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College Documentation Bulletin

An initiative of the Centre de documentation collégiale



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INSTRUCTIONAL OBJECTIVES

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Presentation

CDC Bulletins usually refer to recent resources. 2000 serves as a reference year as to whether a document should be used in these analytical summaries.

This issue of the *Bulletin* devoted to instructional objectives is an exception to this rule.

Texts on the question of instructional (or educational) objectives are rather old. The first dates back to the 1960s and the most recent documents are dated 1992, just before Québec started out with reform efforts promoting the competency-based approach. Since then, very few documents have proposed interpretations of concepts linked to the competency-based approach, mainly touching on departmental specifications and the new idea, launched in 1993, of shared responsibilities, between the *Ministère* and colleges, regarding training programs.

Today's reader should therefore consult these documents with an open mind in order to discover, albeit in a language that may well be out of date, traditional ideas that may be adapted to today's teaching methods.

Such documents, written as much as 50 years ago, probably predate cognitivist concepts and all occurred before the advent of teaching based on the development of competencies. One must then approach such documents within the historical evolution of the language of these pioneers who brought change to these concepts that we use today.

We all know that the oldest taxonomy of educational objectives is Bloom's (dating back to initial research in 1948) and that numerous other taxonomies have since been proposed. Yet, Bloom's taxonomy is, still today, the best known and most widely used. This phenomenon also applies to objectives. In 1962, Mager introduced a basic structure for orienting planning in education by defining objectives. Since then, as it will be shown in this issue of the *Bulletin*, numerous authors have improved, criticized, amended, denounced, rehabilitated, and refined Mager's structure and we still find in 2013 that Mager's basic principles remain fundamental and relevant, more than 50 years later.

Anyone seeking out a key author who has all the answers and who stands as the SOLE reference holding the magic recipe, the ultimate "how-to" concerning objectives, is in for a let-down. The study of references presented and analyzed herein gives a rich glimpse of the historical evolution of pedagogical thinking since the 1960s. Along the way, trends show up in favour of student-oriented instructional objectives with observable and measurable action verbs including statements regarding what we now refer to as standards. But what should be of interest to the educational consultant (or pedagogical advisor) as well as to the teacher who wishes to enrich his practice in one of its basic aspects, is the history of the evolution of thinking about the organization of teaching. The attentive reader will see, over this period of a few decades, the emergence of concepts that have now become familiar to all of us: capabilities, competencies, cognitivism, coherence and consistency, classification and taxonomy, etc.

As in many other fields, the historical evolution of a concept is frequently confronted with the ambiguity of determining the year zero, the beginning and the creator-author whose concept paternity we should recognize. Some texts trace back the concept of

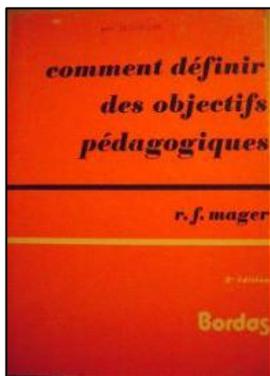
instructional objectives to Ralph Tyler who, in 1935, described management processes of automobile production lines in the United States. Others believe this concept in teaching began with Benjamin Bloom who proposed his renowned taxonomy of educational objectives in 1956.

Here, we believe that Robert Mager was the first, in 1962, to codify educational objectives by giving them a structure that could be used by all teachers. Since Mager, the concept of instructional objectives has evolved and spread throughout the world and has gained maturity in the modern world of teaching. This will be our starting point.

The following references are presented in the chronological order of their initial appearance in the original version. We have chosen the most relevant and most enlightening from the CDC collection or among documents available through the CDC.

We hope you enjoy this as you delve into the world of pedagogy.

