

The Essentials component of measurable objectives

include the following five major components:

- 1- **The doer** the student
- 2- **The activity** will classify
- 3-**TheContent** 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)

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

The Cognitive Domain

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

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

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

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

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

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

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

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.



دانشگاه علوم پزشکی
و خدمات بهداشتی و درمانی تبریز



مرکز آموزشی، پژوهشی و درمانی کودکان
زهرا مردانی آذری تبریز



برگرفته از کارگاه
" طراحی دوره ها و جلسات درسی "

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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.

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.

Complex Overt Response:

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

Adaptation : Altering motor activities to meet demands of problematic situations.

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