

WRITING INSTRUCTIONAL OBJECTIVES

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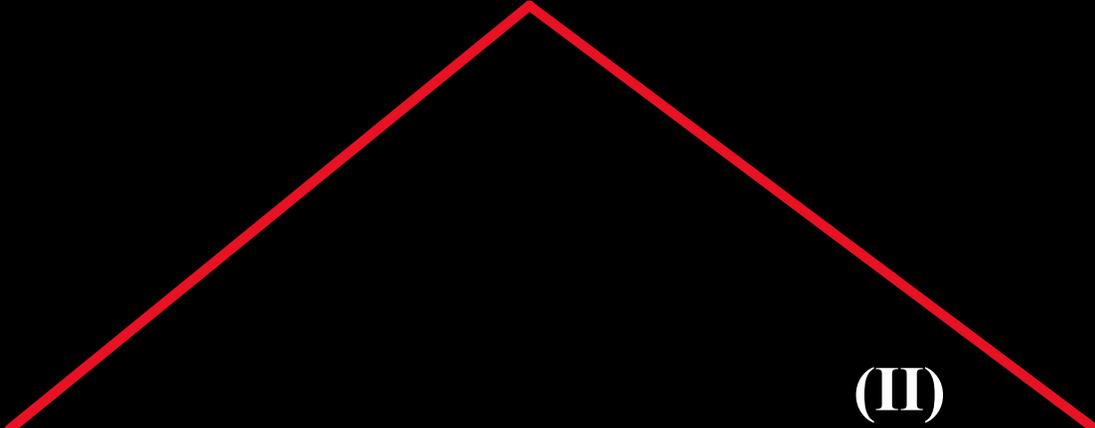
WRITING INSTRUCTIONAL OBJECTIVES

What are instructional objectives

Instructional objectives are clear, concise statements that describe what learners are expected to know, perform, or demonstrate after a lesson or a course.

These objectives ensure that the teaching process is goal-oriented and measurable.

TYPES OF INSTRUCTIONAL OBJECTIVES



(I)

GENERAL OBJECTIVES

(II)

SPECIFIC OBJECTIVES

continue....

TYPES OF INSTRUCTIONAL OBJECTIVES

General Objectives:

General objectives outline the broader goals of a course or subject. They focus on long-term outcomes and overall learning intentions without going into specific details.

Examples:

Developing critical thinking skills.

Fostering appreciation for literature and art.

Enhancing communication and interpersonal skills.

Building a strong foundation in mathematical concepts.

TYPES OF INSTRUCTIONAL OBJECTIVES

Specific Objectives:

Specific objectives are precise, measurable statements that describe what students should be able to do after a particular lesson or activity.

Examples:

By the end of the lesson, students will be able to solve the problems of subtraction by using carry over method.

After the completion of lesson, learners will list the steps involved in photosynthesis.

Students will identify key elements of a short story after reading it in class.