Creator-Authors



MAGER, R. F. *Comment définir des objectifs pédagogiques*, Paris, Gauthier-Villars, 1974, 60 p. Original American title and edition: *Preparing Instructional Objectives*. (Available in french - CDC class number: [717889](#))

This short manual is a return to basics for any teacher seeking to understand the fundamental reasoning behind educational objectives. Robert Mager is certainly one of the pioneers in the field of educational planning. In an almost playful presentation in which the author speaks directly to the reader, this book explains how to write educational objectives aimed at teaching efficiency. Mager deals with these objectives pragmatically. He wants to help teachers in their immediate task by clearly and precisely presenting a technique for defining objectives aimed at this concern: teachers must communicate their intentions to those receiving their instruction.

Even in the original edition (Mager first wrote the book in 1962) the author advocated observable and measurable student-oriented objectives. According to Mager, an objective is an intention that is communicated by a statement describing the change one wishes to provoke in the student by the end of a learning episode, either during a course or a training program. It is in this book that Mager noted, in 1962, that an instructional objective must be written using action verbs in a way that the student does not have to guess the teacher's intentions. We must therefore avoid ambiguous words such as "understand", "know", "appreciate" and clearly describe the ultimate behaviour of the student, that is to say the student must be able to demonstrate that he has achieved the objective. From then on, Mager determined the basic rules, the "grammar" so to speak, used in drafting educational objectives. These rules have become accepted and known to all: identify and name the behaviour expected at the end of the training; describe the important conditions in which the behaviour must be exercised, define the criteria for an acceptable performance.

Based on that, Robert Mager (whose sense of humour is readily perceptible in his book) says in closing: “if you distribute a copy of your objectives to every student, you won’t have much else to do”. Was he right?



BOSTON, Robert E. *How to write and use performance objectives to individualize instruction.* Englewood Cliffs, N. J., Educational Technology Publications, 1972. (CDC class number: [719569](#))

This short book is the third in a series of four modules created for teachers of the period (1972) on writing and using performance objectives in teaching. This module is devoted to a tentative structure for classifying instructional objectives. Boston is one of many authors who have proposed their own taxonomy in hope of clarifying the subject for teachers and assisting them.

He talks of terminal and interim performance objectives, the latter being the equivalent of intermediate objectives. One can sense the initial tentative steps of first-generation authors who are seeking to name things via their own personal contributions.

Although, in today’s view of things, Boston’s book is largely outdated and could not be used to train contemporary teachers who are familiar with Bloom’s taxonomy as well as other notions regarding instructional objectives focusing on competency development, it does have some merit. Boston clearly opts for two levels of instructional objectives: “interim” objectives, leading to a terminal objective that will act as a summary, an end point, a wrap-up. He studies the necessary relationship between instructional objectives, teaching objectives and content (or subject) objectives. Finally, Boston clearly demonstrates, in accordance with Mager’s recommendations, that instructional objectives are always written using observable and measurable action verbs (or, as he calls them, “performance objectives”), that are rounded out and clarified by performance criteria and achievement conditions, which we now call standards.

BURNS, Richard W. *Douze leçons sur les objectifs pédagogiques,* Montréal, Centre d'animation, de développement et de recherche en éducation, c1975. 132 p. A translation and adaptation of *New approaches to behavioral objectives,* 1972. (CDC class number: [718448](#))

This excellent short manual, livened up using examples and exercises, was probably the first to name and define terminal and intermediate objectives when the original American version was written in 1972. Adapted in French by a team notably composed of two persons who would become pillars of the PERFORMA program (Robert Gauthier and Jacques Laliberté), Richard Burns’ book introduces the following definitions:

- Terminal objective: A relatively specific statement of an expected learning outcome describing what students must be able to do at the end of the course. The terminal objective is expressed from the point of view of the student.
- Intermediate objective: a fairly specific statement of a learning outcome that is expected prior to the achievement of a terminal objective. This statement is also described in terms of observable behaviour and is expressed from the point of view of the student.

The author clearly describes the difference between goals and objectives. "Goals are certainly useful in building a program or planning a course". He says goals serve as a starting point in elaborating objectives, in communicating the teacher's intentions to the public and spelling out the school's general orientations.

