

# *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*

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

# *Mager Model*

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- 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*

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