**Bloom’s Taxonomy: the affective domain explained**

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| **Receiving phenomena**  This requires:   * awareness that something is being communicated * willingness to receive it | **Main actions undertaken**  using receptive language skills (listening, reading) in a respectful manner  **For example**   * listening for and remembering the names of newly introduced people   associated behaviours: acknowledging; asking; paying attention; being courteous; listening, understanding |
| **Responding to phenomena**  This requires   * active participation on the part of the interlocutor[[1]](#footnote-1)/reader * attention and reaction to the phenomena * motivation to respond * satisfaction in responding   It may also require compliance to a framework or set of rules in responding | **Main actions undertaken**  participating in a conversation (discussion or other type of exchange)  **For example**   * responding to and expanding on information * offering new information, concepts or models within the framework of the means of communication (eg. face to face conversation, text message, video conference etc)   associated behaviours: greeting, answering, discussing, labelling, assisting, complying, conforming, performing, suggesting, presenting, telling, re-telling |
| **Valuing phenomena**  This requires   * allocation of value or worth to a particular phenomenon or behaviour * acceptance and internalisation of a set of identifiable, overt behaviours * basic acceptance of commitment | **Main actions undertaken**  problem solving, highlighting issues deemed important by all interlocuters  showing sensitivity towards individuals or groups who exhibit different behaviours and practices from your own  **For example**   * proposing actions to support egalitarian processes * commitment to actions for social development/enhancement   associated behaviours: inviting, initiating, proposing, joining, appreciation of difference, valuing diversity, demonstrating commitment, respecting, sharing |
| **Organising phenomena**  This requires   * comparison of a range of different values * resolution of conflicts between values * organisation of values into priorities * creation of a unique (new) value system | **Main actions undertaken**  acting effectively to meet the needs of interlocutors  advocating ethical standards in the communication process  **For example**   * recognising the need for balance between freedom and responsible behaviour   associated behaviours: comparing, relating, understanding |
| **Internalising values**  This requires   * development of a pervasive value system that controls behaviour * objectives that are concerned with social, emotional and personal adjustment and understanding | **Main actions undertaken**  showing new behaviours, which have been revised in the light of new learning, experiences, acquaintances etc  valuing people for what they are, not for how they look or what they seem  **For example**   * cooperation in team work or project work * resolving conflicts that may arise   associated behaviours: displaying openness and collegiality, solving problems, resolving conflict, eschewing discriminatory behaviour, showing authenticity in communication |

1. The term interlocutor is used to describe any actor in a communication. As well as an individual carrying on a conversation, it signifies a member of panel, an individual engaged in a debate, lecture, or offering guidance, entertainment etc. [↑](#footnote-ref-1)