Emotional Development for Cognitive Development: A Message From the Editors

Laurie Richlin
Executive Editor

Milton D. Cox
Editor-in-Chief

Gregg W. Wentzell
Managing Editor

Following the 1948 Convention of the American Psychological Association, B. S. Bloom[1] took the lead in formulating a classification of "the goals of the educational process" by identifying three "domains" of educational activities: the *cognitive domain,* the *affective domain*, and the *psychomotor domain.* The cognitive domain involves knowledge and the development of intellectual attitudes and skills. The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The psychomotor domain concerns the development of manual or physical skills.

Eventually, Bloom and his coworkers established a hierarchy of educational objectives, generally referred to as "Bloom's Taxonomy," which attempts to arrange these objectives from the simplest to the most complex behaviors. Although the divisions are not absolutes, and other systems or hierarchies have been devised, Bloom's taxonomy is easily understood and widely applied.

Bloom's cognitive domain involves "knowledge and the development of intellectual skills." This includes "the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills." There are six major categories, beginning with the simplest behavior and progressing to the most complex, as follows: knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories represent progressive degrees of difficulty,

the first of which must be mastered before proceeding to the next one.

The affective domain categories are receiving phenomena, responding to phenomena, valuing, organizing, and internalizing values.

Receiving phenomena includes "awareness, willingness to hear, and selected attention," such as listening to others with respect.

Responding to phenomena includes "active participation on the part of the learners, such as attending and reacting to a particular phenomenon. The "learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation)." Examples are questioning new ideals, concepts, and models in order to understand them fully.

Valuing is "the worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable." For example, he or she "demonstrates a belief in the democratic process," is "sensitive towards individual and cultural differences," "shows the ability to solve problems," and proposes a plan for community improvement and follows through with a commitment to the plan.

Organizing is prioritizing values by contrasting them, "resolving conflicts between them, and creating a unique value system" from them. The "emphasis is on comparing, relating, and synthesizing values," such as when the learner "recognizes the need for balance between freedom and responsible behavior"; "accepts responsibility for [his or her] behavior"; observes professional ethical standards; "creates a life plan in harmony with [his or her] abilities, interests, and beliefs"; or "prioritizes time effectively to meet the needs of the organization, family, and self."

Internalizing values is having a value system that controls one's behavior. The behavior is "pervasive, consistent, predictable, and, most importantly, characteristic of the learner." Instructional objectives are "concerned with a student's general patterns of adjustment (personal, social, emotional)," such as when he or she demonstrates self-reliance by working independently"; "cooperates in group activities (displays teamwork)"; "uses an objective approach in problem solving"; "displays a professional commitment to ethical practice on a daily basis"; "revises judgments and changes behavior in light of new evidence"; and "values people for what they are, not how they look."

The authors in this issue of the *Journal* have brought development of students' affective domain to bear on cognitive development.

Edwards and **Edwards** demonstrate a link between instructor behaviors and "student perceptions or feelings about their relationships with

instructors" (p. 5) because prior research has shown that immediacy impacts instructional outcomes. They offer suggestions for training instructors to be more immediate in their teaching.

Salisbury-Glennon, **Young**, and **Stefanou** look at learning structures that can increase student motivation for self-regulated learning. Their results "may enable instructors to foster the use of deep-level cognitive strategies and motivation in students that will help them become more self-regulated learners" (p. 19).

Gilbert and **Eby** discuss the impact of various factors on creating "trust and community" in the classroom in support of "an effective learning and teaching experience" (p. 37). Although the risk-taking approaches they describe present challenges, they find the rewards for both students and teachers to be substantial .

Gilbert focuses on how multicultural education can "expand cultural filters" (p. 55) by changing attitudes and, consequently, the way people behave. Students exposed to multicultural ways of knowing are better prepared to succeed in an increasingly global work environment.

Stefanou, **Hood**, and **Stefanou** look at team performance to suggest that "students use peer feedback to adjust their team behavior accordingly" (p. 77). Their approach is designed to improve the accuracy of student feedback to their peers while maintaining individual accountability.

Dallimore extends the development of the affective domain to the socialization of new university faculty members, looking at the "memorable messages" (p. 93) they received that helped them develop a sense of their organizational and occupational roles. Their experiences can assist the efforts of institutions to socialize new faculty in ways that better meet their needs.

The editors encourage you to explore the results reported here through your teaching. How do you see the connection between students' affective domain and cognitive development operating in your classrooms? What can you do to make this connection contribute toward better student learning? Share your discoveries with colleagues in a scholarly forum like this one.

Footnote

[1]Much of the information on the Bloom Taxonomy domains was adapted from Donald Clark's work (1999), as displayed on his Web page at <http://www.nwlink.com/~donclark/hrd/bloom.html> (used by permission).

Reference

Clark, D. (1999). *Learning domains or Bloom's Taxonomy* [On-line]. Available: http://www.nwlink.com/~donclark/hrd/bloom.html