Psychomotor Domain Objectives

Imitation - Manipulation - Precision - Articulation - Naturalization

1. Imitation - early stages in learning a complex skill, overtly, after the individual has indicated a readiness to take a particular type of action. Imitation includes repeating an act that has been demonstrated or explained, and it includes trial and error until an appropriate response is achieved.

Action Verbs - begin, assemble, attempt, carry out, copy, calibrate, construct, dissect, duplicate, follow, mimic, move, practice, proceed, repeat, reproduce, respond, organize, sketch, start, try, volunteer

2. Manipulation - individual continues to practice a particular skill or sequence until it becomes habitual and the action can be performed with some confidence and proficiency. The response is more complex than at the previous level, but the learner still isn't "sure of him/herself."

Action Verbs - (same as imitation), acquire, assemble, complete, conduct, do, execute, improve, maintain, make, manipulate, operate, pace, perform, produce, progress, use

3. Precision - skill has been attained. Proficiency is indicated by a quick, smooth, accurate performance, requiring a minimum of energy. The overt response is complex and performed without hesitation.

Action Verbs - (same as imitation and manipulation), achieve, accomplish, advance, automatize, exceed, excel, master, reach, refine, succeed, surpass, transcend

4. Articulation - involved an even higher level of precision. The skills are so well developed that the individual can modify movement patterns to fit special requirements or to meet a problem situation.

Action Verbs - adapt, alter, change, excel, rearrange, reorganize, revise, surpass, transcend

5. Naturalization - response is automatic. The individual begins to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. One acts "without thinking."

Action Verbs - arrange, combine, compose, construct, create, design, refine, originate, transcend

Dave, R. (1967). Psychomotor domain. Berlin: International Conference of Educational Testing.

Psychomotor Domain

Taxonomy Classification	Examples of Infinitives	Examples of Direct Objects	Example Objective
REFLEX MOVEMENTS	To flex, to stretch, to straighten, to extend, to inhibit, to lengthen, to shorten, to tense, to stiffen, to relax	Reflexes	The child will turn his or her head toward a loud sound.
FUNDAMENTAL MOVEMENTS	To crawl, to creep, to slide, to walk, to run, to jump, to grasp, to reach, to tighten, to support, to handle	Changes location, moves in space while remaining in one place, moves extremities in coordinated fashion	The child will crawl on hands and knees.
PERCEPTUAL ABILITIES	To catch, to bounce, to eat, to write, to balance, to bend, to draw from memory, to distinguish by touching, to explore	Discriminates visually, discriminates auditory, discriminates kinesthetically discriminates tactually, coordinates two or more perceptual abilities	The child will walk a balance beam.
PHYSICAL ABILITIES	To endure, to improve, to increase, to stop, to start, to move precisely, to touch, to bend	Exerts tension, moves quickly, stops immediately, endures fatigue	The learner will catch a volleyball that is thrown.
SKILLED MOVEMENTS	To waltz, to type, to play the piano, to plane, to file, to skate, to juggle, to paint, to dive, to fence, to golf, to change	Changes or modifies basic body movement patterns, uses a tool or implement in adaptive or skilled manner	The learner will dance a demonstrated routine.
NONDISCURSIVE COMMUNICATION	To gesture, to stand, to sit, to express facially, to dance skillfully, to perform skillfully, to paint skillfully, to play skillfully	Moves expressively, moves interpretatively, communicates, emotions, communicates esthetically, expresses joy	The learner will pantomime a work given to him or her by the teacher.

Harrow, A. (1972). Taxonomy of the psychomotor domain.

A guide for developing behavioral objectives. New York: McKay.

Psychomotor Domain

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.

Major Categories in the Psychomotor Domain (Simpson's Taxonomy)

Description of Category	Instructional Objectives	Behavioral Terms For Specific Learning Outcomes
Perception	recognizes detects	chooses, describes, detects, distinguishes, identifies, isolates, selects
Set	Knows sequence Demonstrates proper stance Correct hand placement	begins, displays, moves, proceeds, responds, shows, starts
Guided Response	Performs as demonstrated Applies as shown Demonstrates sequence	assembles, builds, constructs, dismantles, displays, fastens, fixes, mends, organizes, works
Mechanism	Writes smoothly and legibly Sets up equipment Demonstrates a simple skill	Same list as guided response
Complex Overt Response	Operates equipment skillfully Demonstrates correct form Performs skillfully Repairs a machine	same list as guided response
Adaptation	Adjusts to opponent's style Modifies to soloist	adapts, alters, changes, rearranges, revises
Origination	Creates a dance step Composes music	arranges, composes, constructs, designs, creates

Simpson, E. (1972). The classification of educational objectives in the psychomotor domain: The psychomotor domain. Vol. 3. Washington, DC: Gryphon House.

Set of Action Verbs for Psychomotor Domain Objectives

Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grind	Produce	Sketch
Change	Grip	Pull	Start
Clean	Hammer	Push	Stir
Close	Heat	Remove	Use
Combine	Hook	Repair	Weigh
Compose	Identify	Replace	Wrap
Connect	Load	Rotate	Construct
Locate			

Resources:

Psychomotor Domain Taxonomy

http://tlt.its.psu.edu/suggestions/research/Psychomotor_Taxonomy.shtml

Bloom's taxonomy - learning domains
http://businessballs.com/bloomstaxonomyoflearningdomains.htm

The Psychomotor Domain
http://chiron.valdosta.edu/whuitt/col/behsys/psymtr.html