SETTING TRAINING COURSE OBJECTIVES

More often we found to have confused in differentiating among aims, objectives and goals in the teaching-learning process.

The **Trainers** role is expressed in the form of **Aim.**
The **Trainees** role is expressed in the form of **Objective.**
The trainers must answer two questions for formulating aims:

- What the trainer is going to teach?
- Why is he teaching it?

Aim: To teach the trainees the use and operational maintenance requirements of the knapsack sprayers so that trainees will be able to carry out an effective spray programme.

Objective: Using the knapsack sprayer, trainees will be able to spray a selected crop to a prescribed application rate and to the required crop coverage specification in the field.

Aim: To teach the correct mixing and filling procedure for a knapsack sprayer so that correct mixtures and chemical strengths are achieved without contamination.

Objectives: Given a sample of chemical, instruction leaflet, and suitable utensils and equipments, the trainee will be able to fill the knapsack sprayer with the required strength of chemical mixture without spoilage or contamination and following normal safety procedures.

The word "Goal" refers to the broad and general solution to the problems addressed. Goals are idealistic, long-range, and sometimes unquantifiable. Goals describe the destination-the end of the road; whereas objectives point out the milestones along the way. Objectives are specific, shot term results seen as intermediate steps in reaching the goals. They are practical, concrete and specific. Objectives must be expressed in clear, precise language, and must state exactly what and how much will be accomplished by what date. And they must be measurable. Whereas a programme goal might be to raise farmers' incomes, one of the objectives in reaching that goals could be **to introduce hybrid rice varieties amongst the farmers so that within three years they produce double the previous production with the increase net income per hectare.** Often objectives are stated in terms of what the programme plans to do (e.g. give twenty-five villagers a two-week course in improve pasture production) or what it hopes the villager will do (e.g. twenty-five villagers will plant 0.10 ha. or more of improved pasture). For example: **by planting improved pastures, 500 farmers will, within 2 years, increase their milk production/animal/day by 100% and their net income by 70%.**

Learning Objectives, however, are stated in terms of behavioral changes desired in the learners. There are three types of learning objectives. These are;

Knowledge Objectives: It centres around acquisition of new information. Knowledge objectives are formulated for information/knowledge learning.

Knowledge Learning: Much of the formal and non-formal education which takes place through out the world focuses on knowledge learning, i.e. from learning simple arithmetic to learning how to write objectives. Knowledge learning is the most easily measured of three types of learning.

Objective: By the end of week two, the participants will be able to list and describe the criteria used when writing training objectives without the aid of notes.

Attitude objective: It reflects change of feeling or believes. Attitude objectives are formulated where training session expects some kind of positive or negative changes in the feelings of the farmers.

Attitude learning: Attitude learning is the most difficult of the three types. We develop attitudes based on what we believe is the "right way". In order for a person to change his/her beliefs, he/she must be convinced that the "new way" of doing something has merit. He/She must believe that a better way does exist. If a person is convinced that his/her present attitude is inaccurate or incomplete, he/she will make a conscious choice to change their attitude.

Objective: Given the objectives of a training session, the participants will be able to choose to lead a session using the components of the experimental learning model.

Attitude learning is also observable and easily measured in a training programme. Nevertheless, attitudes, like behaviours must be observed over time to ensure that a person is incorporating the new attitudes into his/her way of approaching any given task.

Skill Objective: Which ensures participants ability to do something which they could not do before or doing something in new ways which they used to do in a different way.

Skill Learning: Skill learning is more difficult than knowledge learning in that in many cases we are required to change the way we currently do something. For example, if an instructor has always used lecture as a method of transferring skills, it may be difficult for him/her to utilize experimental learning techniques. However new behaviours can be learned and measured.

Objective: Given the objectives of a training session, the participants will lead a session, demonstrating the use of the experimental learning model without assistance from the instructor.

The objective of the new behavioural skill is again clear and observable. However, with behaviour learning, the new skill must be observed over time to ensure that the person does not revert to an old behaviour.

There are **Three** parts of learning **objectives:**

Behaviour: What the trainee will do to demonstrate learning?

