

# REFERENCE FOR UNIT 2

AIMS,OBJECTIVES AND SPECIFICATIONS , LEARNING OUTCOMES AND DOMAINS

DR. VINI SEBASTIAN APR 21, 2020 11:11AM

## AIMS V/S OBJECTIVES

DR. VINI SEBASTIAN APR 21, 2020 11:50AM

Read the document to understand the difference

- Aims
  - General statements -- provide shape & direction to the more specific actions designed to achieve some product or behavior.
  - Starting points that suggest some ideal or inspirational vision for the good.
  - Reflect value judgments and value-laden statements.
  - Provide guides for the educational or training process.
  - Generally developed by prestigious, nationwide commissions and task forces

**An Aim**

- A terminal point toward which we are moving, working, or traveling.
- In general, curriculum aims are statements that describe expected life and/or work outcomes based on some scheme, either consciously or unconsciously, borrowed from philosophy.
- Written with a degree of timelessness.
- They are written usually with non-measurable verbs
- Eg.developing self-realization, productive employment, provide tools for continued learning".
- All Life outcomes can be written as aims. . .

**Writing an Aim**

- Parenting - To become effective parents.
- Self-realization - To understand individual development so that they may make choices that lead to a productive life.

**Challenges for Tomorrow**

- The educational aims must be relevant to the times -- both the present and the future, and furnish direction that is good for society, and not for one particular group.

**OBJECTIVES**

- Derived from various aims and provide curriculum decision-makers with broad statements of what they should accomplish in terms of student learning as a result of a particular educational or training program.
- Statements of purpose with some outcome in mind.
- Considered as immediate classroom assessment.

**Aims and Objectives**  
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**learning outcomes**  
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DR. VINI SEBASTIAN AUG 23, 2020 04:56AM

## UGC LEARNING OUTCOMESDOC

production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

**1.2 Learning outcomes-based approach to curriculum planning and development**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course

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**LEARNING OUTCOMES**  
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## RELATIONSHIPS

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**Relationship.pptx**  
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## LEVELS OF OBJECTIVES

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**PSYCHOMOTOR DOMAIN**

**Psychomotor Domain**  
Psychomotor Domain Taxonomy This domain is characterized by progressive levels of behaviors from observation to mastery of a physical skill. Several different taxonomies exist. Simpson (1972) built this taxonomy on the work of Bloom and others: Perception - Sensory cues guide motor activity.



ROWAN


DR. VINI SEBASTIAN APR 21, 2020 11:25AM  
**AFFECTIVE DOMAIN**

<p><b>Receiving phenomena:</b> Awareness, willingness to hear, selected attention.</p>	<p><b>Examples:</b> Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p><b>Keywords:</b> asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p><b>Responding to phenomena:</b> Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p><b>Examples:</b> Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p><b>Keywords:</b> answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p><b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p><b>Examples:</b> Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p><b>Keywords:</b> completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p><b>Organization:</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p><b>Examples:</b> Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p><b>Keywords:</b> adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates.</p>

**bloomaffect\_taxonomy.pdf**  
PDF document  
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DR. VINI SEBASTIAN APR 21, 2020 11:22AM  
**COGNITIVE DOMAIN**

**Revised Bloom's Taxonomy**  
A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title A Taxonomy for Teaching, Learning, and Assessment. This title, available through this link, draws attention away from the somewhat static notion of "educational objectives" (in Bloom's original title) and points to a more dynamic conception of classification.



IASTATE

## COGNITIVE OBJECTIVES

**DR. VINI SEBASTIAN** AUG 23, 2020 05:19AM

# History of educational objectives

- Theory of mastery-learning and higher order thinking
- Taxonomy of educational objectives (COGNITIVE, AFFECTIVE AND PSYCHOMOTOR)
- Organizing educational objectives according to their cognitive complexity



BENJAMIN BLOOM

v23/2020 Dr. Ms. Vini Sebastian, Asst. Prof. SXIE

## MORE ON COGNITIVE DOMAIN

Powerpoint presentation

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## Importance of cognitive development



The importance of cognitive development by therhodshow

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## Vygotsky's theory of cognitive development

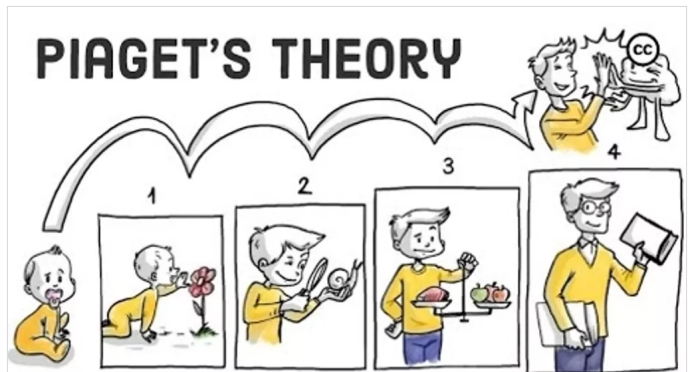
## Vygotsky's Theory of Cognitive Development in Social Relationships

by Sprouts

YOUTUBE

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Refer to Piaget's theory of cognitive development