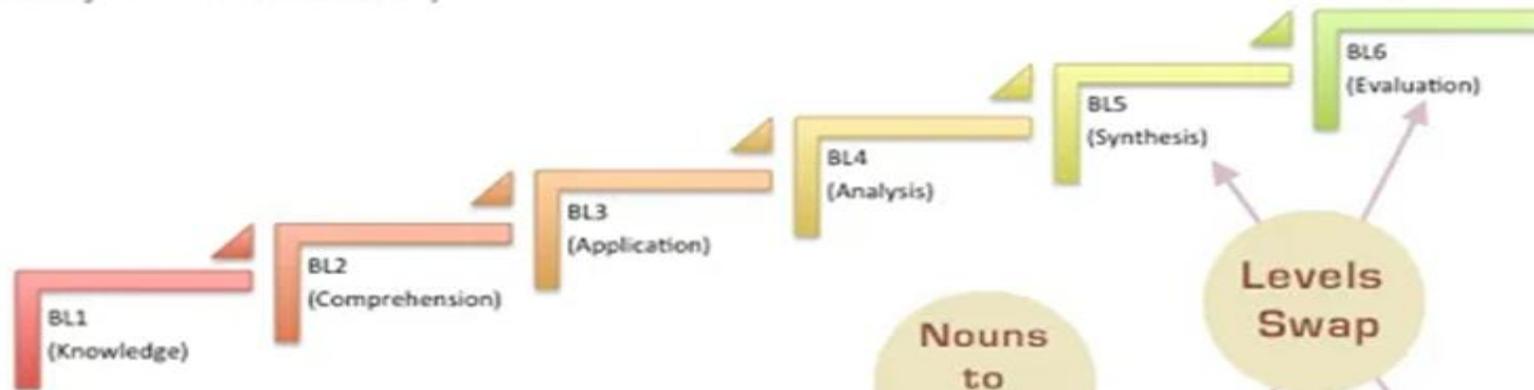
BLOOM'S TAXONOMY FOR WRITING INSTRUCTIONAL OBJECTIVES

- The original taxonomy given by **Benjamin Bloom** in **1956** in his book, “The Taxonomy of Educational Objectives: The Classification of Educational Goals”
- It presents the phenomenon of cognitive learning as a six-level hierarchy, in which each consecutive level requires some extra processing by the mind. These levels are labeled in the form of uncountable nouns – **Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.**
- The Revised Bloom's Taxonomy or the RBT, was given by **David Krathwohl**, in **2001**. Dr. Bloom had passed away in 1999, but Krathwohl had worked with Benjamin Bloom extensively earlier. The revised taxonomy simplifies the nouns of Bloom's Taxonomy into verbs and goes – **Remember, Understand, Apply, Analyze, Evaluate, and Create.** Additionally, it also swaps the last two levels.

BLOOM'S TAXONOMY vs. REVISED BLOOM'S TAXONOMY

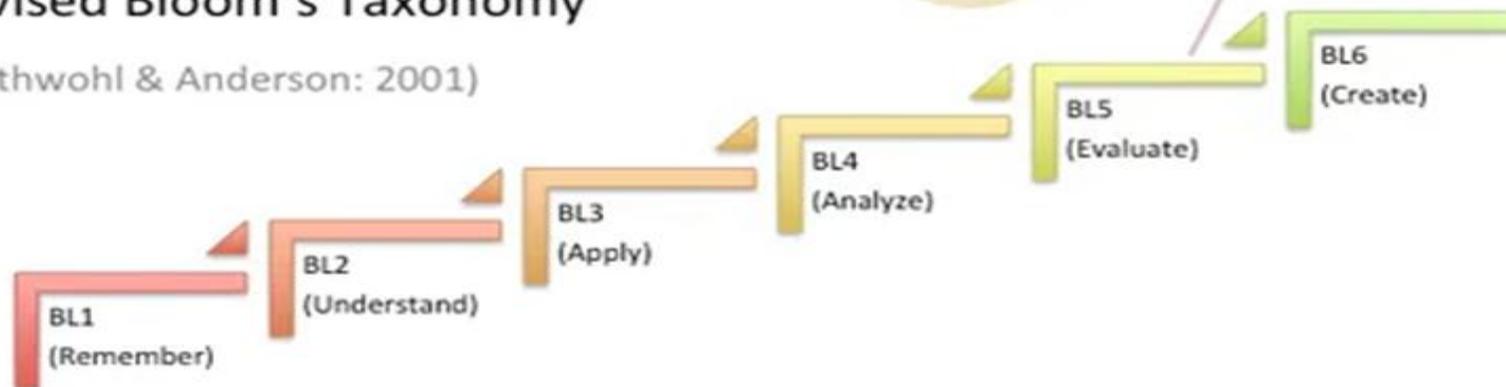
Bloom's Taxonomy

(Dr. Benjamin Bloom: 1956)

