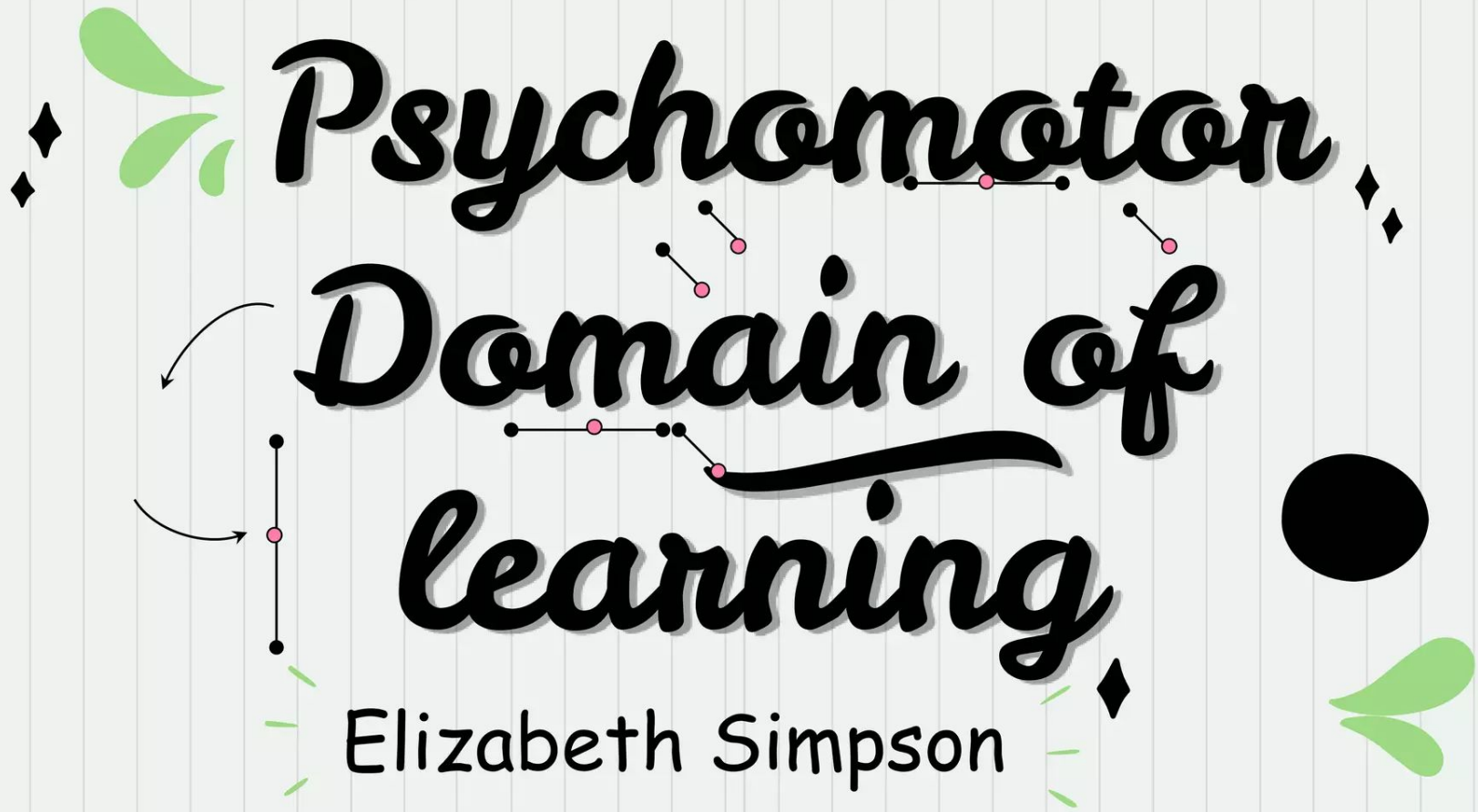


Psychomotor Domain of learning-Bloom's Taxonomy



Psychomotor Domain of learning

Elizabeth Simpson

Group I – P

What is Psychomotor domain?

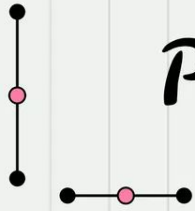


According to Elizabeth Simpson - Physical movement, coordination, and motor-skill use are all part of the psychomotor domain. Practice is required for the development of these skills, which are measured in terms of speed, precision, distance, procedures, or techniques used in execution.

Why is Psychomotor domain essential?



Children develop good control over their motor, sensory, and cognitive functions in the psychomotor domain, which is the foundation for learning. Perceptual motor commands that help with skill acquisition.



Perception



- It is the most fundamental level of being able to process sensory information. Ability to direct motor activity using sensory cues like what we see, hear, smell, and so on; and we react directly.

For example:

- Backing away from a potentially dangerous creature



Set

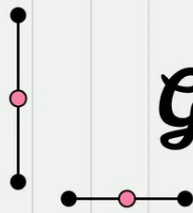


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- It refers to a learner's willingness to take action. A person's reaction to various situations is predetermined also known as mind set. It is your mental, physical, and emotional state that causes you to react in a particular way to a situation.

Example:

- Students know exactly what to do when asked to "line up."



Guided Response



Early stages of learning a complex skill involving imitation and trial and error. Practicing allows you to achieve a high level of performance.



Example:

- Children are learning how to cook a meal by following a recipe from parents or elders

Mechanism

- This is a middle level in the process of mastering a difficult skill. The movements can be performed with confidence and proficiency now that learned responses have become habitual.
- When we perform a task, we use preliminary or pre-existing skills.



Example:

- To write an original essay, you must use your existing language skills.

Complex Overt Response



- The perceptive motor acts involving complex movement patterns. This category includes both spontaneous and automatic performance. Ability to perform a task consistently and accurately predict the outcome.



- Example:

A student demonstrates confidence while playing the piano.



Adaptation



- The individual's skills are well-developed, and he or she can adapt movement patterns to meet specific needs.

Example:

Teachers tries to modifies the instruction to meet the needs of the learners.

Origination

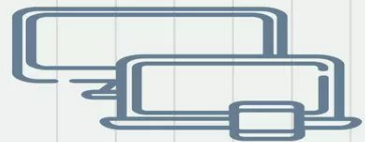
- Developing new movement patterns to address a specific situation. The learning outcomes place an emphasis on creativity based on advanced skills.

For example;

Learners create unique arts (it can be, painting, dancing routines and many more.)



Simpson's Psychomotor Domain



Origination

Construct, design, create, produce

Adaption

Adapt, change, built, develop, supply

Complex overt response

Assembles, builds, calibrates, constructs, dismantles, displays

Mechanism

Adjust, build, illustrate, indicate, manipulate, mix, set up

Guided response

Copy, determine, discover, duplicate, imitate, inject, repeat

Set

Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.

Perception

Distinguish, Chooses, describes, identifies, isolates, relates, selects.

