# **Domains of Learning**

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http://www.tss.uoguelph.ca/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.

# Create

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:
f
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
Voluce. Demonstrates, proposes, initiates, justines
Responding:
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Active participation. Attends to and demonstrates compliance, willingness or satisfaction in responding
Verbs: complies, conforms, assists
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Receiving:
Keceiving.
/ Awareness. Willingness to hear. Selected Action.
Verbs : chooses, asks, replies, selects
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Recommended Instructional Design Website: http://www.et.tku.edu.tw/sclee/etg/reading/model/Instructional%20Design%20Models.htm