

Categories of Learning

	Affective (Feelings/Attitudes)	Cognitive (Mental Skills/Knowledge)	Psychomotor (Manual/Physical Skills)
Lower Levels of Learning	<p>Overview The student is aware of the situation and can control attention to it. The student also can be actively involved in the situation and has appropriate responses.</p> <p>Examples <i>Respectfully listens to group leader. Participates in discussions and suggests new ideas. Assists colleagues with tasks.</i></p>	<p>Overview The student retrieves and recalls basic information from memory. Students show their ability to construct meaning from material that results in demonstrating comprehension. This knowledge provides the foundation for other kinds of learning.</p> <p>Example <i>Recites a poem. Translates a foreign language paragraph. Explains in own words how to perform the experiment.</i></p>	<p>Overview The student uses sensory clues to inform his/her motor activity. The student is ready to act and is set to take on a task.</p> <p>Examples <i>Able to operate a simple tool. Copy or create art after taking lessons from an instructor. Shows basic balance beam movements with some assistance.</i></p>
Medium Levels of Learning	<p>Overview The student has a set of internalized values and can accept and have commitment to a value.</p> <p>Examples <i>Shows sensitivity towards others in awkward situations. Shows problem solving abilities when a situation has arisen.</i></p>	<p>Overview The student can demonstrate an application of knowledge. The student is also able to break down, examine and analyze information.</p> <p>Examples <i>Applies formula to a new set of variables. Uses a spreadsheet to calculate taxes. Compares two magazine design proposals in terms of pros/cons.</i></p>	<p>Overview The student practices a simple skill under the supervision of instructor. The student moves on to carry out that skill by demonstrating confidence and proficiency. The student moves to handling more complex tasks in a smooth manner.</p> <p>Examples <i>With fewer errors and through co-ordination of many actions, a final video cut is produced with sound and graphics.</i></p>

Overview

The student can organize values, resolve conflicts and create a new value system. In addition, the student can develop a consistent response to a set of values and use them in a variety of situations.

Examples

Accepts responsibility for one's learning and behavior. Adjusts behavior when new information is presented.

Overview

The student can problem solve and make judgments through evaluating and supporting information along with creating and designing new knowledge.

Examples

Designs a new experiment to test a concept. Justifies the choice of a position on an issue. Evaluates and ranks the arguments for immediate climate change.

Overview

The student adapts motor responses when encountering new situations and problems. The student is also able to create new motor responses for adapting when new skill sets are required.

Examples

Demonstrates advanced and natural movements of tennis strokes without having to take time to think and react.