



3. 訂定目標

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學習目標

此研討會結束，學員將可以：

- 認同訂定學習目標之重要性
- 列出構成明確目標的幾個部份
- 撰寫規劃自己所負責的課程

為何需要訂定目標??

教育目標是“教育”的根基



“訂定目標”的理由

- 列出到底要學些什麼
- 說明學生學完會有何種“行爲”
- 指定用什麼方法來學(教)
- 明定及格標準
- 使考題能分配得當

若沒有明確目標... 教學活動中.....

學生:

[教太多、內容重複]

[教得太難，沒有基礎，銜接不上，聽不懂]

[教得太簡單，沒有收穫]

[偏離主題]

[不知道老師明天要教什麼，無從準備起]

老師：

[不知道要教些什麼？要怎麼教？]

小組教學中.....

學生:

[和別組同學學的東西不一樣]

[和上一屆學長學到的不一樣]

老師:

[討論散慢，達不到目的]

[不知道該深入到什麼程

[教案實在很難編寫]



考場上.....

學生:

[這些題目老師沒教]

[這些題目不在考試範圍內]

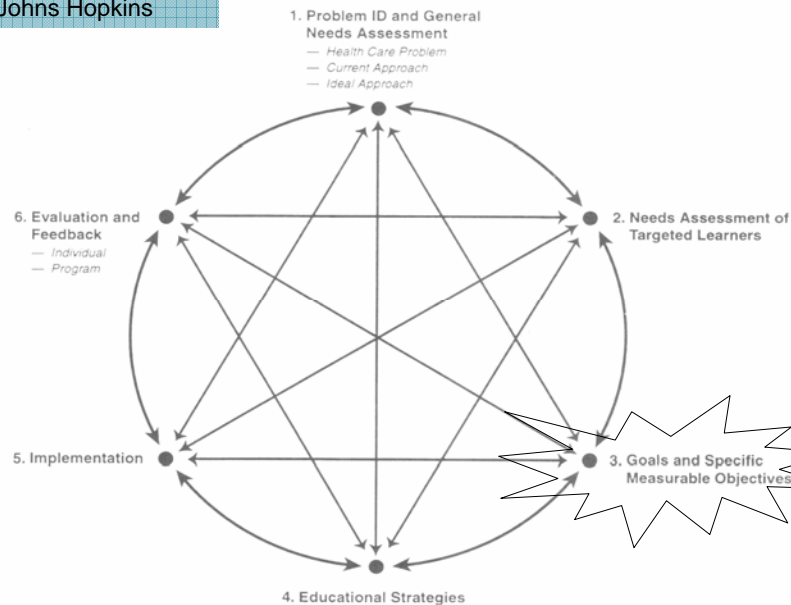
老師:

[出題目實在很難]

評鑑時.....

建構訓練計畫(課程)的六步驟:

Johns Hopkins



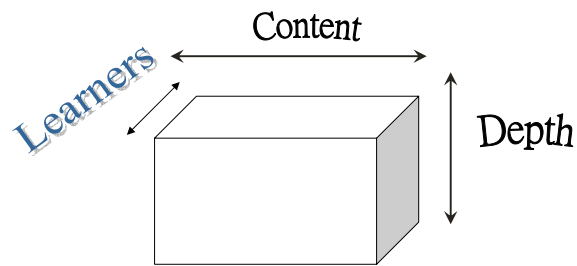
建構訓練計畫(課程)的步驟

1. 需求--學員、評鑑單位、院方、學會、社會、現存問題
2. 訂定目標
3. 選擇有效的教學方法
4. 執行
5. 評估與回饋

10 questions to be asked (Dr. Harden, ASME)

1. What are the needs?
2. What are the outcomes of the program?
3. What is the content of the program?
4. Should the learning experience be arranged in any set order?
5. What educational strategies should be employed?
6. What teaching and learning methods should be employed?
7. How should the students be assessed?
8. What sort of learning environment should be created?
9. How should the details of the educational program be communicated to the learner?
10. How should the program be managed?

