

Bloom's Affective Domain

Level/category	Examples and key words
Receiving Phenomena: Awareness, willingness to hear, selected attention	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
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).	<p>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.</p> <p>Key words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
Valuing: The worth or value a person attaches to a particular object, phenomenon or behaviour. 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 is overt behaviour and are often identifiable.	<p>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.</p> <p>Key words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	<p>Examples: Recognizes the need for balance between freedom and responsible behaviour. Accepts responsibility for one's behaviour. 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.</p> <p>Key words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</p>

<p>Internalizing values (characterization): Has a value system that controls their behaviour. The behaviour 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).</p>	<p>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 behaviour in light of new evidence. Values people for what they are, not how they look.</p> <p>Key words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>
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References:

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Clark, D. (2015, January 12). Bloom's Taxonomy of Learning Domains. *Performance Juxtaposition*.
<http://www.nwlink.com/~donclark/index.html>

Bloom's Cognitive Domain

Level/category	Examples and key words
Knowledge: recall or recognize information	Examples: multiple-choice test; recount facts or statistics, recall a process, rules, definitions; quote law or procedure Key words: arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state
Comprehension: understand meaning, re-state data in one's own words, interpret, extrapolate, translate	Examples: explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors Key words: explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorize, paraphrase, reference, example
Application: use or apply knowledge, put theory into practice, use knowledge in response to real circumstances	Examples: put a theory into practical effect, demonstrate, solve a problem, manage an activity Key words: use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
Analysis: interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components	Examples: identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values and effects; measure requirements or needs Key words: analyze, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide
Synthesis (create/build): develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	Examples: develop plans or procedures, design solutions, integrate methods, resources, ideas or parts; create teams or new approaches, write protocols or contingencies Key words: develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
Evaluation: assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria	Examples: review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives; produce a financial justification for a proposition or venture; calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications Key words: review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage

References:

Business Balls. (n.d.). *Bloom's Taxonomy: Learning Domains*. <https://www.businessballs.com/self-awareness/blooms-taxonomy/>

Bloom's Psychomotor Domain

Level/category	Examples and key words
Imitation: copy action of another, observe and replicate	Examples: watch instructor and repeat action, process or activity Key words: copy, follow, replicate, repeat, adhere
Manipulation: reproduce activity from instruction or memory	Examples: carry out task from written or verbal instruction Key words: re-create, build, perform, execute, implement
Precision: execute skill reliably, independent of help	Examples: perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners Key words: demonstrate, complete, show, perfect, calibrate, control
Articulation: adapt and integrate expertise to satisfy a non-standard objective	Examples: relate and combine associated activities to develop methods to meet varying, novel requirements Key words: construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
Naturalization: automated, unconscious mastery of activity and related skills at strategic level	Examples: define aim, approach and strategy for use of activities to meet strategic need Key words: design, specify, manage, invent, project-manage

References:

Business Balls. (n.d.). *Bloom's Taxonomy: Learning Domains*. <https://www.businessballs.com/self-awareness/blooms-taxonomy/>