BLOOM'S TAXONOMY: PSYCHOMOTOR DOMAIN

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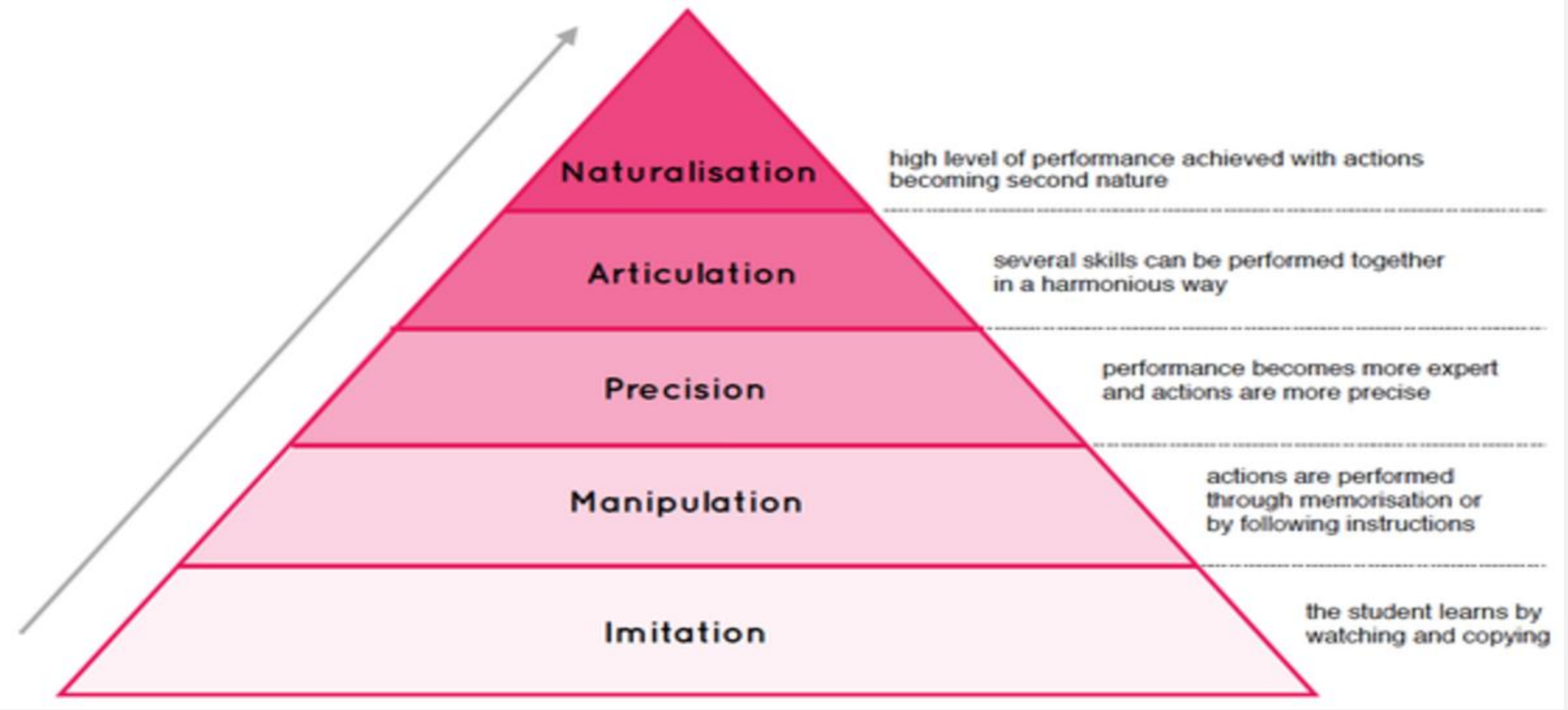
INTRODUCTION

- The Psychomotor Domain (1972) Concerned With Skilled Behaviour.
- The third and final domain of Bloom’s Taxonomy is the psychomotor domain. The psychomotor model focuses on physical movement, coordination, and anything related to motor skills.
- Mastery of these specific skills is marked by speed, precision, and distance. These psychomotor skills range from simple tasks, such as washing a car, to more complex tasks, such as operating an intricate piece of technological equipment.