Piaget's Theory of Cognitive Development by Sprouts

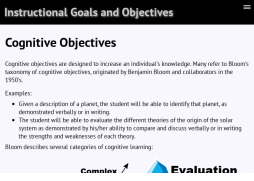
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### Cognitive Objectives

Cognitive objectives are designed to increase an individual's knowledge. Many refer to Bloom's taxonomy of cognitive objectives, originated by Benjamin Bloom and collaborators in the 1950's. Examples: Bloom describes several categories of cognitive learning: Mountain created by Starder, original at <https://freedesignfile.com/author/starder/> . All other parts created by the author.

PSU



### Cognitive Process Dimension

- remember** – Retrieve relevant knowledge from long-term memory.
- understand** – Construct meaning from instructional messages, including written, and graphic communication.
- apply** – Carry out or use a procedure in a given situation.
- analyze** – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.
- evaluate** – Make judgments based on criteria and standards.

## EXAMPLE OF COGNITIVE DOMAIN

### Anderson & Krathwohl's 2-Dimensional Taxonomy

by Kelsey Uργο

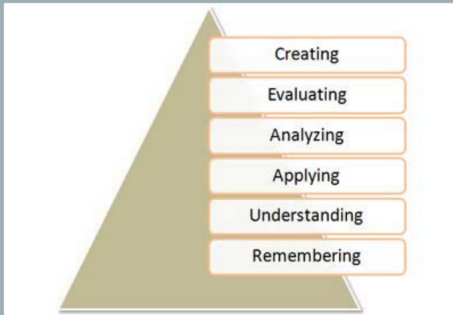
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**DR. VINI SEBASTIAN** APR 21, 2020 12:42PM  
**EXAMPLE**

**DR. VINI SEBASTIAN** AUG 23, 2020 04:54AM  
 READ THIS AFTER THE ONE BELOW

**BLOOM'S TAXONOMY LEARNING DOMAINS – DETAIL STRUCTURES**

COGNITIVE DOMAIN				
Level	Category/Level	Behavior descriptions	Example of activity to be trained, or demonstration and evidence to be measured	'Key words' (Verbs which describe the activity to be trained or measured at each level)
1	Knowledge	recall or recognize information	multiple-choice test, recount facts or statistics, or recall a process rules, definition, quote law or procedure	arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state
2	Comprehension	understand meaning, restate data in one's own words, interpret, extrapolate, translate	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to the given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, rewrite, estimate, interpret, theories, paraphrase, reference, example
3	Application	use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	put a theory into practical effect, demonstrate, solve a problem, manage an activity	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4	Analysis	interpret elements, organizational principles, structure, construction, internal relationships, quality, reliability of individual components	identify constituent parts and functions of a process or concept, or reconstruct a methodology or process, making qualitative a assessment of elements, relationships, values and effects, measure requirements or needs	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
5	Synthesis (create/build)	develop new unique structures, systems, models, approaches, ideas, creative	develop plans or procedures, design solutions, integrate methods, resources, ideas,	develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate,



COGNITIVE PROCESS & KNOWLEDGE Dimensions

REVISED BLOOMS TAXONOMY

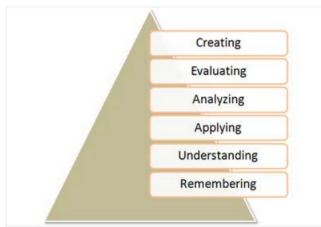
**knowledge process dimension NEW-2**  
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## KNOWLEDGE AND PROCESS DIMENSIONS

**DR. VINI SEBASTIAN** AUG 23, 2020 05:44AM  
 UNDERSTAND THE DIMENSIONS ...



Knowledge process Dimensions

REVISED BLOOMS TAXONOMY

**knowledge process dimension NEW**


Powerpoint presentation

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### How Does Rational Emotive Behavior Therapy Work?

Rational emotive behavior therapy, also known as REBT, is a type of cognitive-behavioral therapy developed by psychologist Albert Ellis. REBT is focused on helping clients change irrational beliefs. Let's take a closer look at how rational emotive behavior was developed and how it works.

VERYWELL MIND



**DR. VINI SEBASTIAN OCT 08, 2020 04:14AM**

Teaching and Learning in Affective Domain - Emerging Perspectives on... [http://epltt.coc.uga.edu/index.php?title=Teaching\\_and\\_Learning\\_in\\_Affe...](http://epltt.coc.uga.edu/index.php?title=Teaching_and_Learning_in_Affe...)

