


8-3-2023

Affective and Psychomotor Taxonomies

Tony Shannon
CESA Dean

Melvin Leong
Elite Education Institute, Melbourne Campus

Follow this and additional works at: <https://ir.library.illinoisstate.edu/ijbe>

 Part of the [Accounting Commons](#), [Adult and Continuing Education Commons](#), [Adult and Continuing Education and Teaching Commons](#), [Advertising and Promotion Management Commons](#), [Agribusiness Commons](#), [Business Administration, Management, and Operations Commons](#), [Business Analytics Commons](#), [Business and Corporate Communications Commons](#), [Curriculum and Instruction Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), [Educational Technology Commons](#), [Entrepreneurial and Small Business Operations Commons](#), [International Business Commons](#), [Junior High, Intermediate, Middle School Education and Teaching Commons](#), [Management Information Systems Commons](#), [Marketing Commons](#), [Online and Distance Education Commons](#), [Organizational Behavior and Theory Commons](#), [Other Business Commons](#), [Other Education Commons](#), [Other Teacher Education and Professional Development Commons](#), [Secondary Education Commons](#), [Secondary Education and Teaching Commons](#), [Technology and Innovation Commons](#), and the [Vocational Education Commons](#)

Recommended Citation

Shannon, Tony and Leong, Melvin (2023) "Affective and Psychomotor Taxonomies," *International Journal for Business Education*: Vol. 164: No. 1, Article 14.

DOI: <https://doi.org/10.61403/2164-2885.1126>

Available at: <https://ir.library.illinoisstate.edu/ijbe/vol164/iss1/14>

This Article is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in International Journal for Business Education by an authorized editor of ISU ReD: Research and eData. For more information, please contact ISUREd@ilstu.edu.



**COMMERCIAL EDUCATION SOCIETY
OF AUSTRALIA
PERIODIC DISCUSSION PAPER No.14***

**February
2020**

AFFECTIVE AND PSYCHOMOTOR TAXONOMIES

Emeritus Professor A.G. SHANNON AM

Dean

Melvin Leong

Course Coordinator, Elite Education Institute, Melbourne Campus

Introduction

CESA Periodic Discussion Paper Number 13 dealt with the SOLO and the Bloom [Cognitive] taxonomies in relation to assessment; it concluded with a reference to Uranis *et al* (2019) because they also have implications for 'work-integrated-learning' (WIL): "Siloeled systems, a lack of resources, and opaque processes have pitted each group against the others in public discourse.

- Are educators preparing students for the world or work?
- Are employers providing clear signals regarding workforce needs?
- Do learners have the knowledge, skills, and competencies to be successful workers and advanced degree seekers?"

Taxonomies can sensitise teachers to develop their learners' applications of their knowledge and skills in depth when utilised judiciously in preparing experiences for learning and assessments for evaluation (Tyszko and Sheets, 2019).

In this context it is worth considering the other two taxonomies in the Bloom scheme, as they relate to many generic employability skills (Trilling and Fadel, 2009) and employment gaps between industry and graduate readiness (Contractor and Shannon, 2020).

Affective domain - (feeling, emotions - attitude - 'feel')

Bloom's Taxonomy second domain, the Affective Domain, was detailed by Bloom, Krathwohl and Masia in 1964. The classification is an attempt to define just what types of behaviour would be expected of students who had attained in varying degrees the commonly accepted, but often very vaguely expressed, affective objectives (Table 1).

* These papers are for internal discussion within CESA: on topics related to CESA's Mission and Vision.

The affective domain can be the hardest to get to grips with, but it is very important if we want to educate and inspire the whole person. The following examples might help:

1. becoming sensitized: e.g., willing to tolerate classical music;
2. responding: e.g., voluntarily listening to classical music;
3. valuing: e.g., accepting classical music as a worthwhile activity;
4. organizing: e.g., students conceptualize their own values;
5. characterizing: e.g., a student has developed a consistent philosophy of life.

Table 1: AFFECTIVE DOMAIN				
Level	Category	Behaviour	Examples	Key words
1	Receive	Open to experience, willingness to hear	Take interest in learning experience	Ask, listen, focus, discuss
2	Respond	React and participate actively	Enthusiasm for action, interest in outcomes	React, respond, seek clarification, interpret
3	Value	Attach values, express personal opinions	Decide worth and relevance of ideas	Argue, challenge, debate
4	Organize	Reconcile internal conflicts, develop value system	Qualify and quantify personal views	Build, develop, formulate, prioritise
5	Internalize	Adopt belief system and personal philosophy	Self-reliant, behave consistently with personal values	Act, display, influence, solve, practice

The basic principle employed in structuring the affective domain is the degree to which the behaviour has been 'internalized' or accepted by the student as part of his/her internal values. Bloom's theory advocates this structure and sequence for developing attitudes - also now commonly expressed in the modern field of personal development as 'beliefs'. Again, 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.

