

Specification of Instructional Objectives

Dr.Ragini Saxena

EDUCATIONAL OBJECTIVES

.....are the learning outcomes of a lesson i.e. what the students should be able to know or do at the end of the lesson that they could not do at the beginning!

Learning Objectives

- A learning objective is a statement of the measurable learning that is intended to take place as a result of instruction.
- Complete objectives ...
 - State what the student will be able to do (observable behavior)
 - With the conditions under which they should be able to demonstrate (condition)
 - Under the expected degree of proficiency (criterion)

... INSTRUCTIONAL OBJECTIVES

Setting Objectives

What will the learner be able to:

- Know (concept...cognitive)
- Do (skill... psychomotor)
- Feel (behavior, attitude, appreciation or ideas...affective)

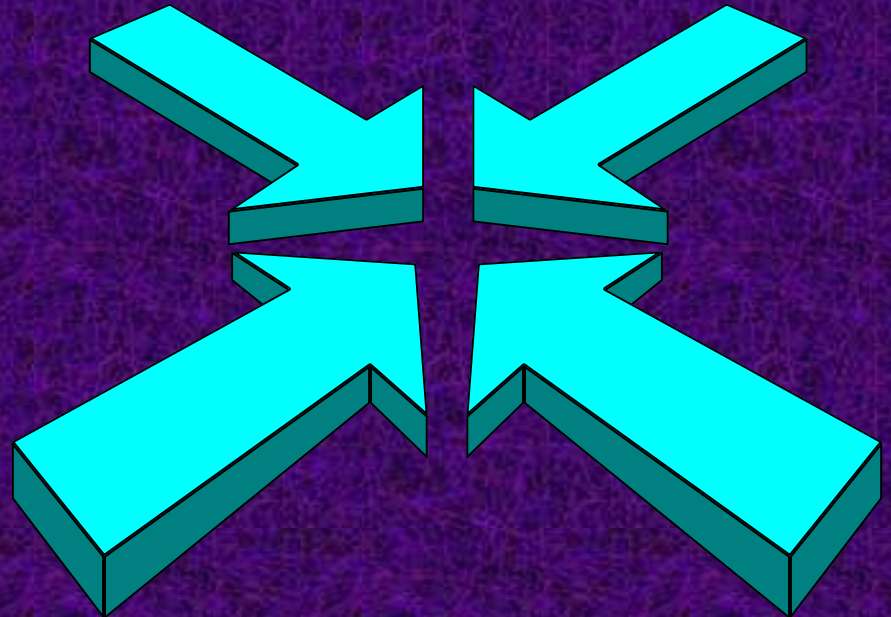
Each defined objective is matched with:

- Teaching Method
- Learning Activities
- Type of Assessment

Note: Relevance is the essential quality of the educational objectives

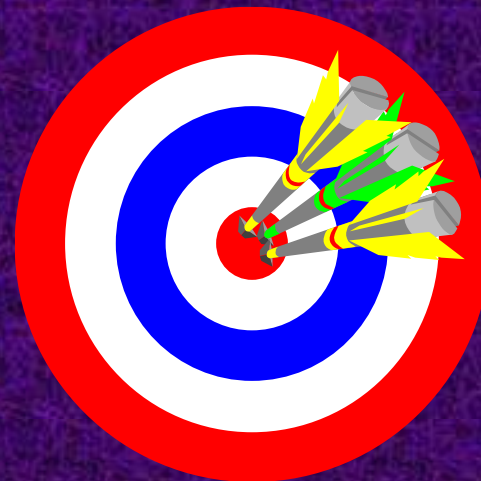
Rationale for Developing Objectives

- To provide direction for both the student and the teacher. It allows both the teacher and the student to know where they are going and at what point they have reached the destination.



More Rationale for Objectives

- The learner and the instructor have firm criteria by which the learner's progress and level of competency may be assessed at a specific point in time.