學習目標要描述內容與深度



Domains and Taxonomy

Learning/Teaching Objectives

- Terminal objectives (最終)
- Enabling objectives (實踐)

必須明確而實用

Must be explicit, documented, feasible

學習目標的成分

- A: Audience (學員)
- B: Behavior (行爲)
- C: Condition (狀況)
- D: Degree (程度)

WHO will **DO HOW** much (how well) of **WHAT** by **WHEN**

學習目標 (Learning taxonomy)

	Cognitive 認知	Psychomotor 技術	Affective 情意
Knowledge 知識	Recalling 回憶	Observing 看	Receiving 感受到
	Comprehending 理解	Imitating 模仿	Responding 回應
Application	Applying 運用	Practicing 練習	Valuing 認同價值
Problem-Solving 解決問題	Analyzing 分析	Adapting 熟悉	Organization
	Synthesizing 組合	Originating 創新	Characterization 特質
	Evaluating 評估		

使用正確的動詞

	Bloom's 認知	Simpson's 技術	Krathwohl's 情感態度
知道	記憶、了解	觀察、模仿	接受、回應
應用	應用、使用	練習	成為價值
解決問題	分析、組織、評估	熟練適應、創新	成為行為準則、特質

使用語意明確的動詞

語意模糊的動詞

知道 (Know)
了解 (Understand)
體會 (Appreciate)
抓住其精義 (grasp
the significance of)
喜歡 (Enjoy)
相信 (Believe)

語意明確的動詞

寫出 (Write)
背頌 (Recite)
辨識 (Identify)
排序 (Sort)
建構 (Construct, built)
比較 (Compare)

學習目標

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本研討會的目標屬於哪一個範疇？

	Cognitive	Psychomotor	Affective
Knowledge	列出構成明確目標的幾個部份	Write "A, B, C, D" for a learning objective	Describe at least 5 reasons to define "clear objectives"
	Explain why the components are essential.		
Application	Describe the steps to define clear objectives for a program/course/unit	撰寫規劃自己所負責的課程	認同訂定學習目標之重要性
Problem-Solving	Identify the "flaws" for a given "learning objective"	Revise or develop new objectives for a given course	Voluntary spent time in writing objectives for all the courses.

More Exercise

- Given a boy with increased BUN, Cr, a year 6 medical student is able to collect necessary information, perform appropriate examination, and achieve correct diagnosis.

A

B

C

D

More Exercise

- Given a boy with increased BUN, Cr, a year 6 medical student is able to collect necessary information, perform appropriate examination, and achieve correct diagnosis.

A : year 6 medical student

B : collect information, perform examination, and achieve diagnosis

C : Given a boy with increased BUN, Cr

D : appropriate and correct

Enabling Objectives ---At the end of the nephrology block, an intern will be able to ...

1. List the causes of raised BUN and Cr, and oliguria
2. List the causes and clinical manifestations of acute / chronic renal failure
3. Interpret the data of laboratory and image examinations (sonogram/ IVP/ KUB/ VCUG/ renal scan) accurately
4. Given a case of renal failure, collect necessary clinical data to identify reversible factors correctly
5. Identify the cause leading to renal failure based on the scheme of pre-renal, renal, and post-renal diseases

Steps to write “objectives” for a course/ unit:

1. List the content (主標題、副標題)
2. Write terminal objectives followed by enabling Objectives (based on the content)
針對每一個主標題、副標題所包含的內容，列出您所要達到的目標。
3. 在認知 (cognitive), 技術(psychomotor), 及情感 (affective)三方面定義清楚--需達到什麼程度。

訓練計畫的建置一定要溝通！

- 學員只能接受他們所了解的.
- 要按學員的程度.
- 要與學員、其他教師溝通



Dr. Hunter (Patch) Adams, left, plays with an Israeli boy during his visit to a hospital in the town of Rishon LeZion.

學習目標須與學員討論

- 學員喜歡您定的目標嗎？
- 學生的目標是什麼？
- 共識



來練習寫學習目標.....

寫我們有用的.....

