

Learning Taxonomy – Simpson’s Psychomotor Domain

<p>Psychomotor learning is demonstrated by physical skills: coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance</p>		
Level and Definition	Illustrative Verbs	Example
<p>Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates</p>	<p>Listening to the sounds made by guitar strings before tuning them. Recognizing sounds that indicate malfunctioning equipment. Estimates where a ball will land after it is thrown and then moving to the correct location. Adjusts heat of stove to correct temperature by smell and taste of food.</p>
<p>Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).</p>	<p>begins, displays, explains, moves, proceeds, reacts, responds, starts, volunteers</p>	<p>Knowing how to use a computer mouse. Having instrument ready to play and watching conductor at start of a musical performance. Showing eagerness to assemble electronic components to complete a task. Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations.</p>
<p>Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Using a torque wrench just after observing an expert demonstrate a its use. Experimenting with various ways to measure a given volume of a volatile chemical. Performs a mathematical equation as demonstrated. Follows instructions to build a model.</p>
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Demonstrating the ability to correctly execute a 60 degree banked turn in an aircraft 70 percent of the time. Use a personal computer. Repair a leaking faucet.</p>
<p>Complex or overt response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches</p>	<p>Dismantling and re-assembling various components of an automobile quickly with no errors. Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>adapts, alters, changes, rearranges, reorganizes, revises, varies</p>	<p>Using skills developed learning how to operate an electric typewriter to operate a word processor. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>arranges, combines, composes, constructs, creates, designs, originates</p>	<p>Designing a more efficient way to perform an assembly line task. Constructs a new theory. Develops a new and comprehensive training program. Creates a new gymnastic routine.</p>