THE SIX LEVELS OF THE PSYCHOMOTOR DOMAIN

- The Psychomotor Domain is divided into six levels, each of which represents a more complex level of learning. As with the cognitive domain, the psychomotor model does not come without modifications. This model was first published by Robert Armstrong and colleagues in 1970 and included five levels:
- Imitation.
- Manipulation.
- Precision.
- Articulation.
- Adaptation.
- Creativity.

CONTINUE…


Naturalisation
high level of performance achieved with actions becoming second nature
Articulation
several skills can be performed together in a harmonious way
Precision
performance becomes more expert and actions are more precise
Manipulation
actions are performed through memorisation or by following instructions
Imitation
the student learns by watching and copying

IMITATION

- At the imitation level, learners observe and imitate the movements of another person. They may not be able to perform the task perfectly, but they are able to follow the basic steps.
- **Examples:**

❑Watch a video of someone performing the skill.

❑Follow along with a demonstration.

❑Practice the skill with a partner.

MANIPULATION

- At the manipulation level, learners begin to practice the skill on their own. They may make mistakes, but they are able to improve their performance with practice.
- **Examples:**

❑Perform the skill on your own.

❑Get feedback on your performance.

❑Practice the skill until you can do it correctly.

PRECISION

- At the precision level, learners are able to perform the skill with accuracy and consistency. They are able to control their movements and produce the desired results.
- **Examples:**

❑Time yourself to see how quickly you can perform the skill.

❑Set a goal for yourself and try to beat it.

❑Practice the skill until you can do it with accuracy and consistency.

ARTICULATION

- At the articulation level, learners are able to combine different skills into a smooth and coordinated performance. They are able to perform the skill automatically and without thinking about it.
- **Examples:**

❑ Combine different skills into a smooth and coordinated performance.

❑ Practice the skill until you can perform it automatically and without thinking about it.

ADAPTATION

- At the adaptation level, learners are able to adapt the skill to new situations. They are able to modify the skill to meet the demands of a particular task or environment.
- **Examples:**

❑Modify the skill to meet the demands of a new situation.

❑Practice the skill in different environments.

❑Use your imagination to come up with new and innovative ways of using the skill.

CREATIVITY

- At the creativity level, learners are able to use the skill to create something new. They are able to use their imagination and ingenuity to come up with new and innovative ways of using the skill.
- **Examples:**

❑Use the skill to create something new.

❑Be original and imaginative.

❑Don't be afraid to experiment.

FUTHER DEVELOPMENT

- Two years later, Anita Harrow (1972) proposed a revised version with six levels:

❑1) Reflex movements;

❑2) Fundamental movements;

❑3) Perceptual abilities;

❑4) Physical abilities;

❑5) Skilled movements;

❑6) Non-discursive communication.

- This model is concerned with developing physical fitness, dexterity, agility, and body control and focuses on varying degrees of coordination from reflexes to highly expressive movements.

FUTHER DEVELOPMENT

- That same year, Elizabeth Simpson (1972) created a taxonomy that progressed from observation to invention. The seven tiers, along with examples, are listed below:

- **Perception:** basic awareness → **Example:** Estimating where a ball will land after it's thrown and guiding your movements to be in a position to catch it.

- **Set:** readiness to act; the mental, physical, and emotional mindsets that make you act the way you do → **Example:** Desire to learn how to throw a perfect strike, recognizing one's current inability to do so.

- **Guided Response:** the beginning stage of mastering a physical skill. It requires trial and error → **Example:** Throwing a ball after observing a coach do so, while paying specific attention to the movements required.

FUTHER DEVELOPMENT

- **Mechanism:** the intermediate stage of mastering a skill. It involves converting learned responses into habitual reactions so that they can be performed with confidence and proficiency → **Example:** Successfully throwing a ball to the catcher.

- **Complex Overt Response:** skilfully performing complex movements automatically and without hesitation → **Example:** Throwing a perfect strike to the catcher's glove.

- **Adaptation:** skills are so developed that they can be modified depending on certain requirements → **Example:** Throwing a perfect strike to the catcher even if a batter is standing at the plate.

- **Origination:** the ability to create new movements depending on the situation or problem. These movements are derived from an already developed skill set of physical movements → **Example:** Taking the skill set needed to throw the perfect fastball and learning how to throw a curveball.

CONCLUSION

- The Psychomotor Domain is an important part of learning. By understanding the different levels of the Psychomotor Domain and using appropriate activities, educators can help learners develop the skills and abilities that they need to be successful in life.

THANK YOU