

# 'Being a Competent Medical Teacher'



BLDE Deemed to be University  
Shri B. M. Patil Medical College Hospital  
and Research Centre Vijayapura  
**Medical Education Unit**

Editor

Dr Tejashwini Vallabha



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Publication

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Publication

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Nr. Shivsagar sharda Mandir Road,  
Ahmedabad-380007

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☎ +(91) 798 422 6340  
🌐 www.mahipublication.com



₹ 399/-



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**ISBN: 978-81-949392-9-0**

**First Edition: 2020**

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**PRICE ₹ 399/-**

**PUBLISHER  
MAHI PUBLICATION**

-  Office No.1, Krishnasagar Society, Nr. Shivsagar sharda Mandir Road, Ahmedabad-380007
-  mahibookpublication@gmail.com
-  +(91) 798 422 6340
-  www.mahipublication.com

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# 4 EDUCATIONAL & LEARNING OBJECTIVES

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## **OBJECTIVES:**

At the end of the chapter, the reader should be able to:

- Define Educational & Learning Objectives
- Differentiate the different types of Educational Objectives
- Enumerate qualities of Educational Objectives
- Discuss needs of Educational Objectives in educational process
- Identify elements of Specific Learning Objectives
- Define important qualities of Specific Learning Objectives

## **INTRODUCTION:**

Education is a process to bring about desirable changes in the behavior of learners in the form of knowledge, proficiency in skill & development in attitudes. The three main components of educational processes are development of educational objectives, organization of teaching – learning activities & evaluations which are best depicted as spiral to show that there is a constant scope for improvement.

Educational objectives are the primary building blocks of good curriculum design. Educational objectives are statements which describe what the student should be able to do at the end of learning period that he couldn't do before. Educational objectives guide the teacher for the planning & delivery of instruction and evaluation of student's learning in terms of acquisition of knowledge, skill & attitudes. Educational objectives are also called as learning objectives as they are student centered.

**TYPES OF EDUCATIONAL OBJECTIVES:**

- Institutional Objectives – Broad, comprehensive & clear. It refers to capabilities of the individuals trained by that institute. Institutions may have different objectives for different courses run by it. Institutional goals are few & mostly between ten & twenty.
- Intermediate/ Departmental Objectives – Derived from Institutional Objectives & some objectives may be common for different departments
- Specific Learning Objectives – Drawn from Departmental Objectives

**SOURCES OF EDUCATIONAL OBJECTIVES:**

For generation of educational objectives, several inputs are required.

- Health need of society is the first & foremost consideration & this information can be obtained from the community
- Policy guidelines of the Government/National Health Program
- Newly emerging diseases
- Special needs of the professions such as medico-legals k i l l s , communication skills, management skills etc.

**QUALITIES OF EDUCATIONAL OBJECTIVES:**

- Relevance to the needs of learner
- Clarity & unequivocality
- Feasibility
- Observable & measurable

**NEED OF EDUCATIONAL OBJECTIVES:**

- Development of teaching-learning process –
- For the teacher, basis for the preparation of instructional materials, content or method;
- For the students, to organize their efforts to achieve these objectives.
- Development of evaluation process

**SPECIFIC LEARNING OBJECTIVES (SLO):**

A statement in specific and measurable terms that describes desired learner competence in terms of acquisition of knowledge, skills & attitudes as a result learning activity. Specific Learning Objectives are aimed at three domains of learning – cognitive, psychomotor & affective. SLO are statements that describe what a learner should be able to do as a result of

teaching. Many factors can interfere with the achievements of objectives: the existing knowledge of the learner, the relevance of the material presented & the skill of the teacher.

**QUALITIES OF LEARNING OBJECTIVES:**

- Consistent with the goals of the curriculum
- Specific
- Measurable
- Attainable
- Results-Focused
- Time-Focused

**ELEMENTS OF SLO**

- Activity: It is expressed in active verb. It describes what skill or behavioral change is expected in the learner. Content: It describes the subject or topic in relation to which the activity is performed.
- Criterion: It describes the expected desirable level of proficiency of the learner. It guides how to assess the outcome and what level of competency is expected to the learner
- Condition: It describes the restrictions applied or recourses provided during assessment.

To make the Educational Objectives more specific & measurable, the above mentioned four elements should be included in form of –

- Who (Student) **Will Do** (Activity)
- **How much/ How well** (Criterion)
- **Of what** (Content)
- **By when** (Condition)

**LEARNING OBJECTIVES DOMAIN:**

- Cognitive (knowing)
- Psychomotor (doing)
- Affective (feeling)

**LEVELS OF LEARNING OBJECTIVES:**

Sequence the content of each objective in a logical order, for example, from simple to complex, from known to unknown, chronologically

(Bloom's Taxonomy)

- Knowledge-Comprehension
- Application-Analysis
- Synthesis-Evaluation

**WRITING LEARNING OBJECTIVES:**

- **Start with an action verb**
- **Describe the content**
- **Specify the condition**
- **Set a performance standards**

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