Bloom's Taxonomy
of Learning Domains

- **There is more than one type of learning. A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:**

Bloom's Taxonomy of Learning Domains

The Three Types of Learning

- **Cognitive: mental skills (*Knowledge*)**
- **Affective: growth in feelings or emotional areas (*Attitude*)**
- **Psychomotor: manual or physical skills (*Skills*)**

Bloom's Revised Taxonomy

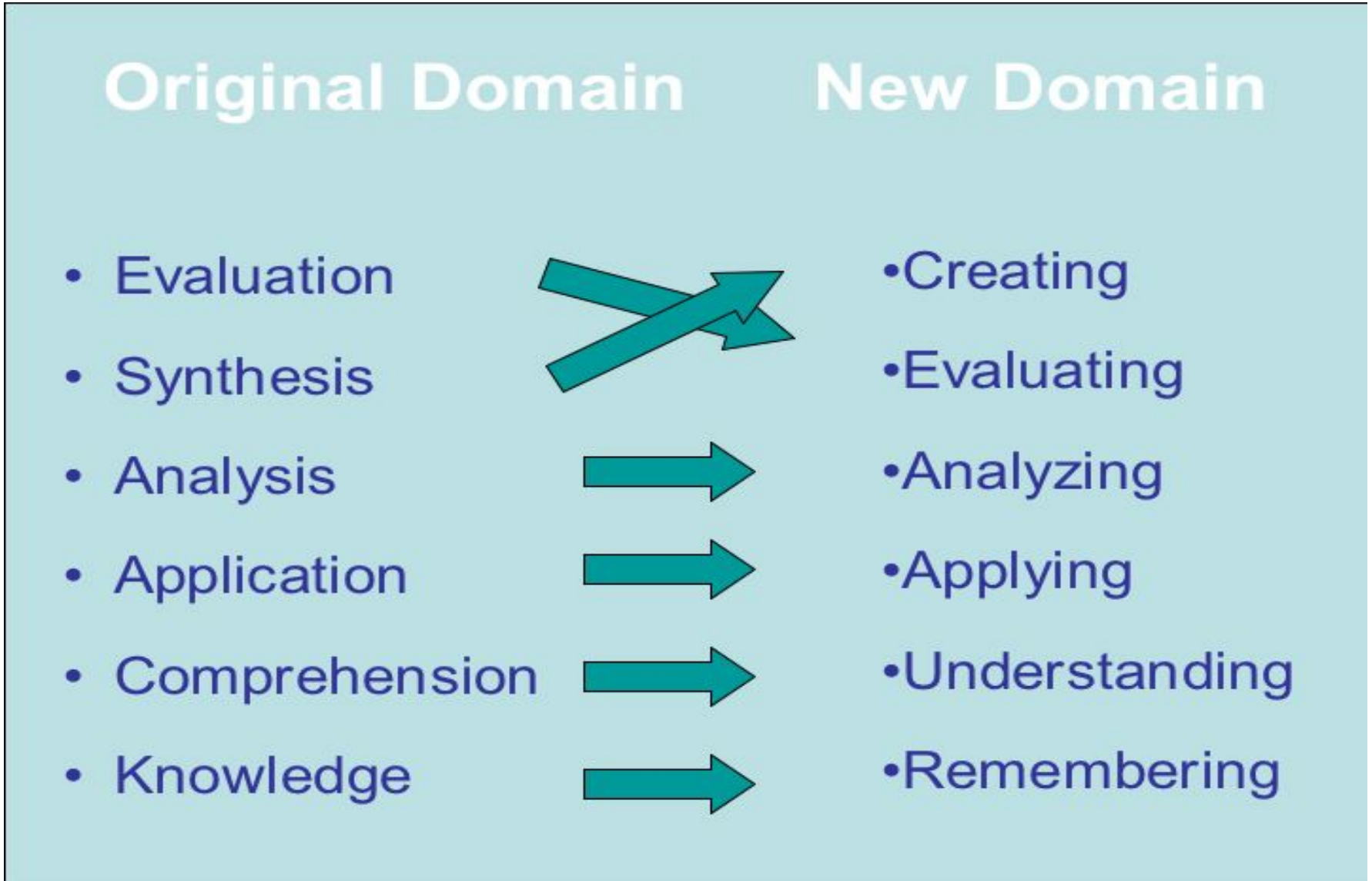
- **Lorin Anderson**, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being,

1) **changing the names in the six categories from noun to verb forms**, and

2) **slightly rearranging them.**
This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Bloom's Revised Taxonomy

cognitive domain



Affective Domain

1. **Receiving Phenomena**: **Awareness, willingness to hear, selected attention.**

- **Example and Key Words**
- **Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people.
- **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

Affective Domain

2. **Responding to Phenomena**: **Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).**

- **Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.
- **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Affective Domain

3. **Valuing**: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

- **Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.
- **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Affective Domain

4.Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.

- **Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.
- **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Affective Domain

5. **Internalizing values** (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

- **Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.
- **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Psychomotor Domain

1. **Perception**: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

- **Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.
- **Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.

