A STUDY OF WRITING SKILLS OF INSTRUCTIONAL OBJECTIVES AND SPECIFICATIONS

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―――――――――――――――――――――[***Abstract***]―――――――――――――――――――――

Change is the law of nature, according to hidden meaning of statements some terms; facts are going to change day by day. e.g. Bloom's taxonomy new version. Bloom's first model invented in 1956After that, Bloom's former student, mainly Anderson and Krathwohl made changes in the bloom taxonomy. Due to recent changes in the Bloom taxonomy all teachers and teacher educators getting confused about the newer change in the taxonomy. i.e. For upgradation the knowledge of instructional objectives and specification in context of behavioral changes, researcher made availability of platform for teachers to reflect theirs views on new model of instructional objectives and specifications of revised bloom's taxonomy. After collection and analyzed data by researcher, he got a fact regarding to instructional objectives and specification pattern applied by the teachers. Through this study researcher came to know that, any changes done in any basic modal of education, it will takes more time to execute and reflect in teaching practices properly.

Keywords: *Bloom's Taxonomy, Platform, pattern, Writing skills, new changes,*

1. Title :

A study of writing skills of Instructional objectives and specifications.

2. Introduction:

For achieving any goal need some clarification and planning should be proper adequate and correct to achieve objective in the life. In 2011 professor Anderson, L. & krathwohl, D. (Anderson, 2001) made changes in Benjamin Bloom's taxonomy model.(Bloom,1956) According to new changes in the cognitive domain of taxonomy, Researcher found

discrepancy and gap between theory and today's teaching plan and practices. To finding the facts regarding to same problem researcher conduct one session on writing skills of instructional objectives and specification in context of daily lesson plan of teachers, after the some discussions researcher provides one blank paper and 30 minutes to writing the instructional objectives and specification in context of teaching subjects. After the 30 minutes researcher collected all the written papers and made one of the plan for data analysis, based on the plan and procedure researcher completed his study.

3. Need and Importance of research:

1. Need: This research work is relevance with the writing skills and Instructional objective and specifications which are the part of day to day teaching practices. Through this research In-service teacher will get right directions on setting the teaching objectives, due to directions of writing skills some positive changes will take place in their lesson planning. To provide the information about the new changes in the Bloom's taxonomy model as well as to check the views of experienced teacher regarding the setting the objectives and specifications in context of their teaching subjects and to clear the doubts and provide the exact outline of instructional objectives and specifications this research work is needed.

2. Importance: This research work is important for correcting the written forms of instructional objectives and specifications mentioned by teacher in their lesion plan as well as refresh to teachers regarding word selections for writing skills. (Dandekar,2004) For writing clear, concise, complete objectives and specification in the lesson plan of teaching school subjects, this research work is important for developing accuracy in Instructional objectives and specifications.

4. Review of related literature:

1. Chatterjee, D. (2017).How to write well-defined learning objective, published online.

In this article researcher get some sample of weak objectives mentioned by student and correct Performa of objective writing the objectives. It was directive to thought process and way of presentation for this research work.

2. Anderson, L.W. & Krathwohl,D.R.(Eds) (2001). A revision of Bloom's taxonomy of educational objectives.

In this article researcher get directions on old and new version of Bloom's taxonomy with a significant changes.

According to the review of related literature researcher found the gap between latest Bloom's taxonomy model and reflections in the lesion plan developed by working or In-service teachers. After the microscopic assessment of lesion plan, particularly instructional objectives and specifications researcher conclude is that serious and depth study required for aware and awaken the teachers in context of writing skills of lesion plan, researcher plan out the present research work.

5. Research Objectives:

1. To Find out the fact of writing skills of instructional objectives and specifications.

2. To Analysis the data.

3. To note the findings and get conclusions.

6. Conceptual and operational definitions:

A) Conceptual definitions:

1. Instructional objectives are specific, measurable, short term, observable, student behavior.(Forehand,2011).

2. An objectives is a specification of a performance you want learners to be able exhibit before you consider them competent.

