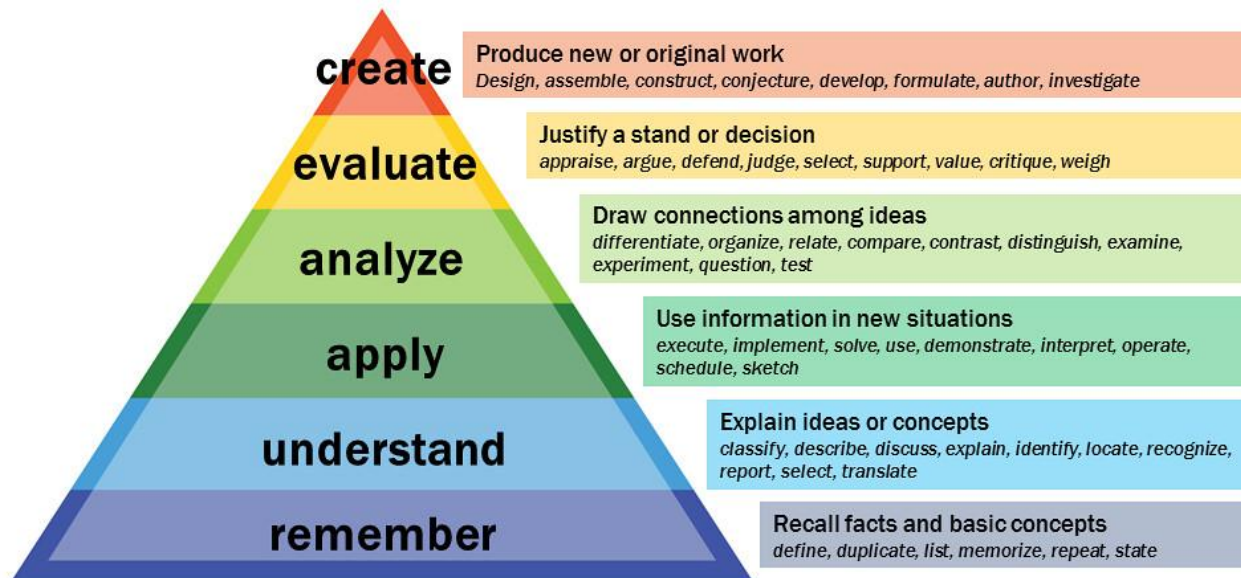


## Going Beyond Bloom's Taxonomy to Create Learning Outcomes: the Four Domains of Learning

We have traditionally designed learning outcomes using Bloom's Taxonomy which is based on the cognitive domain (knowing & thinking). Bloom's Taxonomy categorizes learning into six levels arranged in a hierarchical order from lower-order thinking skills to higher-order thinking skills. For example, if you look at Bloom's Taxonomy below, "remember" (e.g. recalling facts) is lower level thinking compared to "evaluating" (e.g. critiquing something) which is considered higher level thinking.

# Bloom's Taxonomy



Educators generally use Bloom’s taxonomy to design learning outcomes by using the action verbs aligned with the type of cognitive learning they want their students to achieve. However, learning goes beyond the cognitive domain; it is important to consider the other domains that contribute to learning: thinking, feeling, doing and being. When creating learning outcomes, consider creating outcomes that include all four domains by choosing related verbs (listed below in each domain) that align with the outcomes you want to see students achieve in your course. By way of background, learning outcomes should include an action verb: For example, by the end of the course students should be able to *assess* ...

