

GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA, BORAWAN

NAAC
ACCREDITED
GRADE "B"

TEH-KASRAWAD, DISTRICT-KHARGONE (M.P.)

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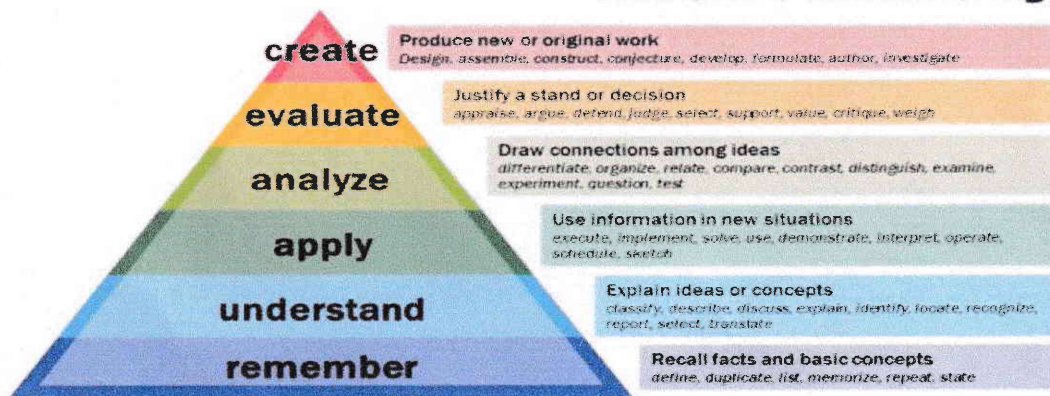
REPORT

ACADEMIC YEAR 2021-2022

Workshop On "BLOOM'S TAXONOMY OF LEARNING OBJECTIVES" -

A General Session on Bloom's Taxonomy of Educational Objectives was organized for B.Ed. students on 15/07/2021. Manoj Kaushle, Assistant Professor of Education, Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan served as the speaker. He began the session by explaining how the term taxonomy is applied to classify educational objectives. He differentiated the term 'goals' from 'objectives' with suitable examples. He introduced the three domains of educational objectives in his presentation. He explained the categories of each domain with examples from different subject areas. He elaborated on the ways of writing educational objectives using key action words for each of the cognitive domains. He ended his session by giving examples of educational objectives for all the categories of the cognitive domain for the different pedagogy subjects.

Bloom's Taxonomy



Vanderbilt University Center for Teaching




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FORMULATING LEARNING OBJECTIVES

PEDAGOGY OF BIOLOGICAL SCIENCE - PART I

Every year, students are taught to formulate learning objectives before they learn to write lesson plans. Learning objectives are indicators to the students of what they are expected to achieve at the end of the class. The framework of formulating learning objectives are taught to the students.

At the end of the class students learnt to answer the following questions:

What is a learning Objective?

Why should we use learning objectives?

Instructional objectives may also be called performance objectives, behavioral objectives, or simply objectives. All these terms are used interchangeably. Learning objectives help to clarify, organize and prioritize learning. They help to evaluate students. Students teacher were instructed that learning objective should not include phrases such as 'to know' or 'to understand' but instead active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'. Verbs that are difficult to measure must be avoided.

A poster was shared with students to help them use action verbs to formulate learning objectives for the lower order and higher order thinking skills.

Students understood the difference between general instructional objectives and specific instructional objectives. They were trained to write objectives.

Learning objectives to draw and label the diagram and do experiment and dissection were taught to the students and they were trained to write the objectives.



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FORMULATING LEARNING OBJECTIVES

PEDAGOGY OF TEACHING ENGLISH - PART I

Students were taught to formulate learning objectives before they learn to write lesson plans. Learning objectives are indicators to the students of what they are expected to achieve at the end of the class. The framework of formulating learning objectives is taught to the students -

- At the end of the class students will be able to...

Students learnt answer to the following questions -

What is a Learning Objective?

Why should we use learning objectives?

Instructional objectives may also be called performance objectives, behavioral objectives, or simply objectives. All of these terms are used interchangeably.

