

Lecture Three: Objectives Based Pedagogy

Objectives based approach is an approach to teaching whose main concern is to set measurable goals or outcomes by the end of each lesson or even by the end of a sequence. It highly emphasizes the importance of clear, predefined, specific and measurable objectives that are to be met by both teachers and learners. The teacher's role here is to set specific learning objectives and to design classroom activities or strategies that best match and lead to the achievement of those objectives.

This approach focuses on designing, delivering, and assessing teaching based on clearly defined learning objectives

This approach ensures the link between the curriculum and the learning objectives.

Principles of Objectives Based Approach

- 1- Educators must establish clear, specific, and time-bound learning objectives.
 - Objectives should be SMART → S for specific, M for measurable, A for achievable, R for relevant, and T for time bound.
- 2- Focus on outcomes or results (whether objectives have been met or not decides on the success of the learner)
- 3- Alignment: objectives should align with the classroom activities, tests and the content as a whole.(curriculum and teaching methods)
- 4- They should be measurable and observable in order to facilitate evaluation.
- 5- Objectives are also linked to assessment and feedback

Importance of Objectives Based Pedagogy

- The use of objectives helps **focusing teaching and learning on concrete goals.**
- Teachers' and learners' **expectations** are made **clear** through **objectives.**
- Learning objectives facilitate measuring learner progress.
- It also improves curriculum design by creating a link among objectives, instruction and assessment.

Roots of Objectives Based Approach

Objectives are always linked with the adjective **measurable**. The latter is a term that takes us backwards to the 20th century and the behaviouristic learning theory where learning was defined as a change in behaviour that is an external phenomenon which is measurable in nature and observable. Hence, it focuses on observable behaviours as evidence of learning. In fact, psychologists like Skinner emphasized clear, measurable behaviours as evidence of learning. This, in turn, inspired educators to focus on defining what students should be able to do after a teaching unit or lesson.

Ralph Tyler (1949): The Tyler Rationale

Tyler proposed the idea that curricula should be designed based on clear educational goals. He advocated that education should start with defining clear goals, then moves to planning experiences and assessments that are aligned with these goals. Tyler's ideas were regarded as the foundation for objectives based approach in education.

Tyler's Model is also referred to as **Goal Attention Model** or **Linear Model**.

Tyler presented four basic **stages of curriculum development** defined as "Basic Principles of Curriculum and Instruction"

1- Goals and **objectives**

What are the learning rationales a school should try to find?

2- Content

Which learning principles can be **presented** that will probably achieve these rationales?

3- Learning experiences

In what manner these learning experiences can be **organized** effectively?

4- Evaluation

How to find out that whether the rationales are being **accomplished** or not?

Bhuttah et al (2019 p. 17)

Robert Mager (1962) : Performance Based Objectives

Mager's approach is an attempt to show educators how write precise, measurable learning objectives.

He advocated that objectives should specify:

Performance: what tasks should the learner achieve by the end of instruction.

Conditions: under what conditions should the learner perform the task.

Criteria for success: the performance standard that can be measured.

Strengths of Objectives Based Approach

- Clarity and focus: objectives give lessons a clear direction.
- Improved planning: creating a link between objectives, instruction, syllabus, lesson design, and assessment.
- Better assessment: measurability makes evaluation easier
- Accountability: easy to track student progress and teacher effectiveness
- Supports differentiation according to the learners' level and needs

Weaknesses

- Overemphasis on measurable outcomes: complex skills like creativity and critical thinking are hard to measure
- It limits student curiosity and deeper exploration
- Focus on final product at the expense of process which is ignored
- Limits teacher flexibility: strict objective structures can reduce a teacher's ability to adapt lessons to students' interests or real time needs.
- Cultural and contextual limits: not all cultures or educational systems value the same kinds of learning.