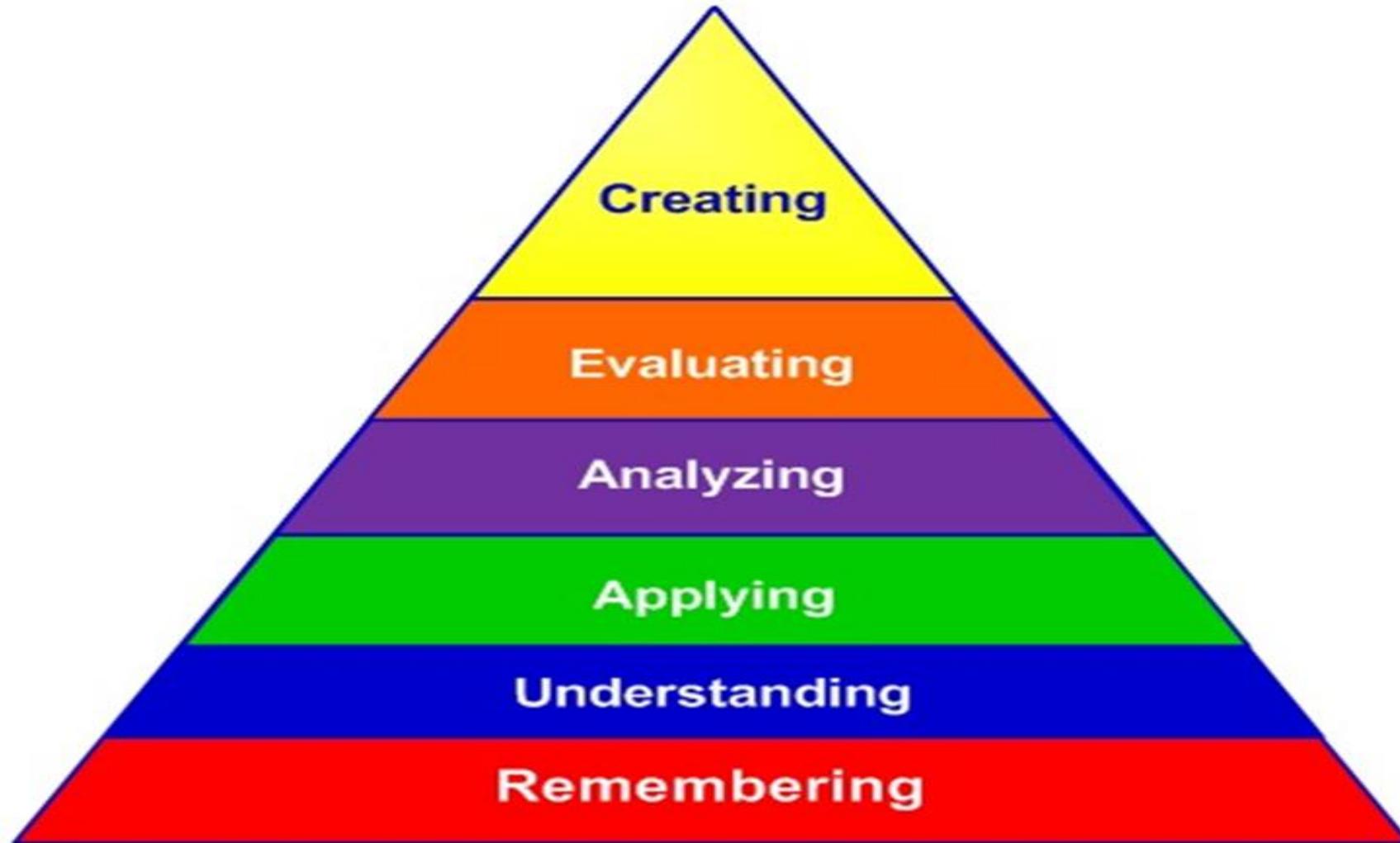


Revised Bloom's Taxonomy

(Krathwohl & Anderson: 2001)



Blooms Taxonomy - Revised



LEVELS OR DOMAIN

ACTION VERBS

REMEMBERING: can the student recall or remember the information/facts/basic concepts?

Define, Duplicate, List, Memorize, Recall, Repeat, State

UNDERSTANDING: can the student explain ideas or concepts?

Classify, Describe, Discuss, Explain, Identify, Locate, Recognize, Report, Select, Translate, Paraphrase

APPLYING: can the students use information in new situation?

Execute, Demonstrate, Dramatize, Illustrate, Interpret, Operate, Schedule, Sketch, Solve, Use, Implement.

LEVELS OR DOMAIN

ACTION VERBS

ANALYZE: can the students draw connections among ideas?

Differentiate, Organize, Relate, Compare, Contrast, Distinguish, Examine, Experiment, Question, Test

EVALUATE: can the student justify a stand or decision ?

Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate

CREATE: can the student create new product or point of view?

Assemble, Construct, Create, Design, Develop, Formulate, Write



*Thank
You!*