- Objectives are very specific.
- Objectives are outcome based.
- Objectives are measurable.
- Objectives describe student behaviors.

Effective instruction occurs only when student behavior is changed in desired ways.

There are three reasons that instructional objectives are so important.

- Objectives tell students to what is expected of them.
- Objectives allow the teacher to determine the media, and materials that is necessary to facilitate the learning.
- Evaluation is always based on each instructional objective.

Instructional objectives are stated in terms of pupils' behavior and not teacher behavior.

Learning objectives help to clarify, organize and prioritize learning. They help to evaluate students. Student teachers are instructed that learning objective should not include phrases such as 'to know' or 'to understand' but instead active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'. Verbs that are difficult to measure must be avoided.

The following verbs are taught as examples of measurable action verbs -

Compare	List
Differentiate	Identify
Analyze	Discuss
Describe	Design
Demonstrate	Explain
Name	Formulate




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Knowledge

It is student's ability to use rote memorization and recall certain facts. Action verbs used to write learning objectives are cite, define, identify, label, list, match, name, recognize, reproduce, select, state.

Comprehension

This involves student's ability to read course content, understand and interpret important information and put other's ideas into their own words. Action verbs used to write learning objectives are classify, convert, describe, distinguish between, explain, give examples, illustrate, interpret, paraphrase, summarize, translate.

Application

Students take new concepts and apply them to another situation. Action verbs used to write learning objectives are apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use.

Analysis

It is the ability of Students to take new information and break it down into parts to differentiate between them. Action verbs used to write objectives are analyze, associate, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide.

Synthesis

Here students are able to take various pieces of information and form a whole pattern. Action verbs used to write objectives are combine, compile, compose, construct, create, design, develop, formulate, integrate, modify, organize, plan, propose, rearrange, revise, rewrite, tell, write.

Evaluation

This involves students' ability to look at someone else's ideas or principles and find the value and conclude the same. Action verbs used to write objectives are appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support, weigh.

Students were given a poster to understand the action verbs to formulate learning objectives for the lower order and higher order thinking skills.

Students understand the difference between general instructional objectives and specific instructional objectives. They were trained to write objectives.

Learning objectives to teach prose, grammar and composition are taught to the students and they were trained to write objectives.



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FORMULATING LEARNING OBJECTIVES

PEDAGOGY OF HISTORY - PART I

Learning objectives help to clarify, organize and prioritize learning. They help to evaluate students. Student teachers were instructed that learning objective should not include phrases such as 'to know' or 'to understand' but instead active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'. Learning objectives may also be called Instructional objectives, performance objectives, behavioral objectives, or simply objectives. All of these terms are used interchangeably. Verbs that are difficult to measure must be avoided.

Every year, students are taught to formulate learning objectives before they learn to write lesson plans. Learning objectives are indicators to the students of what they are expected to achieve at the end of the class. The framework of formulating learning objectives are taught to the students.

At the end of the class students learnt to answer the following questions:

What is a Learning Objective?


Why should we use learning objectives?

A poster was shared with students to help them use action verbs to formulate learning objectives for the lower order and higher order thinking skills.

Students understood the difference between general instructional objectives and specific instructional objectives. They were trained to write objectives.

Learning objectives to teach History, Geography, Civics and Economics are taught to the students and they were trained to write objectives.




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FORMULATING LEARNING OBJECTIVES

PEDAGOGY OF MATHEMATICS - PART I

Students were taught to formulate learning objectives before they learn to write lesson plans. Learning objectives are indicators to the students of what they are expected to achieve at the end of the class. The frameworks of formulating learning objective are taught to the students.

At the end of the class students learnt to answer the following questions:

What is a Learning Objective?

Why should we use learning objectives?

Instructional objectives may also be called performance objectives, behavioral objectives, or simply objectives. The objectives are very specific. They are outcome based and measurable. They describe student behaviors.


