

Fundamental

Principles & Practice of

INSTRUCTION

Edited By

I.O. Abimbola

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FUNDAMENTAL PRINCIPLES AND PRACTICE OF INSTRUCTION

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More than twenty years since the Faculty of Education of Ife was established, there has been a need for a textbook that will be elastic in content and coverage for the core courses run by the Faculty of Education. This desire to satisfy the urgent needs of the Faculty prompted the Department of Science Education and Arts & Social Sciences Education to produce this "Omnum rerum" textbook, to Latin expression "Of All Things" the primary objective of the book is to stand up to the challenge of being able to properly meet the unsatisfied Faculty of Education needs spanning over more than twenty years. Similarly, it is to satisfy the needs of all teachers of Principles and Practice of Instruction in institutions of higher learning.

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Fundamental Principles and Practice of Instruction

PREFACE

In the Faculty of Education, University of Ilorin, Ilorin, Kwara State Nigeria, the Department of Curriculum Studies and Educational Technology (CSET) offers first degree programmes in Physics Education, Mathematics Education, Chemistry Education, Biology Education Economics Education Geography Education and Educational Technology. The department of Curriculum Studies and Educational Technology has as its primary responsibility the teaching of several Faculty core courses to all levels of undergraduates in this Faculty.

These Faculty core courses are listed below:

EDU 115	Introduction to the Principles of Instruction
EDU 203	Subject Methodology I
EDU 204	Introduction to Educational Technology
EDU 213	Microteaching
EDU 303	Subject Methodology II
EDU 405	Principles and Practice of Instruction
EDU 406	Curriculum Planning and Development

All the students in the Faculty of Education have to go on teaching practice exercises at 300 and 400 levels of their undergraduate programmes. These courses are EDU 301: Teaching Practice I; EDU 402: Teaching Practice in One subject; EDU: 401 Teaching Practice in Two subjects. All the core courses listed above adequately prepare and equip these students with skills and competencies needed for good grades in those teaching practice sessions.

The uniqueness of the Department of Curriculum Studies and Educational Technology is found also in the academic and intellectual functions it shares with other tertiary institutions such as Colleges of Education, Polytechnics, Training Institutes and Nigerian Universities both within and outside Nigeria who have similar departments and offer similar courses. This is why some of

sections. Each chapter has its own bibliography and revision questions drawn, in part from past examinations in the relevant courses to guide the reading. We made deliberate efforts to simplify the language in which we wrote the book without loss of meaning.

We wish to use this medium to thank all the contributors for their prompt response to re-editing their works and to those reviewers who have given their suggestions to enhance the quality of this second edition. Our sincere appreciation goes to all the Educational Technology lecturers who have used their expertise in preparing the layout of this edition. It is hoped that the dynamic dimensions of innovations and information explosion will engender further revision and another edition of this book.

PROF. I. O. ABIMBOLA

PROF. A. O. ABOLADE

July, 2009.

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CHAPTER 8

CONCEPTS IN EDUCATION RELATED TO TEACHING II:

Concepts of Aims, Goals and Objectives

R. W. Okunloye

Introduction

Education has both intrinsic and extrinsic values which makes it instrumental in the development of human persons, attainment of the good life and overall societal development (White, 1982).

This is what informed the declaration of the Federal Government of Nigeria (1981) that education has been adopted as an instrument for effective national development. This element of means-end connection in education has led to the adoption of a set of educational intentions in every educational system. Educational intentions are usually formulated and stated as aims, goals and objectives. These desired educational outcomes or intentions occupy a crucial and strategic position in the educational process in general and in curriculum and instruction in particular (Tyler, 1949, Wheeler, 1967 and Farrant, 1988). They serve as a reference point for centralized or overall educational planning and curriculum development at different levels, lessons planning and actual teaching-learning interaction in classroom situations. This chapter examines the concepts of aims, goals and objectives, their relationships and the role they play in the educational process.

Concepts of Aims, Goals and Objectives

The concepts of aims, goals and objectives are statements of educational intentions which vary in coinage, level of relevance, time frame of achievement, and degree of specificity.

Aims

Aims are broad or general statements of education intentions that a given society sets for its educational system and they are usually visionary, idealistic and philosophical in outlook. Aims are therefore the most crucial and strategic elements in the overall educational planning of a given society. For example, the stated aims of the Nigerian educational system as identified in the National Policy on Education (NPE) (2004) include the building of: a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunities for all citizens.

