

INSTRUCTIONAL OBJECTIVES

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WHAT IS AN INSTRUCTIONAL OBJECTIVE?

An instructional objective is a statement that will describe what the learner will be able to do after completing the instruction. (Kibler, Kegla, Barker, Miles, 1974).

Robert Mager (1984), in his book *Preparing Instructional Objectives*, describes an objective as "a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve" (pg. 3).

CHARACTERISTICS OF INSTRUCTIONAL OBJECTIVES

- ◉ An easy way to remember the characteristics of a good objective, is the acronym, "SMART." It stands for

Specific

Measureable

Attainable

Realistic

Time bound

COMPONENTS OF INSTRUCTIONAL OBJECTIVES

There are four components of an objective:

- ⦿ 1) the action verb
- ⦿ 2) conditions
- ⦿ 3) standard
- ⦿ 4) the intended audience

DR. BENJAMIN BLOOM

- Dr. Benjamin Bloom (February 21, 1913-September 13, 1999)
- American Educational Psychologist
- Classification of Educational Objectives
- Theory of mastery-learning
- Research team under his supervision has developed a taxonomy of Educational Objectives in 1956

BLOOM'S TAXONOMY OF INSTRUCTIONAL OBJECTIVES

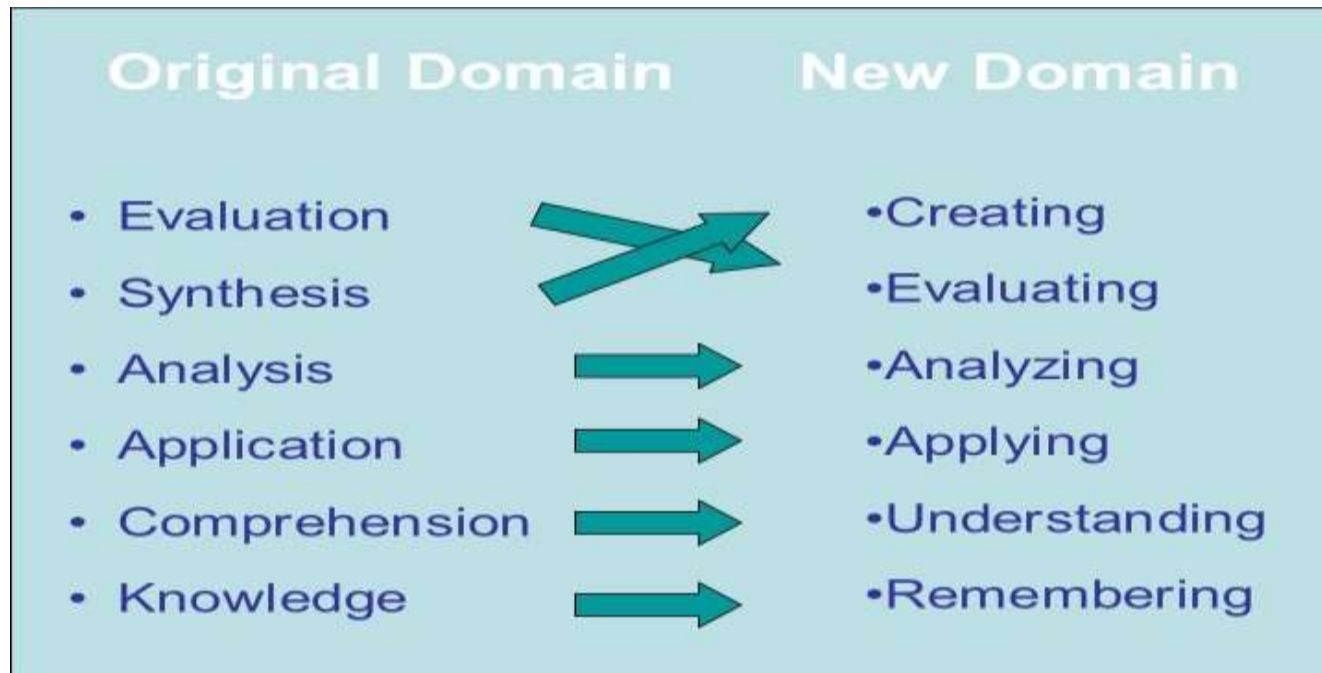
- ⦿ Taxonomy simply means “Classification”
- ⦿ The purpose of Bloom's Taxonomy is to promote higher forms of thinking in education such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning).
- ⦿ It is often used when designing instruction or learning processes (instructional Design)

THE THREE DOMAINS OF LEARNING

- ◉ **Cognitive:** mental skills (*knowledge*) **Head**
- ◉ **Affective:** growth in feelings or emotional areas (*attitude or self*) **Heart**
- ◉ **Psychomotor:** manual or physical skills (*skills*) **Hands**

BLOOM'S REVISED TAXONOMY

- Lorin Anderson and David Krathwohl (former students) revisited the Cognitive Domain in mid-nineties and made some changes in it.



Bloom's Taxonomy: The Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956).

There are six major categories of cognitive a process, starting from the simplest to the most complex.

