THE FOURTH DOMAIN OF EDUCATIONAL OBJECTIVES:
INDUCTION

WES HOLLEMAN
State University at Utrecht, Afdeling Onderzoek en Ontwikkeling van Onderwijs. P.O. Box 80.125, 3508 TC Utrecht, The Netherlands.

ABSTRACT

This article tests the claim to comprehensiveness of Bloom's taxonomy of educational objectives. Two testing strategies are employed: (1) an analysis of objectives of some orientation programs for entering freshmen, (2) an analysis of educational objectives connected with human developmental tasks. It is concluded that the taxonomy should be enlarged with a fourth domain: actual induction into the tasks for which students are being prepared.

Problem

Bloom and colleagues have proposed a taxonomy of educational objectives. They intend “to provide for classification of the goals of our educational system” with respect to its students (Bloom et al., 1956: 1). Naturally “the changes produced in individuals as a result of educational experiences” are their major concern (op. cit., pp. 11–12). Their main emphasis is “the objectives of instruction,” i.e., the “desired and intended behaviors (to be learned) by the student” (p. 13). Within this taxonomy “it should be possible to classify all objectives which can be stated as descriptions of student behavior” (p. 7).

They make one restriction. Broad educational aims can possibly not be classified within the taxonomy. The educational objectives should be formulated in precise and specific terms. But at the same time they state that the taxonomy is intended to cover only objectives formulated in behavioral terms: “it cannot be used to classify educational plans which are made in such a way that ... the student behaviors cannot be specified” (p. 15). In fact, the taxonomy is concerned only with the behavioral repertoire of students, i.e., with their abilities and inclinations (Krathwohl et al., 1964: 60–61).

In this article the problem is posed whether educational systems may have
goals with respect to their students, formulated in precise and specific terms, which do not refer to the behavioral repertoire of these students. Educational programs will specify their major concern in *instructional* objectives. But might they have certain minor concerns within a broader field of *educational* objectives? What about an educational objective such as: "When graduating from our educational program ‘Carpentry,’ our apprentice carpenters will own a well-equipped carpenter’s bag”?

**Hypothesis**

Bloom’s taxonomy consists of three domains: the Cognitive, the Affective and the Psychomotor (Bloom et al., 1956; Krathwohl et al., 1964) [1]. One claim of a taxonomy, and of any scheme of classification for a certain set of objects, is that all the objects of the given set will be covered. Bloom’s taxonomy claims to cover all objectives an educational program may want to attain with respect to its students. Furst (1981) has treated the question of whether Bloom’s Cognitive domain is sufficiently comprehensive. In this article the hypothesis that Bloom’s taxonomy as a whole is justified in making its claim to comprehensiveness will be tested [2].

Let us define education as preparing a person for successful performance of a certain set of tasks. These tasks lie beyond the educational program and may be called Ultimate Tasks (UT) (Holleman, 1976). A person is fully prepared or ready for successful performance of an Ultimate Task when all the UT-prerequisites have been fulfilled. The objectives of an educational program describe the state a student will be in when graduating from the program, in terms of the UT-prerequisites which have to be fulfilled at the time.

Many programs do not intend to prepare their students fully for their Ultimate Tasks. The educational objectives only cover a selection of the UT-prerequisites concerned. But a comprehensive taxonomy of educational objectives should cover any UT-prerequisite that might be identified for the successful performance of Ultimate Tasks.

**Test 1: Orientation programs**

In 1970 I carried out an (unpublished) analysis of the objectives of orientation programs for students entering higher education. These programs belong to the genus of educational programs: an institution (of higher education) tries to prepare persons (entering freshmen) for the successful performance of a certain set of Ultimate Tasks (tasks of study and student life). Through the program the freshmen are brought into a state which is meant to be favorable for a successful