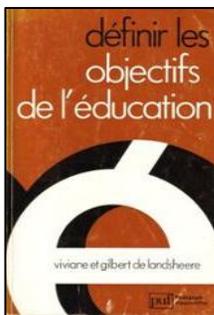
The author then proposes the benchmarks to be used in correctly formulating educational objectives. A well-stated objective presents three or four characteristics though the fourth is not always present. The objective:

- is always stated in relation to the student;
- is always specific;
- describes a behaviour the subject must acquire and be able to show;
- if necessary, specifies the conditions in which the student must display this behaviour (time, performance level, instruments used, restrictions imposed).

Burns proposes his own taxonomy of objectives that he believes simpler than Bloom's or Krathwohl's (chapter 5). Furthermore, he carries out a highly inspiring study of types of emotional behaviour (self-management skills) in view of drafting that kind of objectives.

One major chapter in this book describes the characteristics of a valid objective. According to Burns, an educational objective is valid if it fully accomplishes what it must achieve. An objective must: communicate ideas to others, stand as a criterion in choosing learning activities, serve as a criterion for evaluating learning and define intended behaviours students must display.

The key role of objectives in communication is studied in depth by the author. Objectives must be specific, not too general in nature; they must be written in a language that can be understood by the students; they must be communicated to the other teachers via course outlines, in manuals and programs, in research, in teaching tools, etc.



De LANDSHEERE, Viviane and Gilbert de LANDSHEERE. *Définir les objectifs de l'éducation*, Paris, PUF, 1978. 293 p. (CDC class number: [715077](#))

In this highly detailed, meticulous and deeply researched text, this father-daughter team have written up a critical study of all then current thinking regarding objectives in education. This book of high culture successively studies what influential authors have written on the ultimate aims of education, on various taxonomies used in classifying objectives and on operational objectives.

What is remarkable in this book is the rigor of the analyses and comments on contemporary schools of thought. The authors even present comparative charts summarizing similarities and differences between two authors, illustrating the strengths and weaknesses of the systems proposed by each.

Regarding operational objectives, Viviane and Gilbert de Landsheere take a second look at essential components of observable and measurable objectives as advocated by Mager: in stating objectives, one must determine the behaviour that is expected at the end of a training program, state the conditions in which the behaviour must occur and identify the criteria for success.

The authors go even further in their quest for exactness by devoting a chapter at the end of the book on the advantages of operational objectives and yet another one on criticism about and possible weaknesses of objectives, illustrating possible shortfalls and abuses.

That being said, this analytical work, which we could easily classify as a meta-analysis, clearly seeks to promote educational planning based on a clear and structured definition of instructional objectives that are both organized and meaningful. The authors lead us from the philosophy of education to the pragmatism of planning tools, as philosophy lends legitimacy to the exercise of usefully and practically defining objectives. Incidentally, the book begins with a call for objectives, stating that, from the outset, philosophers and politicians have assigned objectives to education. The authors look back on the etymology of the word “education”. To educate is to lead or guide towards a goal. “To lead” and “nowhere” are mutually exclusive. The concept of objectives is therefore essential to education.

POCZTAR, Jerry. *La définition des objectifs pédagogiques : bases, composantes et références de ces techniques*, Paris, Éditions ESF, 1979, 170 p. (CDC class number: [713174](#))

This French author, lesser known in Québec, proposes two levels of thought in his book. In a factual and informative manner, he first offers us a detailed look at key authors on pedagogy of his era (Bloom, Gagné, Tyler, d’Hainaut, Mager) and discusses available taxonomies for classifying objectives. But Pocztar’s book seems to be mainly oriented at very strict and relevant reflections and critiques regarding the implementation of concepts concerning objectives as well as on paradoxes and shortcomings of language drifts that the world of education tends to generate.

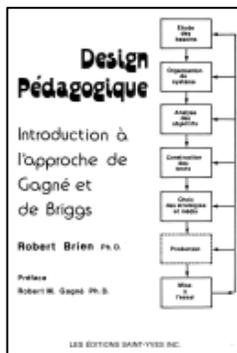
The author shows how teachers visualize, design, draft and communicate educational objectives and, from there, use them as markers for determining teaching, learning and evaluation activities.