Psychomotor domain – (physical – skills – ‘do’)

The Psychomotor Domain was ostensibly established to address skills development relating to manual tasks and physical movement. However, it also concerns and covers modern day generic business and social skills such as communications and operation IT equipment, for example telephone and keyboard skills, or public speaking. Thus, 'motor' skills extend beyond the originally traditionally imagined manual and physical skills, so always consider using this

domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains.

Whatever the training or educational situation, it is likely that the Psychomotor Domain is significant. The Dave version of the Psychomotor Domain is featured most prominently here because it is probably the most relevant and helpful for work-related and life-related development (Table 2).

Level	Category	Behaviour	Examples	Key words
1	Imitation	Copy, observe and replicate	Watch trainer or teacher and repeat action	Copy, follow, replicate
2	Manipulation	Reproduce activity from instruction or memory	Carry out task from written or verbal command	Perform, execute, re-create
3	Precision	Execute skill reliably, independent of help	Perform a task with quality & without assistance	Demonstrate, complete, control
4	Articulation	Integrate expertise to satisfy a non-standard objective	Combine associated activities to meet novel or varying requirements	Construct, solve, adapt, develop, modify
5	Naturalisation	Automated mastery of skills at strategic level	Define strategy for use to meet need	Manage, invent, specify, design

Conclusion

The affective and psychomotor domains should help us to construct objectives that reflect the purpose of education and to shift the emphasis away from an almost exclusive concern with the cognitive objectives of teaching and learning. The fact that the affective and psychomotor objectives can be stated in operational terms should dispel the idea that they are meaningless platitudes.

Table 3 sets out an array of the three domains. It should be pointed out that there have been a number of updates, particularly with the cognitive domain, to make them more relevant to some teaching areas, especially the creative and performing arts.

Table 3: COMPARISON OF THE THREE DOMAINS

COGNITIVE: knowledge	AFFECTIVE: attitudes	PSYCHOMOTOR: skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Follow instructions
3. Apply (use)	3. Values (understand & act)	3. Develop precision
4. Analyse	4. Organise personal values	4. Integrate related skills
5. Evaluate (judge)	5. Internalise values	5. Become expert
6. Create		

References

- Biggs, John B and Kevin F. Collis. 1982. *Evaluating the Quality of Learning: the SOLO taxonomy (structure of the observed learning outcome)*. New York: Academic Press.
- Bloom, Benjamin S. (ed.) 1956. *Taxonomies of Educational Objectives. Handbook I: Cognitive Domain*. New York: Longmans Green.
- Bloom, B.S., J.T. Hastings, and G.G. Madaus. 1971. *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill.
- Contractor, Farzan and Anthony G Shannon. 2020. "Questions for Vocational Training in Hospitality and Tourism in Australia." *International Journal of Research in Education Methodology*. 11 (1): 1-6.
- Krathwohl, D.R., B.S. Bloom, B.B. Masia. 1964. *Taxonomy of Educational Objectives. Handbook II: Affective Domain*. New York: David McKay.
- Lamprianou, Iasonas and James Athanasou. 2009. *A Teacher's Guide to Assessment. Revised Edition*. Rotterdam: Sense Publishers.
- Shannon, Tony and Melvin Long. 2019. Teaching and Assessing with Taxonomies. *CESA Periodic Discussion Paper*. No. 12.
- Tertiary Education Quality and Standards Agency. 2017. *TEQSA and the Australian Qualifications Framework*.
- Trilling, Bernie and Charles Fadel. 2009. *21st Century Skills: Learning for Life in Our Times*. San Francisco, CA: Jossey-Bass.
- Tyszko, Jason A. and Robert G. Sheets. 2019. Co-designing assessment and learning: Rethinking employer engagement in a changing world. *National Institute for Learning Outcomes Assessment, Occasional Paper #39*.
- Uranis, Julie, Michael Erskine, Ashley Cullum and Rita DeBate. 2019. *Moving from the legacy student hour toward a comprehensive measures of students learning: Examining benefits of a competency-based taxonomy of learning*. Indianapolis, IN: Lumina Foundation, p.20.
- Wood, Leigh and Susan Hoadley. 2019. Assessment Tasks: Feedback, Marking and Workload. *EI Discussion Paper*. No. 30.
-