**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 interlocutersshowing 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 interlocutorsadvocating 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 etcvaluing 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)