

Blooms 3D

DOMAINS & DIMENSIONS

Dimensions	Cognitive domain <i>Thinking · Knowing · Reasoning</i>	Affective domain <i>Feeling · Valuing · Relating</i>	Operative domain <i>Doing · Making · Performing</i>
Perceptual	Remembering Recalling facts, terms or concepts from memory. <i>Discrete pieces of information</i>	Receiving Being able to notice and attend to a stimulus, experience or feeling. <i>Sensations & feelings</i>	Perceiving Using the senses to notice cues that guide physical action. <i>Sensory cues</i>
Conceptual	Understanding Making meaning from information by interpreting, classifying or explaining it. <i>Categories and ideas</i>	Responding Actively reacting to a stimulus, not just noticing it. The learner can participate rather than just observe. <i>Emotions & attitudes</i>	Preparing Readying the body and mind for a physical task, noting posture, movement, and spatial awareness. <i>Spatial and body mechanics</i>
Contextual	Applying Using knowledge in a new or practical situation. The learner can transfer what they know into action. <i>How things work and relate</i>	Valuing Attaching worth or importance to something. The learner begins to show commitment rather than just compliance. <i>Recurring emotional responses</i>	Imitating Copying a demonstrated action where performance is approximate and deliberate rather than fluent. <i>Habitual movement and posture</i>
Practical	Analysing Breaking information into parts to understand structure, relationships and what is or isn't relevant. <i>Step-by-step methods for doing</i>	Organising Making sense of competing feelings and experiences by building a personal framework. The learner begins to understand why some things matter more to them than others. <i>Deliberate ways of reflecting and responding</i>	Practising Repeating an action until it becomes consistent and increasingly automatic. Effort shifts from thinking about the action to just doing it. <i>Structured sequences and routines</i>
Critical	Evaluating Making judgments based on criteria and evidence. The learner can justify a position or critique a method. <i>Rules that govern understanding</i>	Characterising Emotional dispositions and responses to circumstances become consistent and recognisable, helping to contextualise situations. <i>Rules that govern ethical and emotional life</i>	Performing Executing complex actions confidently, fluently and with adaptability to real conditions without needing to plan each step. <i>Rules that govern skilled performance</i>
Original	Creating Combining elements into a new, coherent whole, producing something original. <i>Thinking in an original and generative way</i>	Advocating The learner feels strongly enough to share, model and promote their outlook to others. <i>Engaging authentically from a place of personal meaning</i>	Originating Creating new movement patterns or techniques to suit novel problems and environments. <i>Moving and creating with individual voice and mastery</i>