

Three Domains of Educational Objectives

1. Cognitive Domain: Knowledge and intellectual abilities
2. Affective Domain: growth in feelings and emotions such attitudes, values, interests, opinions,
3. Psychomotor domain: ability to physically manipulate things.

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Assessment of learning outcomes of the effective domain
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Three Domains of Educational Objectives
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2. Affective Domain: growth in feelings and emotions such attitudes, values, interests, opinions,
3. Psychomotor domain: ability to physically manipulate things.

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Some Important Affective Characteristics

- **Attitudes:** predispositions to respond favorably or unfavorably to specific situations, concepts, objects, institutions, or persons.
- **Interests:** personnel preference for certain kind of activities.
- **Values:** importance, worth or usefulness of modes or conduct and end states of existence.
- **Opinions:** beliefs about specific occurrence situations.
- **Self esteem:** attitudes towards oneself: degree of self respects, worthiness or desirability of self concept.

1. Importance of Affective Characteristics
2. Types of Affective Characteristics
3. Some Important Affective Characteristics
4. Attitudes
5. Interests
6. Values
7. Opinions
8. Self Esteem

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Difficulty with Assessing Affective Characteristics

- Low motivation of students to take part in affective characteristic assessment activities.
- Affective characteristics are not so stable when compared with cognitive characteristics. they change times to times.
- No clear definitions for most of the affective characteristics
- No write or wrong answers to questions in affective assessment instruments.

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- 6 Methods of Assessing Affective Characteristics
- 7 Methods of Assessing Affective Characteristics (continued)

Things to be considered when assessing affective characteristics

- Conduct not one assessment but several assessments, over a substantial length of time (to assess a good sample of behavior).
- Use several methods of assessments instead of one method.
- Based on the purpose of the assessment use individual assessments or group assessments.

Methods of Assessing Affective Characteristics

- **Observation:** actions listed down in the operational definition as the behaviors that can be used to infer the relevant characteristic are observed.
 - Structural observation.
 - Unstructured observation.
- **Self report method:** students' written responses about their actions and feelings are used.
 - Unstructured self reports.
 - Structured self reports (Check lists, Rating scales).
- **Interviews:** students oral responses are collected by conducting interviews.

1. **Observation** is a systematic and objective recording of behavior in a natural setting.

2. **Observation** is a systematic and objective recording of behavior in a natural setting.

3. **Observation** is a systematic and objective recording of behavior in a natural setting.

4. **Difficulty with assessing affective characteristics**

1. Affective characteristics are not as easily observed as cognitive characteristics.

2. Affective characteristics are not as easily observed as cognitive characteristics.

3. Affective characteristics are not as easily observed as cognitive characteristics.

5. **Things to be considered when assessing affective characteristics**

1. Affective characteristics are not as easily observed as cognitive characteristics.

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6. **Methods of Assessing Affective Characteristics**

1. **Observation** is a systematic and objective recording of behavior in a natural setting.

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7. **Methods of Assessing Affective Characteristics (continued)**

1. **Unstructured observation** is a systematic and objective recording of behavior in a natural setting.

2. **Unstructured observation** is a systematic and objective recording of behavior in a natural setting.

3. **Unstructured observation** is a systematic and objective recording of behavior in a natural setting.

8. **Steps to Observation Method**

1. **Define the observation** - Is it direct?

2. **Define the observation** - Is it direct?

3. **Define the observation** - Is it direct?

9. **Structured Observation**

1. **Structured observation** is a systematic and objective recording of behavior in a natural setting.

2. **Structured observation** is a systematic and objective recording of behavior in a natural setting.

3. **Structured observation** is a systematic and objective recording of behavior in a natural setting.

Methods of Assessing Affective Characteristics(continued)

- **structured observation:** first behaviors to be observed are listed down. then using a check list frequency of each behavior is recorded or using a rating scale frequency of behavior is rated(always, often, sometimes, rarely, never).
- **Unstructured observation:** any behavior that is related to the relevant characteristic being measured is recorded. No check list or rating scale is used. Interpretation is done only after the observation.