**Teaching and Learning in Affective Domain**

From Emerging Perspectives on Learning, Teaching and Technology

Mary Miller  
The University of Georgia

Review of the Affective Domain

**Contents**

- 1 Introduction
- 2 Examples
- 3 Definition of Terms
- 4 Theories of Attitude Formation and Change
- 5 Research on Attitudes and Attitude Change
- 6 Instructional Design for Attitude Change
- 7 Examples Revisited
- 8 Lesson Plans for Attitudinal Objectives
- 9 Conclusion
- 10 References

**Introduction**

When instructional designers consider the affective domain, they frequently think only in terms of a student's motivation to learn. As Smith and Ragan (1999) have pointed out, "any 'cognitive' or 'psychomotor' objective has some affective component to it (if at no deeper level than a willingness to sufficiently interact with learning resources to achieve the learning)" (p. 250, parentheses in original). Motivation is certainly important, as "a student's attitude toward a given course or subject area can be a contributing factor to his achievement in it" (Edwards, S. Doster, 1970, p.

**Teaching\_and\_Learning\_in\_Affective\_Domai**  
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**video emtions**

2:02 video

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## AFFECTIVE DOMAIN

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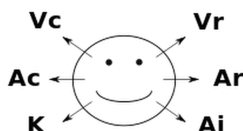
### NEURO LINGUISTIC PROGRAMMING

**Neuro-linguistic programming**

Neuro-linguistic programming (NLP) is a pseudoscientific approach to

communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, United States, in the 1970s. NLP's creators claim there is a connection between neurological processes (neuro-), language (linguistic) and behavioral patterns learned through experience (programming), and that these can be changed to achieve specific goals in life.

WIKIPEDIA



**DR. VINI SEBASTIAN OCT 08, 2020 04:17AM**

### RATIONAL EMOTIVE THERAPY

**Bloom & Krathwohl**  
**AFFECTIVE DOMAIN**

**LEVELS OF THE AFFECTIVE DOMAIN**

**RECEIVING**  
AWARENESS, WILLINGNESS TO HEAR, SELECTED ATTENTION

**PUPIL RECEIVES THE INFORMATION**  
asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, replies, uses.

**RESPONDING**  
ATTENDS AND REACTS TO THE PHENOMENA - ACTIVE DISPOSITION

**ACTIVE PARTICIPATION ON THE PART OF THE LEARNER**  
answers, assists, aids, compiles, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes

**affective domain infograph**  
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**DR. VINI SEBASTIAN** OCT 08, 2020 04:13AM

The OERs that I looked for were related to attitudes, misconceptions, interest , motivation, appreciation related to a particular subject. I am teaching Mathematics Method in the B.Ed. course so some OERs are related to Mathematics also.

- <http://www.teachersofindia.org/en/article/approach-teaching-fractions-misconceptions-and-more>

**The Approach to Teaching Fractions: Misconceptions and More**  
**APPRECIATION COURSE ON POPULATION AND SUSTAINABLE DEVELOPMENT**

AUTHOR - At Right Angles is a resource for school mathematics, published by the Azim Premji Foundation and the Community Mathematics Centre, Rishi Valley. It provides a national level platform where interested individuals can access resources, read about mathematical matters, contribute their own writing.

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- <https://sites.google.com/ignou.ac.in/weas/acpsd?authuser=0>

**Dr. Deeksha Dave is working as Assistant Professor, Environmental Studies, School of Interdisciplinary and Transdisciplinary Studies, IGNOU**  
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**OER in affective dom**  
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— ANONYMOUS

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MORE ABOUT AFFECTIVE DOMAIN

**Introduction**  
This summary was compiled by Karin Kirk, SERC. The affective domain is part of a system that was published in 1965 for identifying, understanding and addressing how people learn. Part of Bloom's Taxonomy, this classification of educational objectives includes the cognitive domain, the affective domain and the psychomotor domain.

**AFFECTIVE DOMAIN**

**DR. VINI SEBASTIAN** APR 21, 2020 11:59AM  
**UNDERSTAND THE AFFECTIVE DOMAIN**

**AFFECTIVE DOMAIN**  
EMOTIONS, VALUES, ATTITUDES

**AFFECTIVE DOMAIN PPT**  
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**EXAMPLE OF AFFECTIVE DOMAIN**

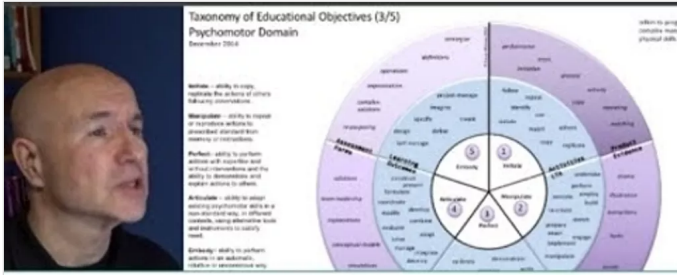
**DR. VINI SEBASTIAN** APR 21, 2020 12:43PM  
**EXAMPLE**

