# Chapter 4
# The Cognitive, Affective, and Psychomotor Domains:
## The Taxonomy of the Traditional Learner

**Learning Objectives**. The Taxonomy of Educational Objectives, better known as Bloom's Taxonomy, is a classification system that governs how learning objectives are designed, implemented and assessed. First proposed in 1956, Benjamin Bloom began his scrutiny into educational objectives by exploring the cognitive domain (which will serve as the focus for this chapter). Later, with other colleagues including Lorin W. Krathwohl and S. R. Kibler, he considered the affective and psychomotor domains to round out his body of study.

Bloom's taxonomy differentiates six levels of teaching and learning: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. This chapter offers a perspective for developing instruction purposely targeting the traditional learner. Specifically, the reader will understand:

- The characteristics of the cognitive, affective, and psychomotor domains.
- The stages of Bloom's Taxonomy and its application to teaching and learning.
- The uses of the Taxonomy to plan and deliver instruction in the classroom or at a distance.
- Key instructional technologies supporting Bloom's Taxonomy and the cognitive domain of the traditional learner.

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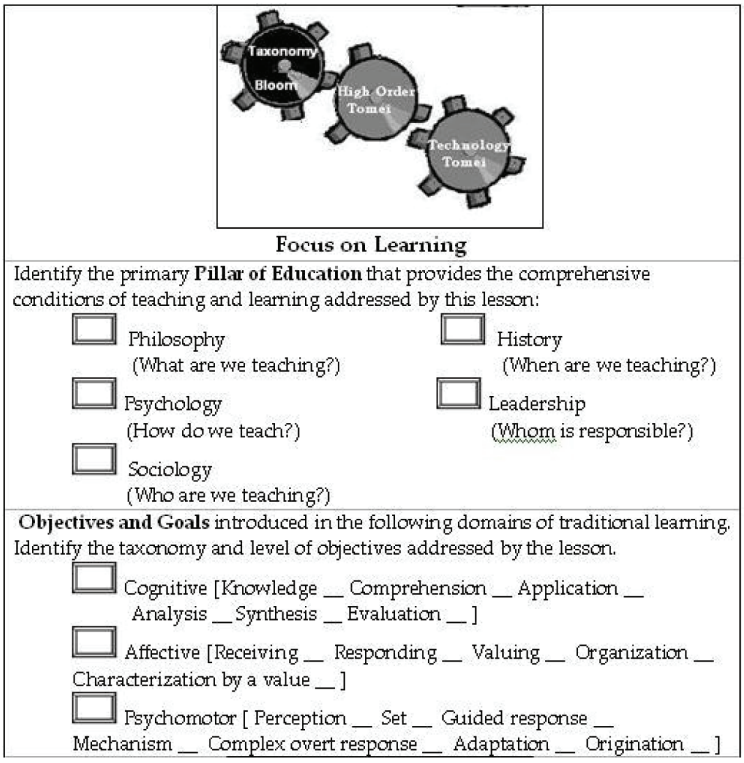
*Figure 1. Traditional Lesson Plan Template (Focus on Learning)*




**Lesson Plan Template**. Refer to **Appendix A, Traditional Learner Lesson Plan Template** as the chapter discusses **Focus on Learning** as depicted in Figure 1.

## INTRODUCTION

The Taxonomy of Educational Objectives began as an ambitious project undertaken as the direct result of discussions held during the 1948 Convention of the American Psychological Association. Benjamin Bloom gathered a select group of educators who eventually undertook the complex task of classifying educational goals and objectives. The group met from 1949 to 1956 when they published the Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

One of the initial goals for building a taxonomy was to reduce the labor –intensive task of preparing questions for comprehensive examinations. Researchers explored several possible methods of classifying behaviors believed to be important for learning. The framework eventually produced taxonomies for three domains:

- **Cognitive domain** – focusing on knowledge, skills, and competencies and consisting of six levels;
- **Affective domain** – focusing on attitudes, feelings, and emotions and consisting of five levels; and,