**Bloom’s Taxonomy: Three Learning Domains**

**1. Bloom’s Taxonomy - Cognitive Domain - (intellect - knowledge - 'think')**

An adjusted model of Bloom's Taxonomy (1956) Cognitive Domain was produced by Anderson & Krathwhol in which the levels five and six (synthesis & evaluation) were inverted and all the levels became verbs, suggesting that learning is an active process (Anderson & Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, 2001). While debate continues as to the order of levels five and six, it does not matter to me which one you prefer.

**Cognitive Domain**

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| **Category or 'level'** | **Behavior descriptions**  | **Examples of activity to be trained, or demonstration and evidence to be measured**  | **'Key words' (verbs which describe the activity to be trained or measured at each level)** |
| 1. **Remembering**
 | Recall or recognize information  | Multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure  | Arrange, define, describe, label, list, memorize, recognize, relate, reproduce, select, state |
| 1. **Understanding**
 | Understand meaning, re-state data in one's own words, interpret, extrapolate, translate  | Explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors  | Explain, reiterate, reword, critique, classify, summarize, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorize, paraphrase, reference, example |
| 1. **Applying**
 | Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances  | Put a theory into practical effect, demonstrate, solve a problem, manage an activity  | Use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play |
| 1. **Analyzing**
 | Interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components  | 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  | Analyze, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide |
| 1. **Evaluating**
 | Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria  | 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 risk analysis with recommendations and justifications  | Review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage |
| 1. **Creating**
 | Develop new unique structures, systems, models, approaches, ideas; creative thinking, operations  | Develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols & contingencies  | Develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify |

**2. Bloom’s Taxonomy - Affective Domain - (emotions - attitude - 'feel')**

Bloom's Taxonomy second domain, the Affective Domain. Bloom's theory advocates this structure and sequence for developing attitude - also now commonly expressed in the modern field of personal development as 'beliefs'. As with the other domains, the Affective Domain detail provides a framework for teaching, training, assessing and evaluating the effectiveness of training and lesson design and delivery, and also the retention by and affect upon the learner or trainee.

**Affective Domain**

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| **Category or 'level'**  | **Behavior descriptions**  | **Examples of experience, or demonstration and evidence to be measured**  | **'Key words' (verbs which describe the activity to be trained or measured at each level)** |
| 1. **Receiving**
 | Open to experience, willing to hear  | Listen to teacher or trainer, take interest in session or learning experience, take notes, turn up, make time for learning experience, participate passively  | Ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel |
| 1. **Responding**
 | React and participate actively  | Participate actively in group discussion, active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation  | React, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform |
| 1. **Valuing**
 | Attach values and express personal opinions  | Decide worth and relevance of ideas, experiences; accept or commit to particular stance or action  | Argue, challenge, debate, refute, confront, justify, persuade, criticize, |
| 1. **Organizing or Conceptualizing Values**
 | Reconcile internal conflicts; develop value system  | Qualify and quantify personal views, state personal position and reasons, state beliefs  | Build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare |
| 1. **Internalizing Values**
 | Adopt belief system and philosophy  | Self-reliant; behave consistently with personal value set  | Act, display, influence, solve, practice, |

**3. Bloom’s Taxonomy - Psychomotor Domain - (physical - skills - 'do')**

The Psychomotor Domain was established to address skills development relating to the physical dimensions of accomplishing a task. Because, 'motor' skills extend beyond the originally traditionally imagined manual and physical skills, always consider using this domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains. Whatever the situation, it is likely that the Psychomotor Domain is significant.

**Psychomotor Domain**

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| **Category or 'level'**  | **Behavior descriptions** | **Examples of activity or demonstration and evidence to be measured** | **'Key words' (verbs which describe the activity to be trained or measured at each level)** |
| 1. **Imitation**
 | Copy action of another; observe and replicate  | Watch teacher or trainer and repeat action, process or activity  | Copy, follow, replicate, repeat, adhere, attempt, reproduce, organize, sketch, duplicate |
| 1. **Manipulation**
 | Reproduce activity from instruction or memory  | Carry out task from written or verbal instruction  | Re-create, build, perform, execute, implement, acquire, conduct, operate |
| 1. **Precision**
 | Execute skill reliably, independent of help, activity is quick, smooth, and accurate | Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners  | Demonstrate, complete, show, perfect, calibrate, control, achieve, accomplish, master, refine |
| 1. **Articulation**
 | Adapt and integrate expertise to satisfy a new context or task  | Relate and combine associated activities to develop methods to meet varying, novel requirements  | Solve, adapt, combine, coordinate, revise, integrate, adapt, develop, formulate, modify, master |
| 1. **Naturalization**
 | Instinctive, effortless, unconscious mastery of activity and related skills at strategic level  | Define aim, approach and strategy for use of activities to meet strategic need  | Construct, compose, create, design, specify, manage, invent, project-manage, originate |

Reference

Anderson, L. W. and Krathwohl, D. R., et al (Eds.) (2000) A Taxonomy for learning, teaching, and assessing: A revision of Bloom’s

Taxonomy of educational objectives (complete edition)**.** Allyn & Bacon. Boston, MA (Pearson Education Group)