EDUCATIONAL OBJECTIVES



Objectives should be SMART:

- Specific
- Measurable
- Attainable
- Realistic
- Time bound

Types (domains) of Instructional objectives

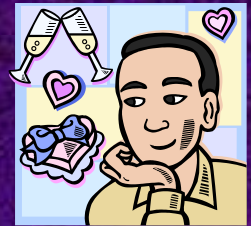
- Cognitive objectives

- Describe the knowledge that learners are to acquire



- Affective objectives

- Describe the attitudes, feelings, and dispositions that learners are expected to develop



- Psychomotor objectives

- Relate to the manipulative and motor skills that learners are to master

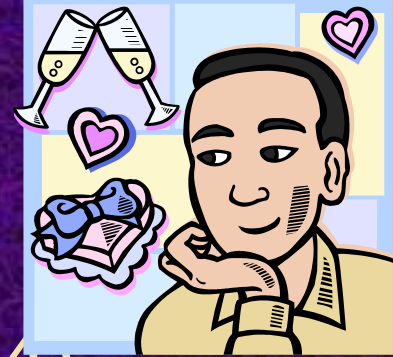


Cognitive Domain



- The Cognitive Domain (Bloom, 1956)
- *Intellectual skills*
 - Knowledge – Remembering the information
 - Comprehension – Understanding the meaning
 - Application – Using the information
 - Analysis – Breaking down into parts
 - Synthesis – Producing a new whole
 - Evaluation – Judging the value

Affective Domain



- The Affective Domain (Bloom, 1964)
- *Emotions, feelings & values*
 - Receiving - Willing to listen or see
 - Responding - Active participation
 - Valuing - Internalize the worthiness
 - Organization - Ability to see the value
 - Conceptualization – Ability to make the concept
 - Characterization by a value - Behavior consistent with a value system



Psychomotor Domain

- The Psychomotor Domain
- *Muscular, motor skills, “hands-on”*
 - Readiness - Willingness for an activity
 - Observation - Watches & is interested
 - Perception - Senses & becomes able
 - Response - Practices a skill
 - Adaptation - Develops and masters a skill

COGNITIVE DOMAIN

- **Bloom's Taxonomy is an order of learning with six levels.**



Look at the Verbs!