Psychomotor Domain

2. **Set**: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

- **Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.
- **Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

Psychomotor Domain

3. Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

- **Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.
- **Key Words**: copies, traces, follows, react, reproduce, responds

Psychomotor Domain

4. **Mechanism**: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

- **Examples**: Use a personal computer. Repair a leaking faucet. Drive a car.
- **Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Psychomotor Domain

5. Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.

- **Examples**: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.
- **Key Words**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
- NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

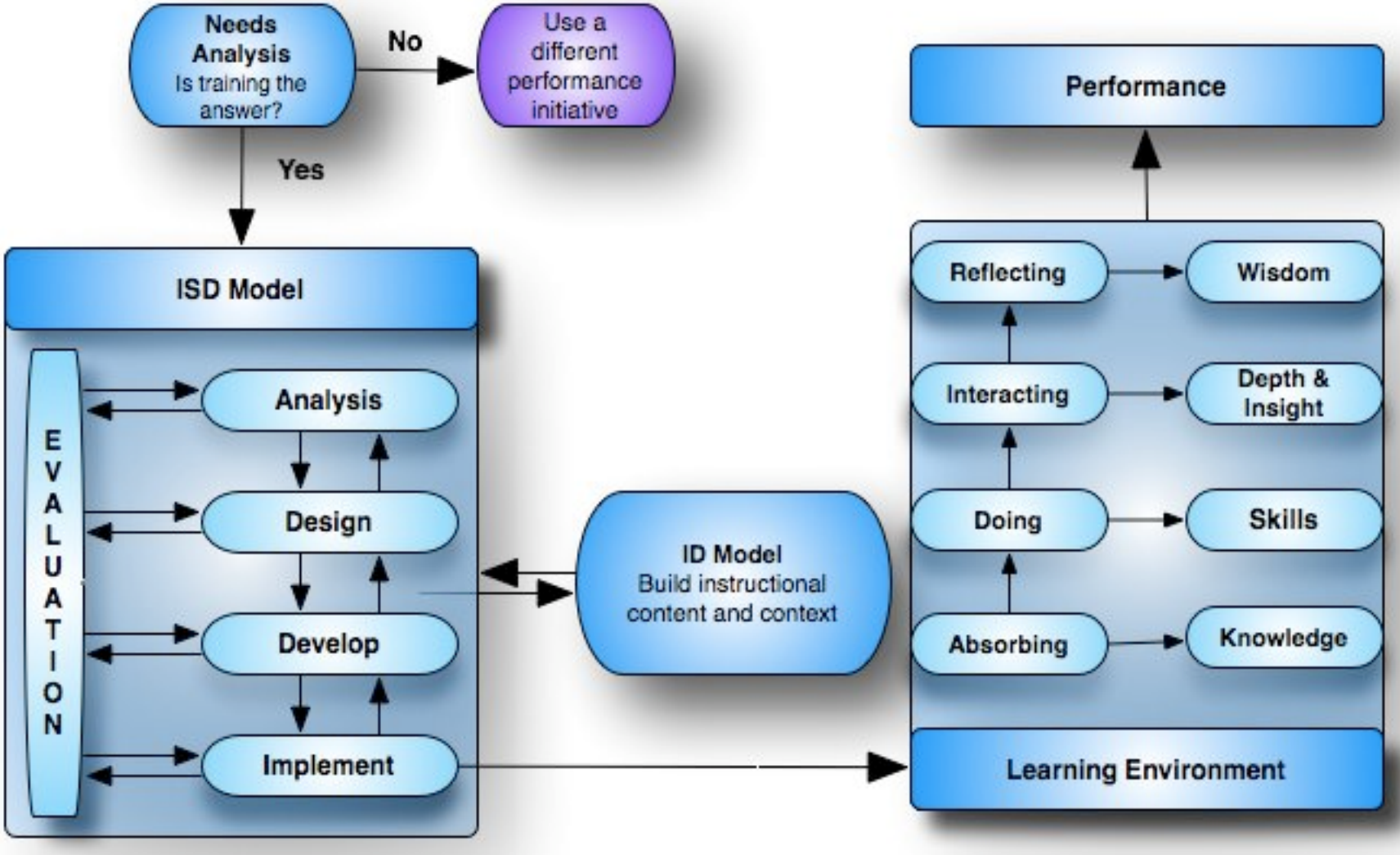
Psychomotor Domain

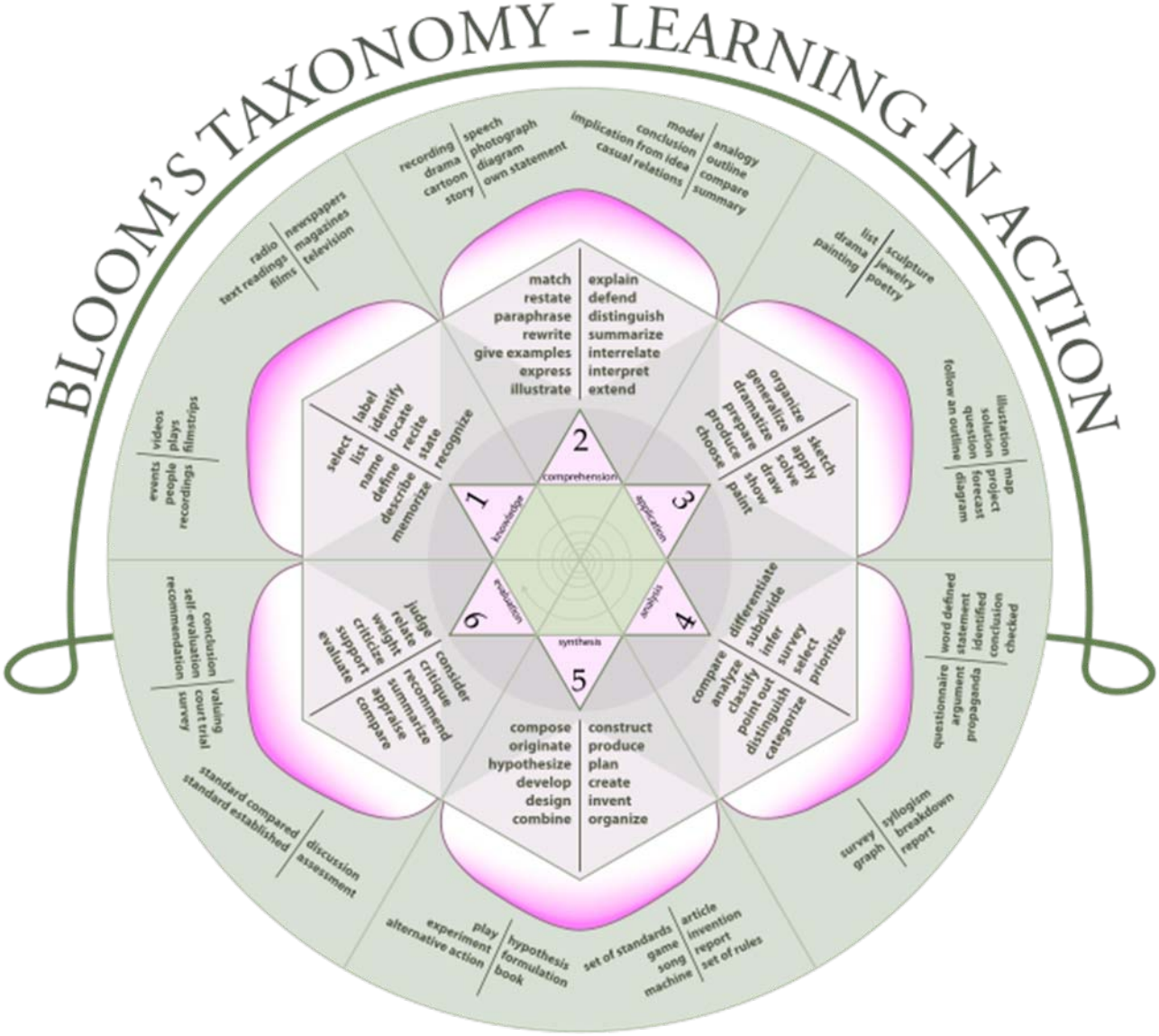
6. **Adaptation**: Skills are well developed and the individual can modify movement patterns to fit special requirements.

- **Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).
- **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.

Psychomotor Domain

7. **Origination**: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.
- **Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.
- **Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.


Needs Analysis
Is training the answer?
No
Use a different performance initiative
Yes
ISD Model
EVALUATION
Analysis
Design
Develop
Implement
ID Model
Build instructional content and context
Performance
