

**Psychomotor Domain of Learning**  
**Based on Bloom's Revised Taxonomy of Learning**

The psychomotor domain is comprised of utilizing motor skills and coordinating them.  
 This domain is characterized by progressive levels of behaviors from observation to mastery of a physical skill.

<b>Psychomotor Domain</b>		
<b>Level</b>	<b>Definition</b>	<b>Example</b>
<b>Observing</b>	Active mental attending of a physical event	The learner observes a more experienced person in his/her performance of the skill. Asked to observe sequences and relationships and to pay particular attention to the finished product. Direct observation may be supplemented by reading or watching a video. Thus, the learner may read about the topic and then watch a performance.
<b>Imitating</b>	Attempted copying of a physical behavior	The learner begins to acquire the rudiments of the skill. The learner follows directions and sequences under close supervision. The total act is not important, nor is timing or coordination emphasized. The learner is conscious of deliberate effort to imitate the model.
<b>Practicing</b>	Trying a specific physical activity over and over	The entire sequence is performed repeatedly. All aspects of the act are performed in sequence. Conscious effort fades as the performance becomes more or less habitual. Timing and coordination are emphasized. Here, the person has acquired the skill but is not an expert.
<b>Adapting</b>	Fine tuning. Making minor adjustments in the physical activity in order to perfect it	Perfection of the skill. Minor adjustments are made that influence the total performance. Coaching often very valuable here. This is how a good player becomes a better player.

**Behavioral Verbs Appropriate for the Psychomotor Domain**

**Observing**

Organizes  
 Perform (skillfully)  
 Reach  
 Relax  
 Shorten  
 Sketches  
 Stretch

**Imitating**

Grind  
 Handle  
 Heat  
 Manipulate  
 Measure  
 Mend  
 Mix

**Practicing**

Bend  
 Grasp  
 Handle  
 Operate  
 Reach  
 Write

**Adapting**

Bend  
 Calibrate  
 Construct  
 Differentiate (by touch)  
 Dismantle  
 Display  
 Fasten  
 Fix

Source: <http://explorable.com/domains-of-learning#ixzzlyopyCzs7>

*Writing Goals and Objectives*, Faculty Development and Instructional Design Center, Janet Giesen, giesen@niu.edu

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<b>Level</b>	<b>Definition</b>	<b>Example</b>
<b>Perception</b>	The ability to apply sensory information to motor activity.	The student adjusts the heat of Bunsen burner to achieve the right temperature of the solution.
<b>Set</b>	The readiness to act.	The student displays motivation in studying for the exam.
<b>Guided Response</b>	The ability to imitate a displayed behavior or to utilize trial and error.	The student follows the manual in operating the electron microscope.
<b>Mechanism</b>	The ability to convert learned responses into habitual actions with proficiency and confidence.	The student was able to successfully perform the piano sonata after practicing how to play it.
<b>Complex Overt Response</b>	The ability to skillfully perform complex patterns of actions.	Typing a report on a computer without looking at the keyboard.
<b>Adaptation</b>	The ability to modify learned skills to meet special events.	The engineering student uses plastic bottles to create a filtering system.
<b>Origination</b>	Creating new movement patterns for a specific situation.	The student choreographer creates a new dance routine.

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## Psychomotor Domain of Learning

Psychomotor behaviors are performed actions that are neuromuscular in nature and demand certain levels of physical dexterity

Source for this page: <http://courses.washington.edu/pharm439/Bloomstax.htm>

Level	Description	Action verbs describing learning outcomes	
<b>Imitation</b>	The learner observes and then imitates an action. These behaviors may be crude and imperfect. The expectation that the individual is able to watch and then repeat an action.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)
<b>Manipulation</b>	Performance of an action with written or verbal directions but without a visual model or direct observation. The action may be performed crudely or without neuromuscular coordination at this stage. Notice that the action verbs are the same as those for the imitation stage. The difference is that these actions are performed with the aid of written and verbal instruction, not visual demonstration.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)
<b>Precision</b>	Requires performance of some action independent of either written instructions or a visual model. One is expected to reproduce an action with control and to reduce errors to a minimum.	Accurately Independently Proficiently	With balance With control Without errors
<b>Articulation</b>	Requires the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.	Confidence Coordination Harmony Integration Proportion	Smoothness Speed Stability Timing
<b>Naturalization</b>	High level of proficiency is necessary. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous.	Automatically Effortlessly Naturally Professionally Routinely	Spontaneously With ease With perfection With poise

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