

The **AFFECTIVE Domain** includes behaviors indicating attitudes, awareness, attention, concern, interest, and responsibility. Often assessed by ability to listen and respond in the environment and by attitudes and values appropriate for the field of study.

Cognitive

Affective Taxonomy

Receiving

Is the student aware of or responding to the environment?

Concerned with

SIMPLE AWARENESS & SELECTIVE ATTENTION

Accept, Ask, Attend, Choose, Describe, Develop, Follow, Give, Hold, Identify, Locate, Name, Point to, Recognize, Select, Reply, Use

Valuing

Does the student show involvement and commitment?

Concerned with

ATTITUDES & APPRECIATION

Accept, Complete, Defend, Describe, Devote, Differentiate, Explain, Follow, Form, Initiate, Invite, Join, Justify, Propose, Peruse, Read, Report, Seek, Select, Share, Study, Work

Characterization

Does the student act consistently with the new value?

Concerned with

PATTERNS OF ADJUSTMENT

Act, Discriminate, Display, Influence, Internalize, Listen, Modify, Perform, Practice, Propose, Qualify, Question, Revise, Serve, Solve, Use, Verify

Affective

Responding

Can the student show a new behavior due to an experience?

Concerned with

INTEREST, SEEKING & ENJOYMENT

Answer, Assist, Complete, Comply, Conform, Cooperate, Discuss, Examine, Greet, Help, Label, Obey, Perform, Practice, Present, Read, Recite, Report, Respond, Select, Tell, Write

Organization

Has the student combined and conceptualized a new value giving it priority?

Concerned with

PHILOSOPHY of LIFE

Adhere, Alter, Arrange, Codify, Combine, Compare, Defend, Discriminate, Display, Explain, Generalize, Identify, Integrate, Modify, Order, Organize, Prepare, Relate, Systemize, Weigh

Affective Taxonomy

	Learning Activities	Assessments
Receiving	<ul style="list-style-type: none"> • Attend focus groups • Listen as audience to presentation • Read articles, papers, text • Watch videos 	<ul style="list-style-type: none"> • Feedback forms • Fill-in-the blanks • Knowledge survey • List • Match • Memory test • One-minute paper • Qualitative interview • Test activities (recall and verbalize reactions) • Write summary of key points
Responding	<ul style="list-style-type: none"> • Active participating in classroom activities • Brainstorming ideas • Group discussions • Present in front of audience • Problem solving activities • Role-play • Written assignments (reports, essays) 	<ul style="list-style-type: none"> • Answer questions • Ability to follow procedures • Critical questioning • Feedback and peer evaluation • One-minute paper • Questionnaires • Willingness to participate
Valuing	<ul style="list-style-type: none"> • Debates • Opinionated writing piece • Reflection exercises • Self-Report 	<ul style="list-style-type: none"> • Attendance • Neatness and carefulness (with minimal errors) of submitted work • Meet deadlines • Proposals of new plans • Questionnaire • Rating Scale • Reflection piece • Report on extra-curricular activities • Ungraded paper
Organization	<ul style="list-style-type: none"> • Analyze and contrast (with charts, tables, Venn diagrams) • Concept map (report formal and informal experiences and identify skills) 	<ul style="list-style-type: none"> • Develop realistic aspirations • Prioritize time to meet goals • Focus groups • Questionnaires • Ability to solve problems
Characterization	<ul style="list-style-type: none"> • Critical Reflection • Group Projects • Self-report goals (personally and academically) 	<ul style="list-style-type: none"> • Criteria for group projects • Self-evaluation • SMART goals