Condition: Where, when and how it will be done?
Criteria: Level of performance

Example of learning objective: Given a sample of chemical, instruction leaflet, and suitable utensils and equipments (Condition), the trainee will fill the knapsack sprayer(**Behaviour**) with the required strength of chemical mixture without spoilage or contamination and following normal safety procedures (**Critera**)

Characteristics of Learning Objectives.

A well written learning objective must have the following characteristics:

Clarity   The trainers and trainees must be clear about the objective. The action stated must be observable and realistic.

End Result   The trainers and trainees must identify and stress end results, changes in knowledge, skill and attitude.

Action Orientation A well written learning objective must use action word.

When writing learning objectives, trainers need to consider the kind of language that will best describe what they want the participants to accomplish. The objectives should focus on actions which are clearly defined and measurable. If objectives are vague or confusing, it may be difficult to determine the actual learning that has taken place in a training programme.

The criteria will vary depending on what type of learning is desired. Different types of learning must be measured in different ways. Careful formulation of objectives will serve the dual purpose of enabling trainers to determine what type of learning is desired and how that learning will be measured.

Bloom's Taxonomy and Learning Concept in Writing Objectives.

This system defines in a hierarchial fashion different types of capability, applicable to different subjects, that may be developed among the trainees as a results of learning experiences.

Category name	Capability and associated action verb
1. Knowledge	Ability to recall or recognize items of information, ideas etc. Action verbs are: list, write, reproduce, state, name, select, measure.
2. Comprehension	Ability to show understanding of ideas, e.g. By expressing ideas in own words or transposing into alternative forms. Action verbs are: identify, select, explain, name, contrast, represent, formulate, illustrate, classify.
3. Application	Ability to apply knowledge and ideas in order to meet the demands of the situation or problems which are new to the learners. Action verbs are: predict, assess, choose, shoe, construct, use, select, explain, find, perform, compute, demonstrate.
4. Analysis	Ability to deal with situation or problems which demand more than the straight forward application of

ideas, i.e. situations where elements have to be analyzed and restructured before relevant ideas can be applied.

Action verbs are: analyze, resolve, select, conclude, justify, compare, identify, criticize, separate, contrast, break down, differentiate.

5. Synthesis

Ability to put ideas together in a new ways that reach beyond what has been specifically taught.

Action verbs are: Combine, summarize, argue, organize, select, restate, derive, discuss, conclude, relate, generalize.

6. Evaluation

Ability to judge the quality or value of material with reference to appropriate criteria.

Action verbs are: judge, determine, support, identify, select, evaluate, recognize, defend, choose, avoid, criticize.

The matrix presents a sample of descriptions which can assist in formulating learning objectives. The descriptions are organized according to the three basic types of learning.

Knowledge Learning	Skills Learning	Attitude Learning
(1) OBSERVABLE BEHAVIOUR		
List, describe, state, report, Debate, hold, approach, avoid.	Demonstrate, role play, Lead, perform, solve, assemble	Role play, discuss, touch, smile, laugh cry, critique etc.
(2) PERFORMANCE LEVEL		
Seven out of ten; the	Once, twice. seven out of ten comfortably	Convincingly,
Importance of the five theories	all the parts; the six steps, with No more than three errors; in Ten minutes.	unflinchingly, unhesitatingly.
To your own satisfaction in the	To the satisfaction of peers, satisfaction; the	To your own
Opinion of the authorities; to my	bosses, instructors, expert etc.;	opinion of leaders, peers
(instructor's) satisfaction; as judged by boss, peers…	yourself.	As felt by whoever….

(3) CONDITION

Given the article on; with the	Given the formulae, given the natural	In any way that seems
aid of notes, materials…	situation; with aid of notes feel feel free	; when you feel free,
	like it; if you	to….
Without the aid of notes;	Without the aids of notes; without	Without talking,hitting,
Coaching; without sample /model…..	without coaching, without the sample/model….	moving your hands, the Walking away….

Every training course should have learning objectives. Courses can be splitted into different sessions. Each session then should have again specific learning objectives. Learning objectives should be stated in simple language in order to allow entry participants on a training session to understand so that at the end of the session participants will be able to judge whether they have achieved the objectives. This gives a kind of satisfaction to both trainers and trainees at the end of the training session.