However, this would have led to language abuse that Pocztar denounces. Regarding technical and philosophical aspects of formulating objectives, the author denounces the abusive and “trendy” use of the expression “objectives-based approach”, as if this was one of several approaches, as if there were alternatives. According to Pocztar, pedagogical objectives are self-evident. They are inherent to the good practice for all professional, rigorous, methodical and pragmatic teachers.

Pocztar begins his book as he ends it: with an incisive style. He warns us that we are in a paradox, even in a “state of provocation”: if fine tuning of valid, well-formulated and controllable educational objectives is essential for teachers, this means that, before having this objectives-based approach, teachers didn’t know what they wanted or what they were doing.

On page 164, he discusses the polysemy of the so-called objectives-based approach. He says that the terms “objectives-based pedagogy” or “objectives-based approach” are trendy expressions (written in 1979) and their invasive use does not help making matters clearer. Pocztar closes his book with an essay aimed at clarifying what is covered by objectives-based pedagogy. One can’t help but smile when reading this chapter with our

2013 point of view, as we muddle along with another expression which has come into use during the past 20 years, that of “competency-based approach” and its abusive “by-products” in the French language, equivalent to: competency-based course outline, competency-based master plan, competency-based evaluation, competency-based program (évaluation “par” compétences, plan de cours “par” compétences, etc.). Likewise, we may say, in some future, that there is no such thing as a “competency-based approach”, that competencies are self-evident and that teachers must evidently focus their teaching on the competencies that need to be developed, on the relevance between what they teach and the competencies provided for in the training program, on the consistency between what is taught and the needs of students and society.



BRIEN, Robert. *Design pédagogique : introduction à l'approche de Gagné et de Briggs*, Sainte-Foy, Éditions Saint-Yves, 1992, 132 p. First edition: 1981. (CDC class number: [701296](#))

This short book first published in 1981 presents a truly complete summary of a structured planning process for teaching. Inspired by the American authors Gagné and Briggs, Brien describes the steps of instructional design. Based on a study of various types of learning (cognitive, psychomotor or attitudes), Brien demonstrates how the instructional designer will use instructional objectives to

organize a course and ensure congruence between the objectives and test questions (remember that this was back in 1981...).

In view of developing competencies, the author shows the path taken by the program designer, using general objectives followed by terminal objectives and finally, as per this author’s choice, with unit objectives. Looking back at the fundamental principles drawn up by Ausubel (page 60), Brien describes how objectives are classified, how intellectual capabilities are organized within instructional design. The author goes full circle by devoting a chapter to evaluating various capabilities and another to choosing strategies and teaching approaches.

FELX-LARIVIÈRE, Claire and Jean-Marc LECLERC. *Enseignement systématique : planification de cours*, Université de Montréal, Service pédagogique, 1982, 255 p. (CDC class number: [785312](#))

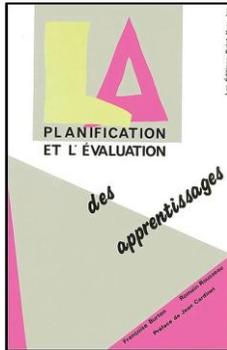
This book focuses on systematic instruction. In order to achieve this, it comprises chapters on the definition of objectives, the evaluation of the reaching of objectives, the design of the evaluation process, the planning of courses.

The chapter on objectives is particularly interesting as it shows how three key authors built the foundations of teaching and evaluation planning that remain valid today: Bloom, Mager and Burns.

The contribution of these three authors is summarized in sections dealing with essential aspects of their work in the chronological order of their appearance within our field of vision. Bloom and his renowned taxonomy; Mager who describes a pragmatic structure for defining objectives by stressing the importance for the teacher to communicate his intentions to those on the receiving end of his instructions; Burns who, in addition to

proposing his own version of a taxonomy of objectives, creates structures building on Mager's initial sketches by distinguishing between categories of objectives: terminal and intermediate objectives.