Steps in Observation Method

- Define the characteristic to be assessed
- List the behaviors and actions that correspond to positive and negative directions of the relevant characteristic.
- Brainstorming with relevant people(teachers) or studying some other relevant assessment instruments will be helpful for this.
- eg: to assess attitude towards learning some behaviors

positive	negative
Rarely misses classes	Is frequently absent classes
Rarely late to classes	Late to classes
Complete homework	Careless about homework
Try hard to do well	Not hard working for learning

Structured Observation

- :first behaviors to be observed are listed down then using a check list frequency of each behavior is recorded or using a rating scale frequency of behavior is recorded(always, often, sometimes,rarely,never).
- preschool reading attitudes observation check list/Rating scale

Behavior	Check list		Rating scale		
	yes	no	always	sometimes	never
Gets books to look at or to read					
Shares books with friends.					
Requests to go to the library					

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NOTES

COMMENTS

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Interview

- Individual or group interviews can be conducted to get oral descriptions about students' behavior or feelings related to the affective characteristic.
- A trust with the students should be established to get true responses. Warm communication, care and respect are needed for this.
- During the interview briefly note down the responses.
- After the interview do interpretations and conclusions.

8 Stage in Observation Method

9 Structured Observation

10 Unstructured Observation

11 Interview

12 Self-report method - Unstructured Responses

13 Self-report method - Structured Responses

14 Constructing a rating scale

Self report method - Unstructured Responses

- Students are asked to give written responses to given questions or to complete given incomplete sentences.
- Example for incomplete sentences
 - I think mathematics is
 - The subject I most like is
- Example for essay type question
 - Write a paragraph on the subject you like most

8 Stage in Observation Method

- Define the purpose of the research
- Select the subjects and the observation situation
- Determine the observation objectives
- Determine the observation method
- Determine the observation instrument
- Determine the observation procedure
- Determine the observation data
- Determine the observation result

9 Structured Observation

- Observation is planned in advance
- Observation is systematic
- Observation is objective
- Observation is reliable
- Observation is valid
- Observation is replicable
- Observation is generalizable
- Observation is interpretable
- Observation is communicable

10 Unstructured Observation

- Observation is unplanned
- Observation is unsystematic
- Observation is subjective
- Observation is unreliable
- Observation is invalid
- Observation is non-replicable
- Observation is non-generalizable
- Observation is non-interpretable
- Observation is non-communicable

11 Interview

- Interview is a verbal interaction
- Interview is a structured interaction
- Interview is a semi-structured interaction
- Interview is an unstructured interaction
- Interview is a formal interaction
- Interview is an informal interaction
- Interview is a direct interaction
- Interview is an indirect interaction
- Interview is a face-to-face interaction
- Interview is a non-face-to-face interaction

12 Self-report method - Unstructured Responses

- The subject is asked to write a response
- The response is unstructured
- The response is subjective
- The response is unreliable
- The response is invalid
- The response is non-replicable
- The response is non-generalizable
- The response is non-interpretable
- The response is non-communicable

13 Self-report method - Structured Responses

- The subject is asked to write a response
- The response is structured
- The response is objective
- The response is reliable
- The response is valid
- The response is replicable
- The response is generalizable
- The response is interpretable
- The response is communicable

14 Constructing a rating scale

- The subject is asked to rate a response
- The rating scale is constructed
- The rating scale is structured
- The rating scale is objective
- The rating scale is reliable
- The rating scale is valid
- The rating scale is replicable
- The rating scale is generalizable
- The rating scale is interpretable
- The rating scale is communicable

Self Report Method - Structured Responses

- Statements concerning the relevant affective characteristic are given to students and students are asked to record their agreement or disagreement in a check list or a rating scale format.
- Example : measurement of attitude towards mathematics

	Check list		Rating scale				
	yes	No	SA	A	U	DA	SDA
1. Mathematics is boring.							
2. I enjoy mathematics.							
3. Mathematic class is not interesting.							
3. I like working with mathematics problems.							

- SA=Strongly Agree, A= Agree, U=Undecided, DA=Disagree,SDA=Strongly Disagree



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Constructing a rating scale

- Define the construct to be assessed.
- List the different aspects of the construct.
- Write a set of statements which state the different feelings or thoughts about the different aspect of the relevant characteristic
- Eg I find mathematics is enjoyable, I like solving equations
- Select a suitable scale for rating the relevancy of each sentence to the person who respond.
- Widely used format is likert scale where the agreement is rated in a five point scale Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

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Constructing a rating scale(continued)

- This is basically used to assess attitude but other affective traits also can be assessed using likert scale.
- Scores are usually assigned from 1 to 5. 5 for the positive end and 1 for the negative end.
- Some other rating scales that can be used.
 - Always/frequently/sometime/rarely/never(to rate the frequency)
 - Very true/somewhat true/not at all true(to rate the relevancy)
 - Extremely important/very important/somewhat important/not important(to rate the important of something).