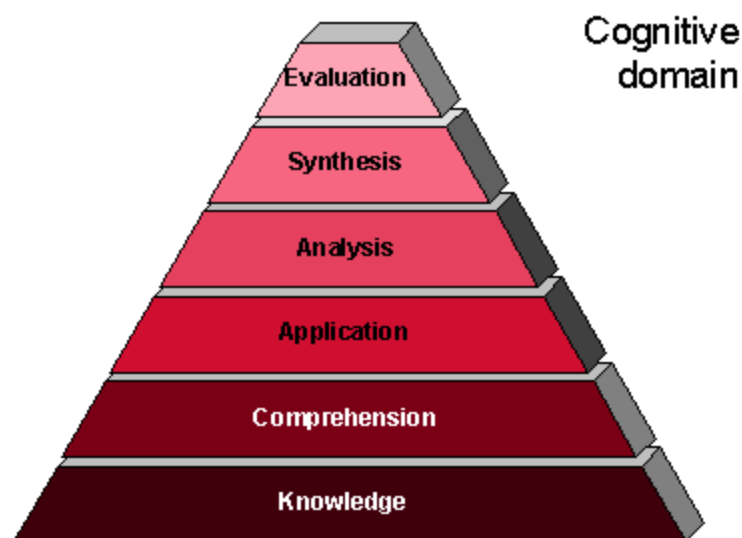


## Resource 15: Bloom's taxonomy

The diagrams below describe the three domains detailed in Bloom's research. They are taken from Atherton, JS (2003) Learning and Teaching: Bloom's taxonomy. See the Internet Links section for more information.

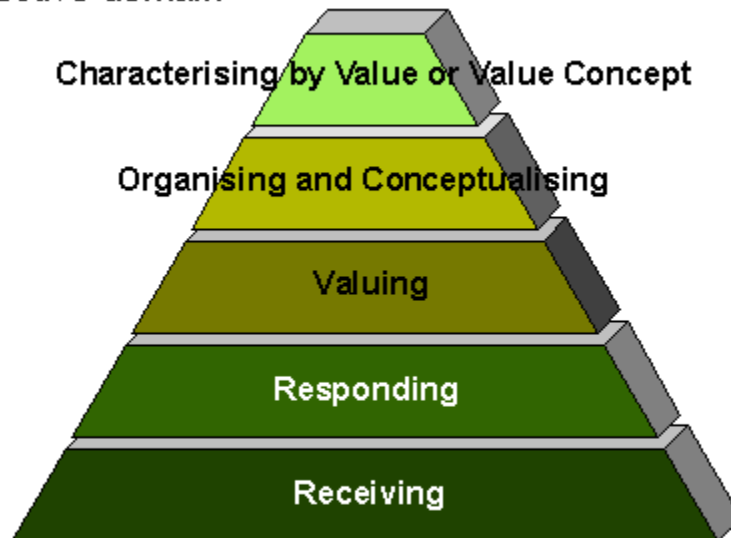
- **Cognitive:** the most-used of the domains, refers to knowledge structures (although sheer 'knowing the facts' is its bottom level). It can be viewed as a sequence of progressive contextualisation of the material. (Based on Bloom, 1956)



*Continued on next page*

- **Affective:** the Affective domain has received less attention and is less intuitive than the cognitive domain. It's concerned with values, or more precisely perhaps with perception of value issues, and ranges from mere awareness (Receiving), through to being able to distinguish implicit values through analysis. (Kratwohl, Bloom and Masia (1964))

### Affective domain



*Continued on next page*

- **Psycho-Motor:** Bloom never completed work on this domain, and there have been several attempts to complete it. One of the simplest versions has been suggested by Dave (1975): it fits with the model of developing skill put forward by Reynolds (1965), and it also draws attention to the fundamental role of imitation in skill acquisition.

