2-4: Components Of Learning
Objectives
Varying Terminology

- Student behavioral objectives
- Performance objectives
- Instructional objectives
- Course objectives
- Course outcomes
- Learning outcomes
- Enabling objectives
- Terminal objectives
**Student Behavioral Objective**

- Describes desired learning results
- Provides a basis for measuring and evaluating
- Ensures consistency across instruction
Mager Model

- Three components
  - Conditions description
  - Performance (behavior) statement
  - Standards criteria
**Condition**

- Situation under which the student must perform

- Cognitive training
  - Given a diagram of a 24-foot extension ladder
  - Given a multiple-choice test

- Psychomotor training
  - Given a CPR mannequin and face mask
  - Given a prusik loop and a lifeline
Performance

What the student is expected to do

Stated in observable terms

- *The student will identify the parts of a 24-foot extension ladder*
- *The student will list the words contained in the acronym LCES as it applies to wildland fires*

Rewrite if vague terms are present
Standard

- Acceptable level of student performance
  - Measurable criteria
  - Degree of accuracy
  - Time limits
  - Safety issues/critical tasks

- With a minimum of 80% accuracy according to the information in Essentials of Firefighting, IFSTA, Fifth Edition, Pages 211-214
Sample of a Good SBO

Condition
- Given a diagram of a 24-foot extension ladder with arrows pointing to specific parts

Behavior
- The student will write the name of the part on the blank line next to each arrow

Standard
- With a minimum of 80% accuracy according to the information contained in Essentials of Firefighting, IFSTA, Fifth Edition, Pages 211-214
Variations

- Trend towards omitting condition and standards
- Assumes conditions consist of normal working environments
- Assumes standards are complete mastery