The latter two authors are further studied in this edition of the *Bulletin* in texts that are devoted to them.



BURTON, Françoise and Romain ROUSSEAU. *La planification et l'évaluation des apprentissages*, Sainte-Foy, Éditions Saint-Yves, 1987, 224 p. (CDC class number: [707868](#))

This manual is aimed at primary and secondary school teachers. It is well structured by modules, clearly written and it describes, with examples, the steps in planning a course. Beginning with the general objectives of a program, the reader is guided in writing the terminal and intermediate objectives of a course. This analytical step is supported by a taxonomy of objectives. Having recognized well-known taxonomies such as Bloom's, Krathwohl's and Harrow's, the authors chose Gagné's taxonomy, stating it allowed them greater ease in highlighting the links between various types of learning (p. 40). Burton and Rousseau show how to analyze and draft terminal and intermediate objectives that will be operational.

1. The objective is aimed at the student who "will be capable of..."
2. The objective represents the learning outcome rather than the activity which will allow one to attain it.
3. The objective comprises one single action verb. This action verb represents the behaviour of the student in achieving the objective at the end of the learning activity.
4. The objective includes content, as a complement to the action verb.

The entire process for analyzing these objectives will include weighting objectives among themselves and the authors recommend that this analysis be entrenched in a table of specifications (p. 49).

This book is a good manual about the whole process for planning teaching and for the evaluation of learning activities. What is particularly interesting is that, as far back as 1987, it described an evaluation grid with a descriptive scale (pages 134 and 135), often known to Anglophones as a "rubric".

D'HAINAUT, Louis. *Des fins aux objectifs de l'éducation : un cadre conceptuel et une méthode générale pour établir les résultats attendus d'une formation*, Bruxelles, Éditions Labor, 5th edition, 1988, 491 p. (CDC class number: [700547](#))

This is a classic. All francophone authors refer to D'Hainaut. This book is researched in depth and is complex without being complicated. It contains a comprehensive study on the problem of defining the learning objectives of a program. D'Hainaut presents a revision of Bloom's and Gagné's taxonomies by proposing a taxonomical model aimed at generating educational objectives. He wants his taxonomy and analysis model of students' intellectual functions to be pragmatic, heuristic, in the sense that they allow

links between thought in action and the object of this thought to emerge (appear), be clarified or be put in sequence.

Just as Mager, D'Hainaut provides for educational objectives to be operational so that teachers may be methodically guided in planning their teaching.

The author deals with planning a program, developing exit profiles, lesson plans.

There are numerous examples, case studies and a well-made, highly developed glossary.

This is a “must have” for any pedagogical researcher who wants to go back to theoretical basics on planning to obtain solid tools.

Interpretative and Ongoing Training Documents

Instructional objectives are part of a teacher's professional tools and should be understood and well utilized. The following texts are part of a concerted effort implemented to help teachers use objectives and ensure a pedagogical consistency between objectives, teaching and learning activities and the evaluation of what has been learned.



DORAIS, Sophie and Lise DALLAIRE. *Guide d'élaboration des objectifs pédagogiques : recueil de textes*, LaSalle, Collège André-Laurendeau, Service d'aide pédagogique aux enseignants, 1988. 110 p. (CDC class number: [721199](#))

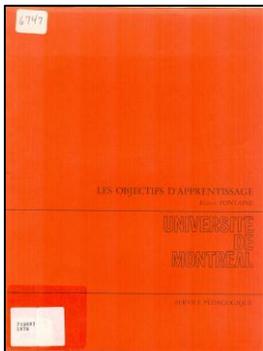
This compilation offers teachers a selection of the most important and especially practical texts dealing with educational objectives. Dorais and Dallaire built this compilation using texts of many authors covered in this edition of the *Bulletin*, be they Québécois, European or American.

