

Taxonomy of Educational Objectives for Value and Skill Education in Product Design Program

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ABSTRACT

Incorporating Bloom's taxonomy into curriculum planning is an invaluable practice. It provides essential guidelines for educational objectives in outcome-based educational systems. Designers of curricula frequently utilize a hierarchy of objectives, ranging from simpler tasks like "recalling" to more advanced ones like "creative thinking," as outlined in Bloom's Taxonomy. Accreditation bodies, such as NAAC in India, recognize institutions that align their course structures with Bloom's taxonomy. In the conventional curriculum development process at educational institutions, educational objectives for each course or subject typically fall under three categories: Knowledge, Values, and Competencies. Bloom and his associates (Krathwal etc) initially introduced a classification for knowledge within the cognitive domain, a categorization for values within the emotional domain, and a classification for abilities within the psychomotor domain (although the latter wasn't authored by Bloom). Nevertheless, it is common for curriculum designers to mainly rely on Bloom's cognitive domain for educational objectives. Even when it comes to objectives related to values and skills, they often utilize the terminology exclusively defined within Bloom's cognitive realm. This practice can be particularly challenging in design disciplines like Product Design and Visual Communication. In India, newly established design institutions affiliated with NAAC-accredited universities often have to structure their curricula based on Bloom's cognitive domain. To address this issue, a proposed solution involves integrating separate taxonomies for the emotional and psychomotor domains in addition to the cognitive domain when defining objectives in design fields like Product Design and Visual Communication. The research concludes by suggesting that such an approach, incorporating taxonomies for the emotional and psychomotor domains, could be advantageous in shaping educational objectives for other similar programs that necessitate the inclusion of values and skills alongside knowledge