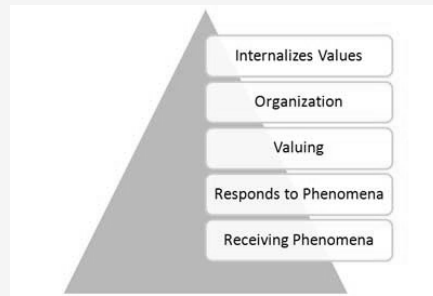## Affective Domain

The Affective domain is one of three domains in Bloom's Taxonomy, with the other two being the cognitive and psychomotor (Bloom, et al., 1956).

The Affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex.

Affective Categories

Category	Description	Keywords	Examples
Receiving Phenomena	Awareness, willingness to hear, selected attention.	acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands	Listen to others with respect. Listen for and remember the name of newly introduced people.
Responds to Phenomena	Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, presents, tells	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them.
Valuing	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	appreciates, cherish, treasure, demonstrates, initiates, invites, joins, justifies, proposes, respect, shares	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.

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Published 10th November, 2015.
Last updated 13th May, 2016.
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Affective Categories (cont)

Organization	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	compares, relates, synthesizes	Recognizes the need for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.
Internalizes Values (characterization)	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.

Credit: http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html