Learning objectives help to clarify, organize and prioritize learning. They help to evaluate students. Student teachers are instructed that Learning objective should not include phrases such as 'state', 'explain', 'outline', 'list' or 'describe'. Verbs that are difficult to measure must be avoided.

A poster was shared with students understand the action verbs to formulate learning objectives for the lower order and higher order thinking skills.

Students understand the difference between general instructional objectives and specific instructional objectives. They were trained to write objectives.

Learning objectives to teach geometry and graphic taught to the students and they were trained to write objectives.




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FORMULATING LEARNING OBJECTIVES

PEDAGOGY OF TEACHING HINDI- I

Students were taught to formulate learning objectives before they learn to write lesson plans. Learning objectives are indicators to the students of what they are expected to achieve at the end of the class. The framework of formulating learning objectives are taught to the students -

- At the end of the class students will be able to...

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TRAINING SESSION FOR "USING BLOOM'S TAXONOMY OF WRITE EFFECTIVE LEARNING OUTCOMES" - REPORT

A General Session on Bloom's Taxonomy of Educational Objectives was organized for first year B.Ed. students on 05/11/2022. Mr. Manoj Kaushle, Assistant Professor of Gulab Bai Yadav Smriti Shiksha Mahavidhyalaya, Borawan, served as the speaker he began the session by explaining how the term taxonomy is applied to classify educational objectives. He differentiated the term 'goals' from 'objectives' with suitable examples. He introduced the three domains of educational objectives in her presentation. He introduced the three domains of educational objectives in her presentation. He explained the categories of each domain with examples from different subject areas. He aborted on the ways of writing educational objectives using key action worse for each of the cognitive domains.

Mr. Manoj Kaushle explained the revised Bloom's taxonomy educational objectives. He also introduced Digital Bloom's Taxonomy with example for each category of the cognitive domain. He ended her session by giving an online quiz on Bloom's Taxonomy of Educational Objectives.