This compilation follows a content logic based on the very evolution of the field of objectives:

- Thoughts on the relevance and justification of developing instructional objectives;
- Descriptions of levels and types of objectives: general, specific, terminal, intermediate and operational;
- Tools for classifying objectives: taxonomies developed by various key authors including Bloom, Krathwohl, Gagné, D'Hainaut, Harrow;
- Drafting of educational objectives including the description of a planning tool: the table of specifications.

The Dorais and Dallaire compilation closes with some rather philosophical texts taken from Pocztar (see in this edition of the *Bulletin*) as well as a relevant bibliography.

Essentially, after 25 years, the compilation still retains its full value for the training of teachers in the drafting of educational objectives if one is careful to adapt certain passages to the reality of the so-called competency-based approach. For instance, the text on the table of specifications which pre-dates the implementation of the competency-based approach is outdated. It is based on a content-based approach while, today, an equivalent table must give priority to terminal and intermediate instructional objectives.



FONTAINE, France. *Les objectifs d'apprentissage*, Montréal, Université de Montréal, Service pédagogique, 1989, 110 p. (CDC class number: [713697](#))

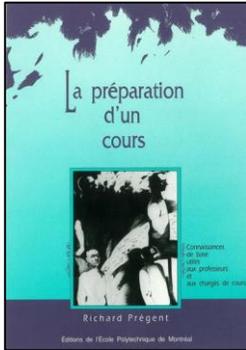
When she was an educational counsellor at the Université de Montréal's pedagogical department, France Fontaine wrote this case book to make teachers aware of the importance of instructional objectives in the entire process of educational planning, to show the interdependence between the objectives and other components of teaching and especially to offer a methodical and critical manner for honing in on objectives.

Using examples, practical exercises and appropriate pointers, she prepared four work files in the case book, helping the reader to move forward, from less to more precise, from end purposes and goals to general objectives, and specific objectives to, finally, reach terminal and intermediate objectives.

Her clear definitions and practical examples make this document a valuable reference work for the educational counsellor and teacher who wish to better understand the art of drafting educational objectives.

But Fontaine gives a warning: objectives are not a panacea. They are only useful if there is an interaction between them and other components of the teaching process. The author shows that instructional objectives play four fundamental roles: improve communication between teacher and students, and teachers themselves, orient the selection of learning activities, help select teaching material and determine the objects to be evaluated.

All this can also be found in an on-line document France Fontaine co-authored with Paulette Bernhard in 1988 in a course on drafting instructional objectives for library science, information sciences and archive administration. See reference in the section "*Moving Forward*".



PRÉGENT, Richard. *La préparation d'un cours*, Montréal, Éditions de l'École polytechnique de Montréal, 1990, 274 p. (CDC class number: [702788](#))

This excellent manual was written for teachers and instructors preparing a new course. Within these nine chapters are contained the basic notions to guide teachers in planning and managing their teaching. This is a very practical and useful book.

In Chapter 2 on formulating course objectives, Prigent begins by reminding us of the essential advantages of formulating objectives when planning a course. In order to draft educational objectives, teachers “wishing to be congruent” must make a rigorous reflection leading to the following advantages:

- Clearly state one's objectives and allow students to visualize what they are expected to learn;
- Design teaching and learning activities that will lead to reaching these objectives;
- Establish a direct and coherent relationship between the evaluation of what has been learned and the specific objectives to be reached.

He then describes the classical rules for drafting objectives. The author has deliberately chosen to limit his comments to general and specific objectives, evoking the existence of terminal and intermediate objectives but saying that he has preferred to foster simplicity in his book.

If a general objective is a statement describing the overall intent of a course, it does not have to be written in an observable, measurable manner. In order to be operational and useful, a specific objective must be designed using more specific rules:

- This is a short statement, between one and three lines;
- Written from the point of view of the students;
- Beginning with an action verb that completes an introductory sentence such as “At the end of this course, the student shall be able to...”
- The action verb is always observable and measurable (you can use action verbs suggested in Bloom's taxonomy for the cognitive field).