### Affective Domain: Feeling - Attitudes

Lower Level <span style="float: right;">Higher Level</span>				
<b>Receiving</b>	<b>Responding</b>	<b>Valuing</b>	<b>Organizing and Conceptualizing</b>	<b>Internalizing</b>
<i>Definitions</i>				
Selectively attends to stimuli.	Responds to stimuli.	Attaches value or worth to something.	Conceptualizes the value and resolves conflict between it and other values..	Integrates the value into a value system that controls behaviour.
<i>Sample Affective Verbs</i>				
<ul style="list-style-type: none"> <li>● accept</li> <li>● acknowledge</li> <li>● be aware</li> <li>● listen</li> <li>● notice</li> </ul>	<ul style="list-style-type: none"> <li>● agree to</li> <li>● answer freely</li> <li>● assist</li> <li>● care for</li> <li>● communicate</li> </ul>	<ul style="list-style-type: none"> <li>● adopt</li> <li>● assume responsibility</li> <li>● behave according to</li> </ul>	<ul style="list-style-type: none"> <li>● adapt</li> <li>● adjust</li> <li>● arrange</li> <li>● balance</li> <li>● classify</li> </ul>	<ul style="list-style-type: none"> <li>● act upon</li> <li>● advocate</li> <li>● defend</li> <li>● exemplify</li> <li>● influence</li> </ul>

<ul style="list-style-type: none"> <li>• pay attention</li> <li>• tolerate</li> </ul>	<ul style="list-style-type: none"> <li>• comply</li> <li>• conform</li> <li>• consent</li> <li>• contribute</li> <li>• cooperate</li> <li>• follow</li> <li>• respond</li> <li>• visit</li> <li>• volunteer</li> </ul>	<ul style="list-style-type: none"> <li>• choose</li> <li>• commit</li> <li>• desire</li> <li>• express</li> <li>• initiate</li> <li>• prefer</li> <li>• seek</li> <li>• show concern</li> <li>• use resources to</li> </ul>	<ul style="list-style-type: none"> <li>• conceptualize</li> <li>• formulate</li> <li>• group</li> <li>• organize</li> <li>• rank</li> <li>• theorize</li> </ul>	<ul style="list-style-type: none"> <li>• justify behaviour</li> <li>• maintain</li> <li>• serve</li> <li>• support</li> </ul>
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Adapted from [Coast Mountain College](#)

### Cognitive Domain: Thinking - Knowledge (Bloom's)

Lower Level <span style="float: right;">Higher Level</span>					
<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
<i>Definitions</i>					
Remembering previously learned material.	Grasping the meaning of material.	Using knowledge in new and concrete situations.	Understanding both the content and structure of material.	Judging the value of material for a given purpose.	Synthesizing and creating new structures from existing knowledge and skills.
<i>Sample Cognitive Verbs</i>					
• define	• describe	• apply	• analyze	• assess	• combine

<ul style="list-style-type: none"> <li>● identify</li> <li>● label</li> <li>● list</li> <li>● name</li> <li>● recall</li> </ul>	<ul style="list-style-type: none"> <li>● discuss</li> <li>● explain</li> <li>● locate</li> <li>● paraphrase</li> <li>● give an example of</li> <li>● translate</li> </ul>	<ul style="list-style-type: none"> <li>● carry out</li> <li>● demonstrate</li> <li>● illustrate</li> <li>● prepare</li> <li>● solve</li> <li>● use</li> </ul>	<ul style="list-style-type: none"> <li>● categorize</li> <li>● compare</li> <li>● contrast</li> <li>● differentiate</li> <li>● discriminate</li> <li>● outline</li> </ul>	<ul style="list-style-type: none"> <li>● conclude</li> <li>● evaluate</li> <li>● interpret</li> <li>● justify</li> <li>● select</li> <li>● support</li> </ul>	<ul style="list-style-type: none"> <li>● construct</li> <li>● design</li> <li>● develop</li> <li>● generate</li> <li>● plan</li> <li>● propose</li> </ul>
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Adapted from [Coast Mountain College](#)