**TABLE 5-4**  
Affective domain

Level	Description	Example
Receiving	Willing to give attention to an event or activity	Listen to, aware of, perceive, alert to, sensitive to, show tolerance of
Responding	Willing to react to an event through some form of participation	Reply, answer, follow along, approve, obey, find pleasure in
Valuing	Willing to accept or reject an event through the expression of a positive or negative attitude	Accept, attain, assume, support, participate, continue, grow in, be devoted to
Organizing	When encountering situations to which more than one value applies, willing to organize the values, determine relationships among values, and accept some values as dominant over others (according to the importance to the individual learner)	Organize, select, judge, decide, identify with, develop a plan for, weigh alternatives
Characterizing by a value complex	Consistently acting in accordance with accepted values and incorporating this behavior as a part of one's personality	Believe, practice, continue to, carry out, become part of one's code of behavior

# PSYCHOMOTOR DOMAIN

**DR. VINI SEBASTIAN** APR 21, 2020 12:35PM  
**R.H. DAVE'S PSYCHOMOTOR DOMAIN**



## The Psychomotor Domain

**Dave's Psychomotor Domain (and others)**  
**10'30"**

by Simon Paul Atkinson PFHEA

YOUTUBE

**DR. VINI SEBASTIAN** APR 21, 2020 12:28PM



**psychomotor**  
 Powerpoint presentation

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# EXAMPLE OF PSYCHOMOTOR DOMAIN

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**EXAMPLE**

Level	Psychomotor ability	Assessable behaviour
Imitate	Observe other person's behaviour and copy it. Replicate the behaviour shown by example.	Impersonate, copy, mimic, imitate, repeat, duplicate, reproduce.
Manipulate	Ability to perform skills by following the instructions.	Follow, demonstrate, perform, execute, present.
Precision	Ability to perform skills with minimal errors and more precision. Smooth and accurate.	Perform skilfully, proficient and becoming expert.
Articulation	Ability to solve and modify skills to fit new requirements.	Adapt, revise, adjust, revise, customise.
Naturalisation	Ability to perform the skills without thinking.	Flawless and perfect.

# TEACHER'S RESPONSIBILITIES

**DR. VINI SEBASTIAN** APR 21, 2020 12:44PM  
**RESPONSIBILITIES OF A TEACHERS**

- AWARENESS OF THE DOMAINS
- USE DIFFERENTIATED INSTRUCTION
- BE AWARE OF THE LEARNING STYLES OF STUDENTS
- USE MULTI SENSORIAL LEARNING ACTIVITIES

# ACTIVITIES FOR EACH DOMAIN IN THE INSTITUTION

**DR. VINI SEBASTIAN** APR 21, 2020 12:45PM  
**EXAMPLES OF ACTIVITIES THAT ARE DOMAIN SPECIFIC**

- COGNITIVE - QUIZ
- AFFECTIVE- ROLE PLAY
- PSYCHOMOTOR- MODEL MAKING

# VERBS

**DR. VINI SEBASTIAN** APR 21, 2020 11:24AM  
**VERBS FOR DOMAINS**

cite define describe draw duplicate identify indicate label list match memorize name point order outline	read recite recognize record relate recall repeat reproduce select state tabulate tell trace write	classify compare compute contrast convert defend describe differentiate discuss distinguish estimate explain express extend extrapolate	give example identify indicate infer interpret locate paraphrase predict report recognize restate rewrite review select summarize translate	calculate change choose complete compute demonstrate discover dramatize employ examine illustrate interpolate interpret manipulate operate	practice predict prepare produce relate report restate review schedule show sketch solve translate use utilize write
<b>Analyze</b> analyze appraise breakdown calculate categorize compare contrast criticize debate diagram differentiate discriminate distinguish summarize		<b>Evaluate</b> appraise argue assess attach choose compare conclude contrast critique defend describe determine diagnose discriminate		<b>Create</b> arrange assemble categorical collect combine comply compose construct create design develop devise outline	

**verbs\_checklist.pdf**  
 PDF document  
[WWW.UNTHSC.EDU](http://WWW.UNTHSC.EDU)

# CRITERIA FOR WRITING OBJECTIVES & SPECIFICATIONS

**criteria\_for\_writing\_objectives**  
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# CRITERIA FOR WRITING OBJECTIVES AND LEARNING OUTCOMES