Before going on to the study of taxonomies, Prigent adds a quite useful note that reminds us that in a course, specific objectives are not necessarily attained in the chronological order they were presented in the course outline. Reflecting the didactical choices made by the teacher, specific objectives may be achieved randomly, sometimes stretching out over the entire course rather than during a specific period of time.

BÉRUBÉ, Jeannine, Hermann GUY and Jacques LARIVÉE. *La planification de l'enseignement en formation générale complémentaire : élaboration des activités d'apprentissage (précisions sur le contenu) sur la base des objectifs et standards définis par le ministère*, Ongoing training session, Qué. (prov.), J. Bérubé, H. Guy and J. Larivée, 1994, 104 f. (CDC class number: [786424](#))

Without seeming so, this modest-looking, in-house binder contains some real treasures that should have been better noticed and valued at the time of its publication some 20 years ago. The three authors indeed proposed the simplest, most realistic and least confusing vision of what a competency-based approach should be. After having reviewed definitions of the concept of competencies that today have become standard, this document takes an uncomplicated look at what everyone now calls the “competency-based approach”. On page 68 of the binder, you will find the following statements:

“The expression “competency-based approach” refers to a curriculum being designed and planned from expected competencies as learning outcomes. Thus, expected competencies become the main organizer of a training program. Competencies organize training programs. These competencies, as learning outcomes, REPLACE (capital letters inserted by editor) content as the priority in planning what is to be taught.” The authors then review the following principles:

- A competency is a capacity;
- The pedagogical objectives describe planned behaviours;
- Behaviours are seen as indicators of a competency;
- A competency is acquired within a context;
- Competency is terminal in nature; one fully acquires it at the end of the training period;
- Competency is global in nature, in relation to social demand. It implies all fields of knowledge: cognitive, affective and motor.

This sets things in perspective. If, in 1979, Pocztar (see above) denounced language drifts in the objectives-based approach, there is certainly reason to denounce similar language drifts in the expression “competency-based approach”. This text by Bérubé et al. could have deserved a more important influence on college education, possibly saving many teachers and educational counselors from confusion, even frustration, in their understanding of the concept.

Interpreters or Critics

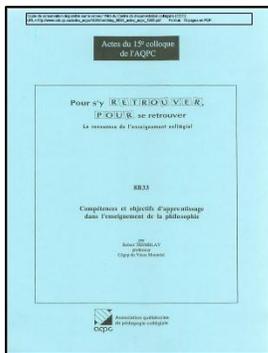
Ever since 1992, texts have been published by authors who proposed a fruitful reflection concerning the cohabitation of instructional objectives within the “competency-based” approach. Beginning in 1993, the Québec college network initiated a major change based on several measures adopted by the Ministère de l’Éducation helping a greater number of students to succeed and obtain their diploma.

Several of these texts should be reread at profit as they can certainly contribute to thinking about how to coordinate objectives and competencies, and how to link both the objectives-based and the competency-based approaches.



TREMBLAY, Robert. [Compétences et objectifs d'apprentissage en formation générale : le cas de la philosophie](#), Montréal, Association québécoise de pédagogie collégiale, 1995, 9 p.

This text from *Pédagogie collégiale* shows the uneasy feeling philosophy teachers have had regarding the competency-based approach and ministerial guidelines concerning program specifications expressed in competencies and competency components. The author discusses the difference between objectives and competencies and states that ministerial competency statements serve to clarify teachers' objectives so that they would always be designed in relation to the students' learning needs. Given the state of confusion that reigned when the competency-based approach was implemented, the author calls for the maintenance, as a general rule, of the objectives-based approach. A very useful text for reflection on general education.



TREMBLAY, Robert. [Compétences et objectifs d'apprentissage dans l'enseignement de la philosophie](#), Montréal, Association québécoise de pédagogie collégiale, 1995, 9 p.

This text was published in the proceedings of the ACPQ in 1995. It echoes the article published in *Pédagogie Collégiale*, as noted above.