These aims are global, visionary, idealistic, philosophical and abstract in nature and require a fairly long or life-long period for accomplishment. Aims are global in character because they are broadly stated to capture the desired ends that a society sets for the entire educational system it operates. Aims are also visionary by the virtue of the futuristic conception of what the society hopes for the educational system. Aims are idealistic because they express the somewhat utopian values, which a society aspires for itself and desired to realise through its educational system. Aims are philosophical by virtue of the value system or value aspirations of the society they address. Hence, the aims are usually familiar philosophical phrases. For example, egalitarianism, self-reliance, equality, and so forth. Aims are also characterised by high degree of

abstractiveness by reason of philosophical coinage of words expressing these aims.

Finally, aims, by virtue of their visionary character, require a long-term or even a life-long frame for the realization of those desired ends of its educational system.

Goals

Goals are fairly broad statements of educational intention which express the broadly stated aims in a narrower and more specific terms for different sectors, levels and activities of education.

Goals are characterized by lesser degree of broadness, abstractiveness and idealism. In the same vein the time frame for realizing the goals is not as long as that required for aims. For example, permanent literacy and numeracy, acquisitions of scientific and reflective thinking are part of the goals of primary education in Nigeria. These could be realised at the end of primary education. Goals, therefore address the desired ends of education at different levels or sectors, instead of the overall ends or aims which the entire educational system is devoted.

Objectives

Objectives are short-term and precise statements of educational intentions which described in specific, performance oriented and behavioural terms those educational outcomes expected from the learner(s) in the course of exposure to specified learning experiences. Objectives are the narrowest and the most specific or precise of the three educational intentions (aims, goals and objectives). Objectives are the most relevant to the day-to-day teaching learning experiences between teachers and learner in specific lessons in the school system.

Objectives can be stated in different ways, but the most popularised is that of Bloom's taxonomy which described in Behavioural terms those expected learning outcomes in the cognitive, affective and psychomotor domains (Bloom Engelhart, First, Hill and Krathwohl, 1956). Objectives in the cognitive domain deals with knowledge, affective deals with feeling, attitude and values, while psychomotor relates to the development of manipulate skills. Cognitive based objective are the most emphasized in the teaching and learning of most school subjects. Bloom et al (1956) further categorized them into lower and higher order performance tasks. The lower order involves knowledge or recall, comprehension and application.

The higher order involves analysis, synthesis and evaluation. Hence, knowledge or recall represents the lowest level of cognitive based objective, while evaluation is the highest level.

Specific or behavioural objectives usually manifest four major features in the way they are stated (Bloom et al, 1956). First, the person(s) who is expected to perform a specified learning outcomes is specifically identified. This is why it is conventional to state: "the pupils should be able to ..." in statements of objectives. Secondly, the learning outcomes that the learners are expected to manifests are usually described in behavioural terms, using action words or verbs, e.g, list, name, say, give, define, sketch, appraise and so forth. (see table one). Thirdly, the conditions which will enable the learners to be able to exhibit the expected learning outcomes are also stated. This is stated as: by the end of the lesson, or at the end of the lesson. The lesson(s) in question is the one in which the learners shared learning experiences with their teacher(s) on a given topic. For instance, if the topic of the lesson in question is the function of the family, what is implied by the phrase is: at the end of

the lesson on the function of the family, the pupils should be able to identify and explain four major functions of the family.

Finally, objectives also manifest element(s) of the standard of acceptable performance of the expected learning outcomes. For instance, where eight qualities of money were taught in a 40 minutes lesson, the teacher can state the standard of acceptable performance by stating: the pupils should be able to identify and explain at least six characteristics of good money.

Table 1: behavioural Objectives

Cognitive Domain	Affective Domain	Psychomotor Domain
Name	Accept	Sketch
State	Agree	Operate
Enumerate	Choose	Demonstrate
Describe	Defend	Assemble
Explain	Evaluate	Compose
Differentiate	Appraise	Vote
Discuss	Advocate	Show

Source: Okunloye R. W. (1995). *Social studies methodology in K. Akinyemi (Ed.) Book of readings in teaching methodology. Ilorin: Institute of Education, University of Ilorin*

Relationship among Aims, Goals and Objectives

All educational intentions (aims, goals and objectives) are intimately related notwithstanding the differences already identified. These educational intentions could be likened to a continuum as shown in Figure 1.

