

# Beyond behavioral objectives

More artistic ways of teaching  
More authentic ways of learning

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# Different kinds of objectives - a more artistic way of teaching

A. Nonbehavioral objectives - Few teachers are taught that there is a class of non-behavioral objectives. These may use more general, amorphous words to note desired learning outcomes --- such as to know, to understand, to learn, or to appreciate. Two kinds of nonbehavioral objectives are:

1. Problem solving objectives
2. Expressive activities that lead to expressive outcomes.

# These types of objectives have the following advantages:

- a. they can be more artistic -- not as rigid.
- b. they can be more reflective of real life problems.
- c. several domains ( cognitive may be combined within one objective.
- d. the teacher can easily solicit input from students. ( often evaluation of these objectives is more subjective, or authentic.)

## More Advantages:

- e. when you are integrating material, the nonbehavioral format facilitates integration more easily. Therefore, several subject areas or different content may be easily incorporated into one objective.
- f. these types of objectives are more open-ended and allow teachers to create related experiences based on students' interests and motivational levels.

# Creating problem solving objectives

1. \*Statement of the problem.
2. \*Conditions - these include product specifications. Some problems may be so open that they don't require conditions.
3. \*Parameters - these are detailed restrictions of the conditions.
4. \*A partial or complete list of process skills and/or subject areas needed to solve problems.

# Creating problem solving objectives

5. \*A listing of district aims and/or goals (standards or benchmarks) met by completing the problem. This may be done before the statement of the problem or after the problem statement, or in a the context of a grading rubric or checklist.
6. \*Methods of evaluation and/or evaluation forms.
7. A rationale statement - this should include a brief statement as to why you are having students do the problem. This may include a restatement or be part of the aims and goals statement.

# Other components

8. Materials' list.

9. A listing of teacher's responsibilities within the problem

10. A listing of students' responsibilities within the problem.

11. Any extraneous support needed to solve the problem -- as in community cooperation.

12. Expanded lessons related to the problem or possible follow-up activities.

## Remember the rules of thumb:

- The more conditions and parameters you include, the more conforming, restrictive, and narrow students' products will be.
- The fewer conditions or parameters, the more diversity and creativity in the products.
- Some students may require more structure and help in solving problems, others may need less help.
- Make allowances for both types of students.



# Expressive activities that lead to expressive outcomes.

- This is the most artistic form of teaching since teachers literally prepare a field and allow students to explore, investigate and discover connections.
- Learning takes place within the context of students' investigations and explorations and as students attempt to answer their own queries.

# Expressive activities that lead to expressive outcomes.

- In planning, teachers can only project what learning outcomes might occur. Activities must be evaluated for achieved objectives after the activity is completed.
- The teacher has the obligation to the students to inform them of their accomplishments at the end of each activity or session.
- Assessment is usually achieved through annotated records, checklists, observations, projects, portfolios, or presentations.

# For More Information

\* See [thesecondprinciple.com](http://thesecondprinciple.com) web narrative for examples and more details