

The Essentials component of measurable objectives

include the following five major components:

- | | |
|-----------------------------|--------------------|
| 1- The doer | the student |
| 2- The activity | will classify |
| 3- The Content | the red cells |
| 4- The specified conditions | in 10 minutes |
| 5- The standard | with 100% accuracy |

Writing Specific Instructional Objectives

Instructional objectives including behavioral objectives, can be written for any of the domains of instruction .

- ❑ Cognitive

- ❑ Affective

- ❑ Psychomotor

The Cognitive Domain(6 level)

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The Cognitive Domain

Knowledge

Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned

The Cognitive Domain

Comprehension

Student translates, comprehends, or interprets information based on prior learning.

The Cognitive Domain

Application

Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.

The Cognitive Domain

Analysis

Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.

The Cognitive Domain

Synthesis

Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.

The Cognitive Domain

Evaluation

Student appraises, assesses, or critiques on a basis of specific standards and criteria.

The Cognitive Domain

I believe the latter is more likely as it relates to the differences between creative and critical thinking.

Creative Thinking

Synthesis

Critical Thinking

Evaluation

Analysis

Application

Comprehension

Knowledge

The Affective Domain (5 level)

Receiving

Being aware of or attending to something in the environment

Responding

Showing some new behaviors as a result of experience

Valuing

Showing some definite involvement or commitment

Krathwohl, D., Bloom, B., & Masia, B. (1956). Taxonomy of educational objectives.

Handbook 2: Affective Domain. New York: Pauline Kay.

The Affective Domain

Organization

Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.

Characterization by Value

Acting consistently with the new value; person is known by the value.

The Psychomotor Domain (7 level)

Perception

Process of becoming aware of objects, qualities, etc by way of senses.

Set

Readiness for a particular kind of action or experience; may be mental, physical or emotional.

The Psychomotor Domain

Guided Response

Overt behavioral act under guidance of an instructor, or following model or set criteria.

Mechanism

Learned response becomes habitual; learner has achieved certain confidence and proficiency or performance.

The Psychomotor Domain

Complex Overt Response

Performance of motor act considered complex because of movement pattern required.

Adaptation

Altering motor activities to meet demands of problematic situations.

The Psychomotor Domain

Origination

Creating new motor acts or ways of manipulating materials out of skills, abilities and understandings developed in the psychomotor area.