- | | |
|-----------------|---------------|
| ◉ Knowledge | Remembering |
| ◉ Comprehension | Understanding |
| ◉ Application | Applying |
| ◉ Analysis | Analyzing |
| ◉ Synthesis | Creating |
| ◉ Evaluation | Evaluating |

BLOOM'S TAXONOMY: THE COGNITIVE DOMAIN CONT.....



VERBS SUITABLE FOR COGNITIVE DOMAIN

Remembering

(define, describe, identify, know, label, list, match, name, outline, recall etc.)

Understanding

comprehends, converts, defends, distinguishes, estimates, explains, extends

Applying

operates, predicts, prepares, produces, relates, shows, solves, uses

Analyzing

analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates

Evaluating

evaluates, explains, interprets, justifies, relates, summarizes, supports

Creating

generates, modifies, organizes, plans, rearranges, reconstructs

BLOOM'S TAXONOMY: THE AFFECTIVE DOMAIN

The affective domain(Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation and attitude

The five major categories are listed from the simplest behavior to the most complex

Receiving

Responding

Valuing

Organizing

characterization

BLOOM'S TAXONOMY: THE AFFECTIVE DOMAIN CONT.....



VERBS SUITABLE FOR AFFECTIVE DOMAIN

◉ Receiving

acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands

➤ Responding

answers, assists, aids, complies, conforms, discuss, performs, presents, tells

➤ Valuing

appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes,

Organization

compares, relates, synthesizes

➤ Characterization

acts, discriminates, displays, influences, modifies, performs, qualifies

BLOOM TAXONOMY: THE PSYCHOMOTOR DOMAIN

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas.

Psychomotor skills range from manual tasks.

The major levels of Psychomotor Domain are

Perception (awareness through sensory cues)

Set

Guided Response

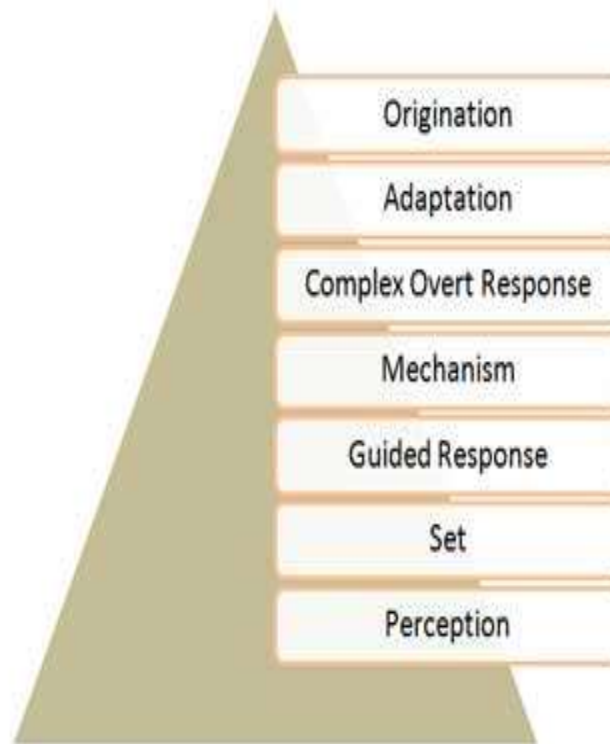
Mechanism (basic proficiency):

Complex Overt response (Expert)

Adaptation

Organization

BLOOM TAXONOMY: THE PSYCHOMOTOR DOMAIN CONT....



VERBS SUITABLE FOR THE PSYCHOMOTOR DOMAIN

Perception

chooses, describes, detects, differentiates, distinguishes, identifies

Set

proceeds, reacts, shows, states, volunteers.

Guided Response

copies, traces, follows, react, reproduce, responds

Mechanism (basic proficiency)

assembles, calibrates, constructs, dismantles, displays

Complex overt Response (Expert)

manipulates, measures, mends, mixes, organizes, sketches.

Adaptation

adapts, alters, changes, rearranges, reorganizes, revises

Organization

constructs, creates, designs, initiate, makes, originates

WHY TO USE BLOOM'S TAXONOMY?

Some of the reasons for employing Bloom's Taxonomy include

- ◉ Accurately measuring of Students' abilities
- ◉ Establishes intended learning outcomes in professor/student interactions
- ◉ Helps faculty to design and implement appropriate assessment tasks, measures, and instruments.
- ◉ Helps to ensure that instruction and assessment are appropriately aligned with the intended outcomes

REFERENCES

- ◉ Bloom, B. S..(1956). Taxonomy of Education Objectives: Handbook I: Cognitive Domain. New York: David McKay Company, Inc.
- ◉ Krathwohl, D.R., Bloom, B.S. and Masia, B.B.(1964). Taxonomy of Educational Objectives: Handbook II. The Affective Domain. New York: David McKay Company, Inc.
- ◉ Online Data is available on following sites
- ◉ <http://cw.routledge.com/textbooks/0415306752/resources/pdf/08DefinitionOfInstructionalObjectives.pdf>
- ◉ <http://www.nwlink.com/~donclark/hrd/bloom.html>
- ◉ <http://www.naacls.org/docs/announcement/writing-objectives.pdf>

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THANK YOU FOR LISTENING

Any Questions