3. An objective describes an intended result of instruction rather than the process of instructional itself.

B) Operational Definitions:

1. Instructions Objectives and Specifications:

 1.1 Exact words, statements for describing the various objectives and specification in the lesion plan.

2. Writing Skills:

 2.1 Various writing forms applied by teachers for positive changes in the pupils behavior.

7. Research Methodology: For collecting the data researcher has been applied Survey method

8. Research Question: Is there any definite pattern of writing of instructional objectives and specifications?

9. Assumption:

1. Instructional objectives and specifications are the path ways of learning outcomes and lesson plan.(Dandekar,2004)

10. Scope and limitations of research:

1. Scope:

1. Scope of research work was pre and In-service teacher training programme, whenever pre and In-service teacher will going to develop the lesion plan of teaching subjects at that time this researcher work will useful for setting up the instructional objectives and specifications according to new changes in bloom's taxonomy.

2. Scope of research work was relevant to various types of learning experiences and learning outcomes as well as expectations of teachers from the pupils and positive changes in the behavior of pupils according to national culture and practices.

3. Scope of research work was writing skills it means that how writing skills and writing task is supportive to clear the thoughts of individuals as well as author.

2 Limitations:

1. Research work was limited only five instructional objectives and specifications is that Knowledge, Understanding, Skills, Interest, Application. In this research work researcher focused on explicitness, accuracy exactness in the written forms of statements of objectives & specifications.

2. Research work was limited only 24 In-service teachers participants, who were applied for National Institute of Open Schooling bridge course batch in the month of September 2016.

11. Population and Sampling, sample:

1. Population:

All participants of NIOS organized Bridge course were the population of the study.

2. Sampling: Non-Randomize sampling, Researcher applied Incidental sample method for selecting sample.

3. Sample: Total 24 In-service teachers.

12. Tool of data Collection: On the blank paper teaching subject related objectives and specifications forms written by 24 In-service teachers.

13. Analysis of data:

For the analysis the collected data researcher has been applied percentage technique for analyze the statistically.

Table No: 01: Written Instructional objectives and specification numbers & classifications.

Sr. No. Objectives	01 Knowledge	02 Understanding	03 Skills	04 Interest	05 Application	Total
Number of Respondents	24	24	24	24	24	24
Number of correct objectives	01(01%)	03(03%)	03(03%)	00(0%)	01(01%)	08 (08%)
Number of incorrect objectives	23(99%)	21(97%)	21(97%)	00(0%)	23(99%)	92 (92%)
Total	*24(100%)*	*24(100%)*	*24(100%)*	*00(0%)*	*24(100%)*	*100%*
Impression	*Writing Error*	*Writing Error*	*Writing Error*	*Writing Error*	*Writing Error*	

1.Observation: In this table no: 01 total 5 objectives collected data classified with number of respondent, correct number and incorrect number, total with percentage as well as impression and writing errors.

2.Interpretation:

Table No 01 total 24 respondent data is regarding the objectives and specifications. Under the Knowledge objectives out of 24 ; correct (01), Incorrect (23). Understanding objectives out of 24 ; correct (03), Incorrect (21).Skills objectives out of 24; correct (03), Incorrect (21). Interest objectives out of 24; Nobody has given response (00). Application objectives out of 24; correct (01), Incorrect (23).

3. Conclusion:

1. 92% teacher were not written correct and proper form of objectives of their teaching subject.

2. Only 8% teacher written correct and proper objectives of their teaching subject.

13.3 Analysis of Research Question:

Is there any fix pattern of writing of instructional objectives and specifications?

Instructional objectives and specifications are not a standard form of writing but a method of writing is given in various books, such as first three objectives and specifications which are observable so teachers should write them in the general present tense, because the first three objectives teacher can be verified by observing the classes during teaching. So the other two objectives are not observable in the classroom as they deal with far-reaching changes in the students so they are expected to be written in the general future tense as they cannot be verified during actual teaching.

