## https://www.uoguelph.ca/tss/pdfs/Domains%20of%20Learning.pdf

#### **Domains of Learning**

#### Cognitive (Knowledge, 'Head')

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

# combining elements into a pattern not clearly there before Verbs: combine, compose, construct, create, design, develop, formulate, hypothesize **Evaluate** according to some set of criteria, and state why Verbs: appraise, judge, criticize, defend, compare **Analyze** breaking down into parts, forms Verbs: break down, correlate, differentiates, discriminate, distinguish, infer, prioritize, separates, subdivide Apply Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new or unfamiliar Verbs: compute, construct, determine, develop, implement, operationalize, predict, produce, relate, show, solve, use, utilize Understand translating, interpreting and extrapolating Verbs: summarize, describe, interpret, contrast, associate, distinguish, estimate, differentiate, discuss Remember shallow processing: drawing out factual answers, testing recall and recognition Verbs: list, arrange, define, describe, identify, show, label, name, who, when, where

## Psychomotor (Skills, 'Hands')

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

# Origination::

Creating new patterns to react to particular situations. Emphasis on creativity based on highly developed skills.

Verbs: Builds, combines, composes.

#### Adaptation:

Skills are well-developed and the individual can modify to fit special requirements.

Verbs: adapts, alters, revises

## **Complex Overt Response:**

Skillful performance that involves complex movement patterns. Proficient in speed and accuracy. Verbs: Same as Mechanism, but will have adverbs that indicate performance is quicker, more accurate and automatic

#### Mechanism:

Intermediate skill in Jearning a complex skill. Includes habituation and proficiency. Verbs: assembles, constructs, dismantles, displays

Guided Response:

Early stages in learning a complex skill. Involves imitation and trial & error.

Verbs: copies, traces, follows, reproduces, responds

#### Set:

Readiness to act Includes mental, physical and emotional sets, Verbs: begins, displays, moves, proceeds

#### Affective (Attitudes, 'Heart')

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

# Internalizing (characterization): A value system that controls behaviour. Behaviour is pervasive, consistent, predictable, and characteristic of the values held. Verbs: acts, proposes, discriminates

│ Organization:
Values organized into priorities. The emphasis is on comparing, relating, and synthesizing values.
Verbs: arranges, integrates, synthesizes, defends
│ Valuing:
Is based on the internalization of a set of values, and are expressed in overt and identifiable behaviour.
Verbs: Demonstrates, proposes, initiates, justifies
/ Doornordings
Responding:
Active participation. Attends to and demonstrates compliance, willingness or satisfaction in responding.
/ Verbs: complies, conforms, assists
Pagaiying
Receiving:
Awareness. Willingness to hear. Selected Action.
/ Verbs : chooses, asks, replies, selects

#### References

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Bloom, B.S. (Ed.) (1956) *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain.* New York; Toronto: Longmans, Green.

Krathwohl, D., Bloom, B., & Masia, B. (1956). Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.

Simpson, E. J. (1972). The classification of educational objectives in the psychomotor domain. Vol. 3. Washington, DC: Gryphon House.

Recommended Instructional Design Website: http://www.et.tku.edu.tw/sclee/etg/reading/model/Instructional%20Design%20Models.htm