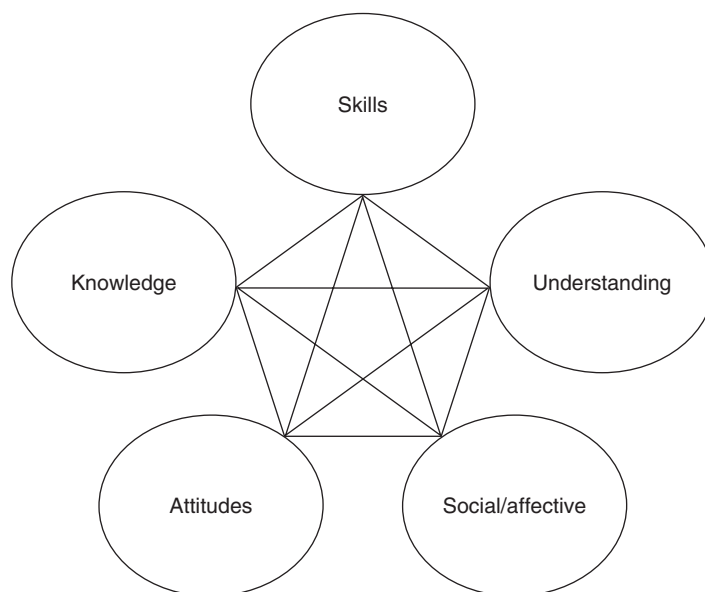


P. 123: Further Consideration and Reading on Learning Objectives

Lesson objectives are central to ensuring that planning is focused and effective. Kerry (1999) identifies five 'domains' or foci which should be considered and planned for when deciding on lesson objectives. These are:



By noting these five elements, the focus of the lesson can begin to be identified and planned for; is the lesson to focus on understanding and knowledge, or is it going to help develop a skill or skills. For example, it might be identified that a lesson requires a skills set to be developed before going on in subsequent lessons to use this skills set to further knowledge and understanding. If the skills to be developed are orientated towards group work, the lesson objectives might not only focus on skills development, but social and affective issues also. As you begin to plan for lessons, use these five domains to help you begin to focus your ideas about the objectives each lesson should aim to include.

Examples of the types of objective which might be used in each domain are given below.

Domain	Example of an objective
Knowledge	By the end of the lesson students will know the names of the layers contained within the Earth
Understanding	By the end of the lesson students will understand the chemical reaction leading to oxidation
Skills	By the end of the lesson students will be able to accurately include speech marks within a piece of creative writing
Attitudes	By the end of the lesson students will have enjoyed working with others in the class
Social/affective	By the end of the lesson students will have worked successfully with other individuals beyond their immediate friendship groups

Beginning to understand the nature and use of lesson objectives is central to developing effective planning and, consequently, good learning and teaching as it is upon the lesson objectives that all else rests. One issue to think carefully about is whether you intend to share lesson objectives with students or not. Received wisdom suggests that this is important, as students can then understand what it is they are aiming to achieve in a lesson. However, there may be occasions when you want to develop some ideas with students which requires you to 'drip-feed' in the objectives, thereby getting the students to consider why they might be doing a particular task, especially if you want *them* to make connections with other areas of learning, rather than you doing it for them.

ADDITIONAL REFERENCES

Kerry, T. (1999) *Effective Learning Objectives, Task-Setting and Differentiation*. London: Hodder and Stoughton Educational.

<http://www.eduref.org/Virtual/Lessons/Guide.shtml>

(a short consideration of lesson planning and the role of lesson objectives)

<http://education.guardian.co.uk/schools/comment/story/0,,1990941,00.html>

(an article critiquing the sharing of lesson objectives with students)

<http://www.teachers.gov.uk/supplyteachers/detail.cfm?&vid=4&cid=16&sid=96&ssid=4020303&opt=sectionfocus>

(some more simple thoughts on developing lesson objectives)

Two strategy documents which focus on the structuring of learning, and also the use of starters and plenaries:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0424-2004+G&>

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0428-2004+G&>