14. Graphical analysis:

Graph No: 01 Written Instructional objectives and specification classification
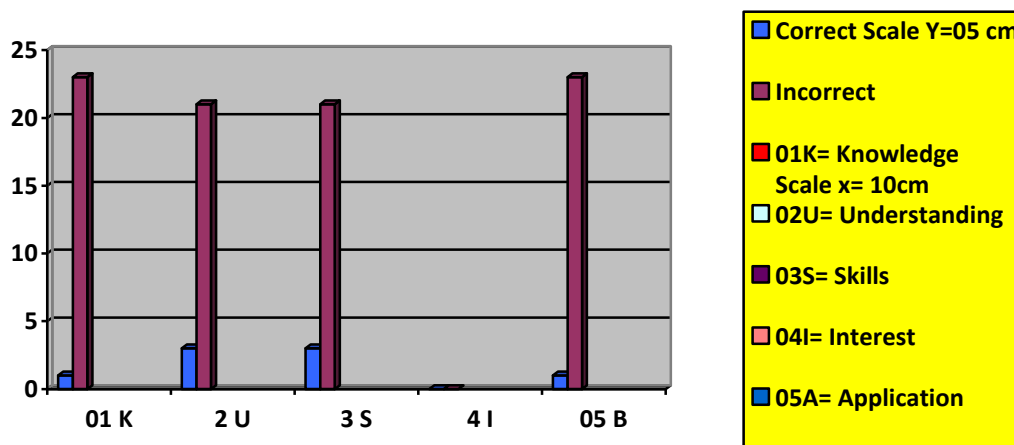

Scale: X= 10cm Y= 05cm

1.Observation: In the standing graph figures of written objectives and specifications along with correct and incorrect number, scale of graph is that X= 10cm; Y=05cm; blue colour indicated correct numbers; grey colour indicated incorrect number; red colour indicated knowledge; water colour indicated understanding; black colour indicated skills; red colour indicted interest; blue colour indicated application.

2.Interpretation: Standing graph including figures and colours of five instructional objectives and specification.

3.Conclusion: Out of 24 respondent 08% correct objectives and 92% incorrect objectives found and exceptional thing is that no one respond to interest objective.
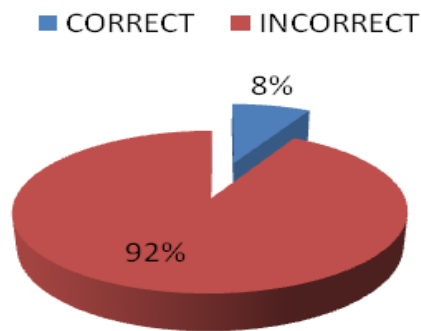
1. Observation: In the pie chart included two figures of proportion of written objectives and specifications.

2. Interpretation: In the pie chart two figures depicted out of 100% ; 92% respondent were applied Correct form of writing skills instructional objectives and specifications; & 8% respondent applied Incorrect form of writing skills instructional objectives and specifications.

3. Conclusion: Incorrect number and percentage is greater than correct number and percentage.

15. Findings:

1. All teachers written four instructional objectives and one instructional objective is not written by any single teacher.

2. All teachers completed their task within time.

3. "Knowledge" objective and specifications written by 24 teachers but only 01 teacher written form of specifications was correct, remaining 23 teachers written form of specifications was found incorrect.

4. "Understanding" objective and specifications written by 24 teachers but only 03 teachers written form of specifications was correct, other 21 teachers written form of specifications was found incorrect.

5. "Skills" objective and specifications written by 24 teachers but only 03 teachers written form of specifications was correct and remaining 21 teachers written form of specifications was found incorrect.

6. "Interest" objective and specifications has not written by any single teacher.

7. "Application" objective and specifications written by 24 teachers, only 01 teacher written form of specifications was correct and proper, remaining 23 teachers written form of specifications was found incorrect.

8. Overall 8% objectives and specifications were correct and proper. 92% objectives and specification were found incorrect.

16. Conclusion:

1 All teachers have not written objectives correctly and properly.

2. 92% written objectives and form of specifications were incorrect.

3. 8% written objectives and form of specifications were correct.

4. All teachers have not written interest objective in the blank paper.

17. Suggestions:

1. All teachers needs upgrade the knowledge about the old version and new version of Bloom's taxonomy.

2. Attend the workshops, conferences and symposium regarding to newer cognitive model.

3. To do serious writing practice regularly.

18. References:

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