum objectives

Objectives are usually stated

in terms of expected outcomes.

Characteristics of
Curriculum Objectives

Like the curriculum goals, curriculum objectives

related to the educational aims and philosophy

of the school, are programmatic in nature,

and refer to accomplishments of groups.

Unlike curriculum goals, curriculum objectives

are stated in specific terms.

Curriculum objectives specify performance standards for the students for whom the curriculum is design. We can turn a curriculum goal into a curriculum objectives by adding the following three element.

1. performance or behavioral terms - that is, those skills and knowledge the students are expected to be able to do

2. inferred or precise degree of mastery

3. conditions under which the performance will take place, if not readily understood

Outcomes – based education is a movement that specifies curriculum objectives in the form of expected outcomes to be achieved by the learners.

Curriculum goals and objectives set the direction for the subsequent organization and development of the curriculum and that the curriculum goals and objectives determine the activities that will take place in the many classrooms of the school.

Validating and Determining Priority of Goals and Objectives

Validation is the process of determining whether the goals and objectives are accepted as appropriate or "right" for the school proposing them.

Determining Priority is the placing of the goals and objectives in order of relative importance to the school.

The validation process assumes the formation of a curriculum committee or council charge with the task. The curriculum committee will submit the goals by means of a questionnaire or opinionnaire to groups who are concerned with the progress of the school.

After the curriculum goals and objectives have been validated and placed in rank order, the curriculum planners turn to the next phase in the curriculum development process – putting the goals and objectives into operation.

Curricular goals define in broad terms the knowledge, skills, values, and attitudes that curriculum planners believe will enable to succeed.

The goals should be consistent with the mission of the school, and should encompass the *learning outcomes*.

Curriculum goals are stated in general terms, such as analytical reasoning, electronic information skills, Interpersonal effectiveness, or professional integrity.

Goals for student *learning outcomes* in accounting are sometimes referred to as "competencies".

Objectives translate curriculum goals into descriptions of *performance,* operationally defined for use in curriculum development, teaching, evaluation of individual students, and program-level assessment.

Because objectives emphasize what students can actually *do,* they are frequently referred to as "*performance outcomes*" or "*behavioral objectives*".

The key difference is that objectives describe learning outcomes in terms of a student's *behavior* rather than a state of mind, which is often the focus of goals.

A goal may call for evidence of students' *understanding* of a principle, which can only be *inferred* from behavior.

Translating goals into objectives

is essential for movement from

curricular ideals to knowledge

of results in terms of students'

performance in the classroom

Sources of Goals and Objectives for the Academic Program

The assessment and/or curriculum committee should consult both internal and external stakeholders when developing program goals and objectives. Faculty who have developed program goals

To ensure the acceptance of goals, all appropriate and interested parties should have the opportunity to participate in their development and/or revision. This will, at a minimum, include all faculty, but should also involve students and local practitioners or the appropriate professional societies. Other factors to be considered are the dean's vision, legislative directives, and institutional-level definitions.

Value of Clarifying Curricular Goals

1. Convey a strong sense of direction and purpose within the program

2. Facilitate communication with prospective and current students, employers, and the general public about performance expectations

3. Help to attract students who are most likely to value what the program has to offer

4. Facilitate increased program impact on student learning

Marut Patphol. 2015

Major Categories of Learning Outcomes

The learning outcomes include *knowledge, skills* and *values and attitudes.* Goals and objectives that describe knowledge and skills are classified in the "cognitive" domain. Values and attitudes are classified in the "affective" domain (Bloom, 1956).

The Cognitive Domain: Knowledge and Skills

Goals and objectives in the domain are commonly divided into six types: knowledge, comprehension, application, analysis, synthesis, and evaluation. Referred to as Bloom's Taxonomy.

The Affective Domain: Values and Attitudes

In addition to knowledge and skill outcomes, the curriculum planners may wish to address professionally related values and attitudes, categorized in the "affective domain" by Bloom and others.

Operationally Defining Program Goals

Objectives are operationally defined statements of desired learning outcomes, that is, they are stated in a form that allows measurement. *Goals* such as acquiring "knowledge," "understanding," or "appreciation" provide general direction to developing instruction but may leave students uncertain about how to approach course material. In contrast, *objectives* specify the required performance to increase clarity about expectations.

Marut Patphol. 2015

Well-defined objectives

Content:

What do students need to *know* about this subject?

Action:

How do we want students to *use* that knowledge?

Context:

Under what *circumstances* will students be expected to demonstrate their knowledge?

Performance Criteria:

What are the *standards* that will be used to judge students' performance?

Content:

Identify the general domain in which students are expected to demonstrate their knowledge.

Action:

Specify actions students must take to demonstrate achievement of the goal. The actions identified for these intellectual skills correspond to high-level objectives in Bloom's cognitive taxonomy.

Context:

Specifies the context or conditions under which the desired action is expected to be performed.
A variety of context can be specified, for example,
a formal examination, an actual practice situations,
or a simulation.

Performance Criteria:

The first example specifies three criteria for judging the students' performance: problem analysis, two alternative solutions, and convincing rationale.
These criteria provide a framework for measurement across a variety of tasks.

Generated Performance Criteria

1. Brainstorming

2. Discussing students' work to identify
    features that distinguish between
    exemplary and unsatisfactory work

3. Analyzing the performance of successful
    practicing professionals

4. Reviewing literature to identify features of
     successful performance supported
    by research

Thank You

I'll see you again

Keep Going

http://www.curriculumandlearning.com