## Psychomotor Domain: Doing - Skills

<b>Perception</b>	<b>Set</b>	<b>Guided Response</b>	<b>Mechanism</b>	<b>Complete Overt Response</b>	<b>Organization</b>
<i>Definitions</i>					
Senses cues that guide motor activity.	Is mentally, emotionally, and psychically ready to act.	Imitates and practices skills, often in discrete steps.	Imitates and practices skills, often in discrete steps.	Performs automatically.	Creates new patterns for specific information.
<i>Sample Cognitive Verbs</i>					
<ul style="list-style-type: none"> <li>● detect</li> <li>● hear</li> <li>● listen</li> </ul>	<ul style="list-style-type: none"> <li>● assume a body stance</li> <li>● establish a</li> </ul>	<ul style="list-style-type: none"> <li>● copy</li> <li>● duplicate</li> <li>● imitate</li> </ul>	<ul style="list-style-type: none"> <li>● act habitually'</li> <li>● advance with assurance</li> </ul>	<ul style="list-style-type: none"> <li>● adapts</li> <li>● reorganizes</li> <li>● alters</li> </ul>	<ul style="list-style-type: none"> <li>● designs</li> <li>● originates</li> <li>● combines</li> </ul>

<ul style="list-style-type: none"> <li>● observe</li> <li>● perceive</li> <li>● recognize</li> <li>● see</li> <li>● sense</li> <li>● smell</li> <li>● taste</li> <li>● view</li> <li>● watch</li> </ul>	<ul style="list-style-type: none"> <li>● body position</li> <li>● position the body</li> <li>● sit</li> <li>● stand</li> <li>● station</li> </ul>	<ul style="list-style-type: none"> <li>● manipulate with guidance</li> <li>● operate under supervision</li> <li>● practice</li> <li>● repeat</li> <li>● try</li> </ul>	<ul style="list-style-type: none"> <li>● control</li> <li>● direct</li> <li>● excel</li> <li>● guide</li> <li>● maintain efficiency</li> <li>● manage</li> <li>● master</li> <li>● organize</li> <li>● perfect</li> <li>● perform automatically</li> <li>● proceed</li> </ul>	<ul style="list-style-type: none"> <li>● revises</li> <li>● changes</li> </ul>	<ul style="list-style-type: none"> <li>● composes</li> <li>● constructs</li> <li>● curates</li> <li>● connects</li> <li>● modifies</li> </ul>
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Adapted from [Coast Mountain College](#)

### Ontological Domain: Becoming - Being - Relating

<b>Honouring</b>	<b>Attention to Relationships</b>	<b>Sense of Belonging</b>	<b>Empower/ed</b>	<b>Self-Actualize/d</b>
<i>Definitions</i>				
Being present and aware, open to self and others with lack of judgement.	Thinking beyond self; interdependence; building trust.	Explore, intersects and connects to wider community to contribute.	Feeling in control; able to make a difference; create collective social action, recognizing	Becoming what you were meant to be in relation to community.

			competence.	
<i>Sample Cognitive Verbs</i>				
<ul style="list-style-type: none"> <li>● consider</li> <li>● mediate on</li> <li>● be aware</li> <li>● seek</li> <li>● allow</li> <li>● open</li> <li>● listen</li> <li>● observe</li> </ul>	<ul style="list-style-type: none"> <li>● empathize</li> <li>● honour</li> <li>● acknowledge</li> <li>● balance</li> <li>● exemplify</li> <li>● serve</li> <li>● recognize</li> <li>● respect</li> </ul>	<ul style="list-style-type: none"> <li>● consult</li> <li>● work with</li> <li>● bond</li> <li>● support</li> <li>● relate to</li> <li>● care for</li> <li>● cooperate</li> <li>● participate</li> <li>● provide</li> <li>● develop</li> <li>● build</li> </ul>	<ul style="list-style-type: none"> <li>● express</li> <li>● gain</li> <li>● speak out about</li> <li>● advocate</li> <li>● act upon</li> <li>● defend</li> <li>● influence</li> <li>● engage in</li> <li>● re-imagine</li> <li>● prepare</li> <li>● maintain</li> </ul>	<ul style="list-style-type: none"> <li>● become</li> <li>● self-define</li> <li>● use resources</li> <li>● create</li> <li>● remain</li> <li>● possess</li> <li>● sustain</li> <li>● dream</li> <li>● envision</li> <li>● guide</li> </ul>

Source: La Deveer (2016). [\*Switching from Bloom to the Medicine Wheel\*](#).