

Learning Domains

Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it).

The COGNITIVE Domain

The cognitive domain deals with how we acquire, process, and use knowledge. It is the "thinking" domain. The table below outlines the six levels in this domain and verbs that can be used to write learning objectives.

Cognitive Domain Levels					
-----Increasing Complexity----->					
Remember	Understand	Apply	Analyze	Evaluate	Create
Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, and graphic communication	Carry out or use a procedure in a given situation	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
Arrange Cite Choose Count Define Describe Duplicate Identify Label List Locate Match Name Outline Recall Recite Recognize Record	Abstract Associate Categorize Clarify Classify Compare Conclude Contrast Exemplify Explain Extrapolate Generalize Illustrate Infer Interpret Map Match Paraphrase	Apply Carry out Demonstrate Determine Develop Employ Execute Implement Operate Show Sketch Solve Use	Analyze Attribute Deconstruct Differentiate Discriminate Distinguish Focus Organize Outline Parse Select Structure	Argue Assess Check Conclude Coordinate Criticize Critique Detect Evaluate Judge Justify Monitor Prioritize Rank Rate Recommended Test	Assemble Build Combine Compose Construct Create Design Draft Formulate Generate Hypothesize Integrate Plan Produce

Repeat Restate Review Select State	Predict Represent Summarize Translate				
--	--	--	--	--	--

The AFFECTIVE Domain

The affective domain deals with our attitudes, values, and emotions. It is the "valuing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

Affective Domain Levels				
-----Increasing Complexity----->				
Receiving	Responding	Valuing	Organization	Characterization
Openness to new information or experiences	Active participation in, interaction with, or response to new information or experiences	Attaching value or worth to new information or experiences	Incorporating new information or experiences into existing value system	Full integration/internalization resulting in new and consistent attitudes, beliefs, and/or behaviors
Ask Choose Describe Follow Give Hold Identify Locate Name Select Reply Use	Answer Assist Aid Compile Conform Discuss Greet Help Label Perform Practice Present Read Recite Report Select Tell Write	Complete Demonstrate Differentiate Explain Follow Form Initiate Join Justify Propose Read Share Study Work	Adhere Alter Arrange Combine Compare Complete Defend Formulate Generalize Identify Integrate Modify Order Organize Prepare Relate Synthesize	Act Discriminate Display Influence Listen Modify Perform Practice Propose Qualify Question Revise Serve Solve Verify Use

The PSYCHOMOTOR/BEHAVIORAL Domain

The psychomotor domain deals with manual or physical skills. It is the "doing" domain. The table below outlines the five levels in this domain and verbs that can be used to write learning objectives.

Psychomotor/Behavioral Domain Levels				
-----Increasing Complexity----->				
Imitation	Manipulation	Precision	Articulation	Naturalization
Observing and copying another's action/skill	Reproducing action/skill through instruction	Accurately executing action/skill on own	Integrating multiple actions/skills and performing consistently	Naturally and automatically performing actions/skills at high level
Adhere Copy Follow Repeat Replicate	Build Execute Implement Perform Recreate	Calibrate Complete Control Demonstrate Perfect Show	Adapt Combine Construct Coordinate Develop Formulate Integrate Master Modify	Design Invent Manage Project Specify

Anderson, L.W., & Krathwohl, D.R. (eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York: Longman.

Dave, R.H. (1975). *Developing and writing behavioral objectives*. (R J Armstrong, ed.) Educational Innovators Press.

Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain*. New York: David McKay Co.

© Emporia State University