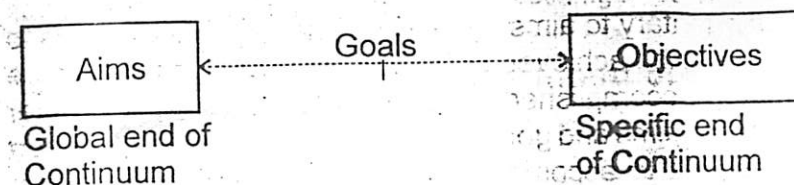


Fig 1: A Continuum of Educational Intentions

Aims are located at the global end of the continuum by virtue of their broad, idealistic and wholistic nature. Objectives are at the specific end of the continuum because they are specific, situational and behavioural. Goals occupy mid-point between these polar extremes of the continuum. Goals moderately combine the characteristics of broadly stated aims and highly specific objectives. Aims represent the anchor point of all educational intention for a given educational system. It is from this wholistic conception of what the educational system is designed to achieve that goals are formulated for different segments of the educational system. Aims are therefore the reference point for the formulation of goals. Aims give an overview or vision of what is to be achieved, while goals set out more specific targets to indicate the precise direction that must be followed in part or whole, for the achievement of elements envisioned by the aims. Objectives are drawn from goals and they offer the step-by-step educational outcomes that will cumulatively lead to the achievement of the goals and ultimately, the aims. By way of illustration, aims are the termini where the educational system vehicle is heading for. The signposts to different locations that must be reached before the ultimate terminus represent the goals while the step-by-step achievements in intervening locations before the ultimate terminus are the objectives. Objectives are therefore

complementary to aims and goals. They give direction as to what has to be achieved before the aims and goals could be ultimately accomplished. Objectives further define in greater details, the aims and goals that an educational system or part of it aspires to accomplish. The differences among goals, aims and objectives are further illustrated in Table 3

Table 3: Differences in Characteristic of Aims, Goals and Objectives

S/No	Aims	Goals	Objectives
1.	Global or broad in character	Fairly global and partly sectorial	Highly situational and localized
2.	Most vaguely and ambiguously stated	Fairly vaguely and ambiguously stated	Most precisely and unambiguously stated
3.	Value laden and least activity oriented	Fairly value laden and activity oriented	Value free and most activity oriented
4.	Highly philosophical	Fairly visionary/futuristic	Most realistic and current emphasis
5.	Long-range and long term bound	Fairly long range and long term bound	Short range and short term bound

The Place of Educational Intentions in the Educational Process

Educational intentions (stated in form of aims, goals and objectives) occupy a strategic position in educational planning and curriculum development (Tyler, 1949, Wheeler, 1967 and Davis, 1979). Education, all over the world, is a rational activity and all rational activities have an intent(s) and purpose(s) to accomplish. Aims, goals and objectives, to that extent give instrumental value to education as a means to an end in the intrinsic and extrinsic sense (White, 1982). Educational intentions also serve the purpose of overall educational planning for any given society. Since, education is a deliberate and purposive activity meant to serve the needs of the individual and the society as a whole.

Educational intentions that are put in focus as reference point in educational planning define and delineate the direction of Educational development of the society concerned (Onyike 1981). In the same vein, Educational intentions are crucial to curriculum development (Tyler, 1949). They perform additional functions by providing the criteria for the selection of learning experiences, contents, instructional materials, methods and techniques. They also serve as the basis for evaluating the prevailing curricular and the entire educational system that a society operates. They also provide the criteria for innovation and diffusion in educational planning in general, and curriculum development in particular (Tyler, 1949).

Finally, educational intentions provide a basis for the assessment and evaluation of students learning. In conclusion educational intentions are indispensable elements in educational planning, curriculum development, innovation, diffusion and measurement and evaluation.

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Revision Question

1. Define the following concepts and explain their similarities and differences
(a) Goals
(b) Aims
(c) Objectives
2. Explain what you understand by the phrase continuum of educational intentions.
3. Identify and explain the functions of aims, goals and objectives in the educational process.