SAINT-ONGE, Michel. [« Les objectifs pédagogiques : pour ou contre? »](#), *Pédagogie collégiale*, Vol. 6, no 2, December 1992.

SAINT-ONGE, Michel. [« Les pistes de développement »](#), *Pédagogie collégiale*, Vol. 6, no 3, March 1993.



Here is an article that deals notably with the important contribution of instructional objectives in teaching. In a well-developed text which was split over two editions in *Pédagogie collégiale*, Saint-Onge demonstrates that the concept of objectives is probably the most significant concept to influence pedagogical activity. For instance, the author shows that teachers choose teaching methods or approaches only to be relevant with the chosen objectives. Thanks to educational objectives, the

pedagogical relationship is much more clearly defined. The author describes the distinctions one must make between teaching objectives and learning objectives. He also warns us about having objectives that are too narrow, too numerous or too focused on contents and tasks.

According to Saint-Onge, educational objectives are a useful tool for planning but are not sufficient by themselves. Learning activities must also be planned. These are student activities that will affect the development of competencies. Incidentally, this text is noteworthy for clearly defining competencies and capabilities and differentiating between the two.



GOULET, Jean-Pierre. « [Pour ne pas en finir avec l'approche par compétences...au collégial](#) », *Pédagogie collégiale*, Vol. 8, no 3, March 1995.

In this article published in *Pédagogie collégiale*, Goulet proposes that the pedagogical community produce a document that would clarify the competency-based approach in the widest sense by narrowing in on the values and beliefs and by building on the transfer and integration of learning and a resolution to the problems of exercising higher capabilities. In any case, Goulet refers to these abilities, including basic training as being

instructional objectives. But the author makes no distinction here between the characteristics of these objectives and does not deal with them on an operational level but rather as goals or end-purposes.

LEBRUN, Johanne. « [Des objectifs aux compétences : quelles incidences sur les démarches d'enseignement-apprentissage des manuels scolaires en sciences humaines.](#) », *Revue des sciences de l'éducation*, Vol. 35, no 2, 2009.

We are not too sure if this text deals with human sciences at the college level or at another level of teaching. However, the study which focuses of analyzing school manuals on human sciences with, as a criterion, research into changes between an objectives-based approach and a competency-based approach concludes that teaching practices have scarcely changed, if ever, with the advent of a competency approach.

Moving Forward

The following additional references each have their merit regarding instructional objectives. All in all, each deals with the topic in its own way and may inspire researchers who wish to delve further into the subject.

VIRGINIA TECH UNIVERSITY. [Online course notes on the Instructional Technology Master's program \(ITMA\)](#), *Introduction to Instructional Design*, Lesson six: *Writing Objectives*, 2003.

FONTAINE, France and Paulette BERNHARD. *Principes directeurs pour la rédaction d'objectifs d'apprentissage en bibliothéconomie, en sciences de l'information et en archivistique*, Paris, UNESCO, July 1988.

Work sheet no 3: [Objectif général et objectif spécifique.](#)

Work sheet no 4: [Objectif terminal et objectif intermédiaire.](#)

DE KETELE, Jean-Marie. « [L'évaluation conjuguée en paradigmes.](#) », *Revue française de pédagogie*, Vol. 103, no 1, 1993, p. 59-80.

The author discusses the idea of integration pedagogy, fed by Stuffelbeam's model and describes what, in this perspective, the concepts of terminal integration objectives and intermediate integration objectives would be (pages 69-70). These expressions that date back to 1993 do not seem to have been echoed by other authors. But the reader who is intrigued by a certain contemporary tendency to associate terminal objectives with "integrator" objectives could find something to chew on in De Ketele's text.

LEBRUN, Marcel. « [Les compétences au cœur du dispositif pédagogique.](#) », *Ludovia magazine*.

In the field of ICT and e-learning development, this online text proposes a return on the required consistency within the trio of objectives, teaching and learning activities, and evaluation. To Lebrun, this principle of consistency and coherence is fundamental to the process of learning.