Reflecting
Wisdom
Interacting
Depth & Insight
Doing
Skills
Absorbing
Knowledge
Learning Environment


BLOOM'S TAXONOMY - LEARNING IN ACTION
1
knowledge
2
comprehension
3
application
4
analysis
5
synthesis
6
evaluation
match
restate
paraphrase
rewrite
give examples
express
illustrate
explain
defend
distinguish
summarize
interrelate
interpret
extend
select
list
name
define
describe
memorize
label
identify
locate
recite
state
recognize
organize
generalize
dramatize
prepare
produce
choose
sketch
apply
solve
draw
show
paint
differentiate
subdivide
infer
survey
select
prioritize
compare
analyze
classify
point out
distinguish
categorize
judge
relate
weight
criticize
support
evaluate
consider
critique
recommend
summarize
appraise
compare
compose
originate
hypothesize
develop
design
combine
construct
produce
plan
create
invent
organize
recording
drama
cartoon
story
speech
photograph
diagram
own statement
model
conclusion
implication from idea
casual relations
analogy
outline
compare
summary
list
drama
painting
sculpture
jewelry
poetry
illustration
solution
question
follow an outline
map
project
forecast
diagram
word defined
statement
identified
conclusion
Checked
questionnaire
argument
propaganda
survey
graph
syllogism
breakdown
report
set of standards
game
song
machine
article
invention
report
set of rules
play
experiment
alternative action
hypothesis
formulation
book
standard compared
standard established
discussion
assessment
conclusion
self-evaluation
recommendation
survey
valuing
court trial
radio
text readings
films
newspapers
magazines
television
events
people
recordings
videos
plays
filmstrips

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