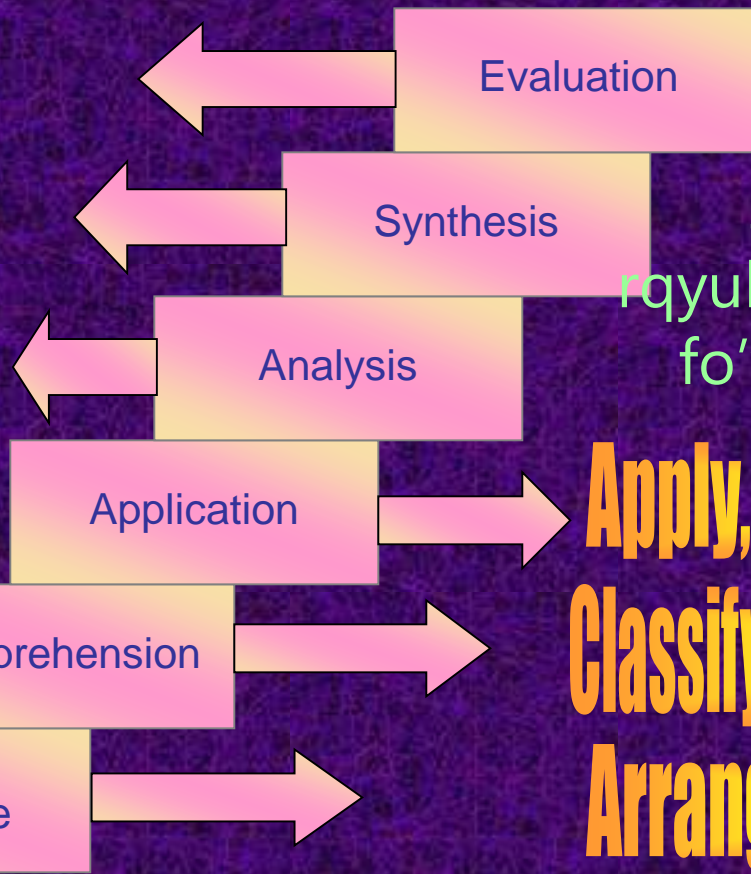
Appraise, Defend, Judge

Construct, Create, Design

Compare, Contrast, Analyze

iz;qfDr] p;u] vkys[ku
oxhZdj.k] fooj.k]
ppkZ

O;oLFkhjdj.k]
ifjHkkf"kdj.k] lwphc)
djuk



vkdyu] cpko]
fu.kZ;
fuekZ.k]

fuekZ.k] izk:i
rqyuk] Hksn]
fo'ys"k.k

Apply, Choose, Write

Classify, Describe, Discuss

Arrange, Define, List

KNOWLEDGE

Memorization

- Observation and recall of information
- Knowledge of dates, events, places
- Knowledge of major ideas
- Mastery of subject matter

COMPREHENSION

Understanding

- Understand information
- Grasp meaning
- Translate knowledge into new content
- Interpret facts, compare, contrast
- Order, group, infer causes
- Predict consequences

COMPREHENSION

Understanding

- Classify
- Describe
- Discuss
- Explain
- Express
- Identify
- Indicate
- Locate
- Report
- Review
- Select
- Translate

2. COMPREHENSION / Understanding

- **Describing and Explaining**
- Grasping the meaning and intent of the material.
- Deals with content and involves ability to understand what is being communicated.

3. APPLICATION

- **Applying Information**
- Using what is remembered and comprehended.
- Applies learning to real life, new, and/or concrete situations.
- It is ability to use knowledge and learned material in meaningful ways.

APPLICATION

Using

- Use information
- Use methods, concepts, theories in new situations
- Solve problems using required skills or knowledge

APPLICATION *Using*

- Choose
- Demonstrate
- Dramatize
- Employ
- Illustrate
- Interpret
- Operate lapkfy djuk
- Practice
- Schedule
- Sketch
- Solve
- Use
- Write

4. ANALYSIS

- **Reasoning**
- Breaking material into parts and determining the relationships of these parts to each other and to the whole.

4. ANALYSIS

- **Analyzing Relationships**
- Taking one portion or piece at a time to clarify the overall idea.

ANALYSIS

Taking apart

- Recognition of patterns
- Organization of parts
- Discovery of hidden meanings
- Identification of components

ANALYSIS

- Analyze
- Appraise
- Calculate
- Categorize
- Compare
- Contrast
- Criticize

Taking apart

- Differentiate
- Discriminate
- Distinguish
- Examine
- Experiment
- Question
- Test

5. SYNTHESIS

- **Creating**
- Putting together parts and elements into a new form.
- Organizing ideas into new patterns and putting materials together in a structure which was not there before.

SYNTHESIS *Putting together*

- Use old ideas to create new ones
- Generalize from given facts
- Relate knowledge from several areas
- Predict, draw conclusions

SYNTHESIS

Putting together

- Arrange
- Assemble
- Collect
- Compose
- Construct
- Create
- Design
- Develop

- Formulate
- Manage
- Organize
- Plan
- Prepare
- Propose
- Set up
- Write

6. EVALUATION

- **Evaluating**
- Judging the values of ideas, methods, materials, procedures, and solutions by developing and/or using appropriate criteria.

AFFECTIVE DOMIAN

- **EMOTIONAL LEARNING: FEELING –**

Concerned with attitudes,
appreciations, interests, values
and adjustments.

PSYCHOMOTOR DOMAIN

- **PHYSICAL LEARNING: DOING -**

Emphasizes speed, accuracy, dexterity, and physical skills.