PRINCIPAL

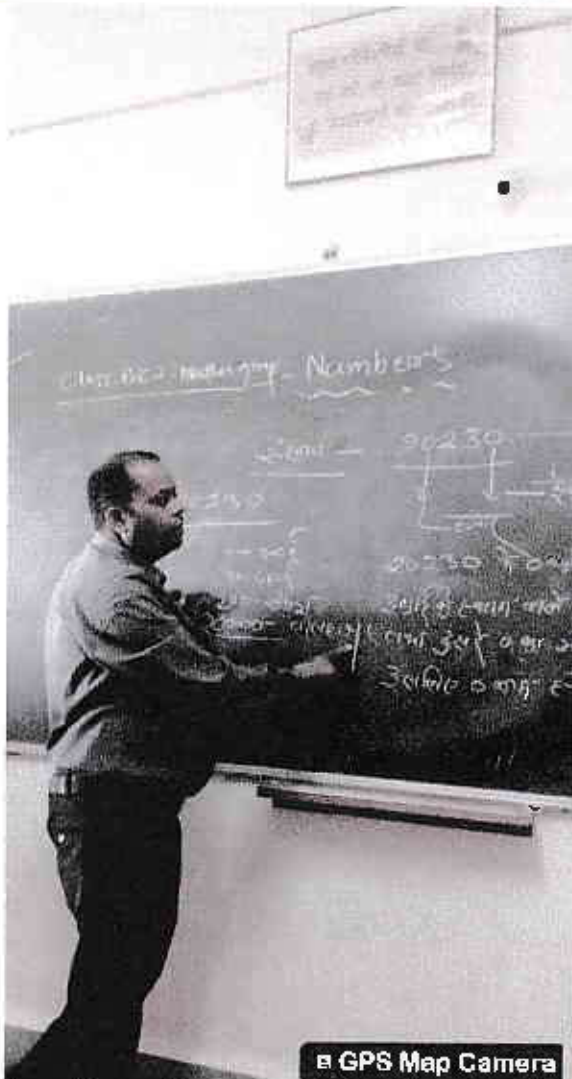
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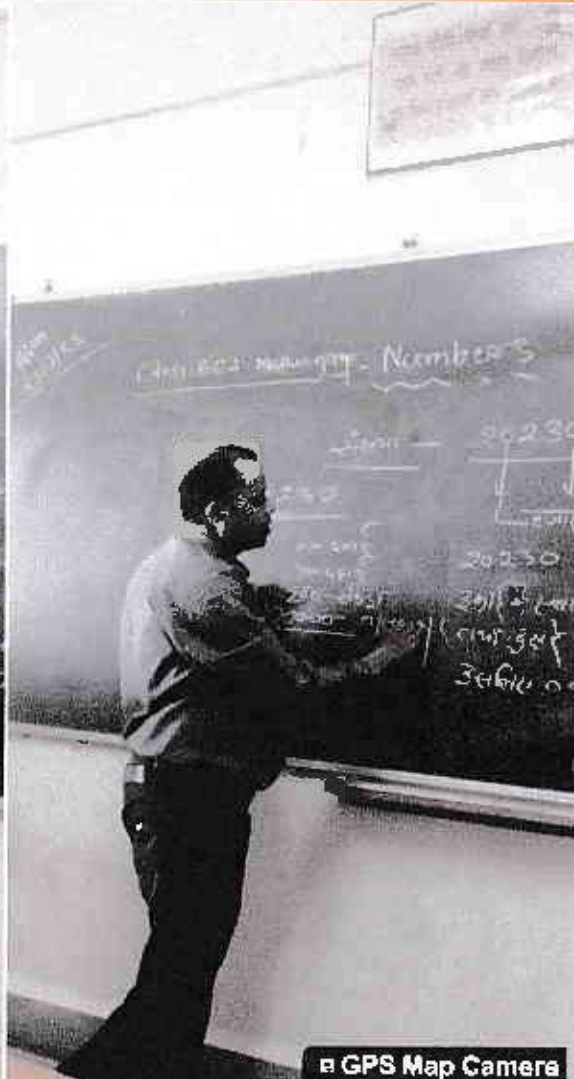
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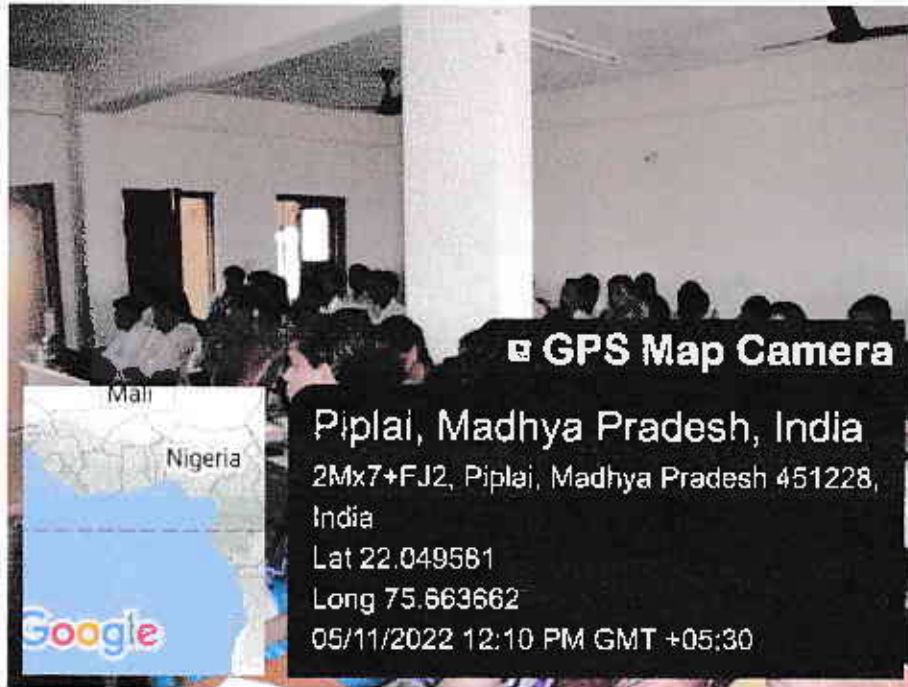
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