NURTURING THE AFFECTIVE DOMAIN OF STUDENTS

by:
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A teacher does not only touch the minds of the children, but also their hearts.

Contrary to others’ opinion, teaching is not an easy task. It requires time, patience, and effort. It requires unending commitment to learning and growth. It requires one to be empathetic.

Benjamin Bloom, an education psychologist, developed a classification system in 1965 called Bloom’s Taxonomy. It categorizes behavior and intellectual skills which are important to learning. Benjamin Bloom identified six cognitive levels which are knowledge, comprehension, application, analysis, synthesis, and evaluation, in which sophistication is growing from basic knowledge-recall skills to the highest level of evaluation.

With the original intent to classify educational goals, Bloom’s Taxonomy has been revised over the years and is still being utilized in the field. Bloom’s Taxonomy is intended to focus on three major domains of learning: cognitive, affective, and psychomotor.

The first domain is the cognitive which pertains to the recalling or recognizing of knowledge and development of intellect; the affective domain covers changes in values, attitudes, and interest; and the psychomotor domain touches on the motor skills area.

Through using Bloom’s Taxonomy in the classrooms, teachers can evaluate learners on multiple learning outcomes (Coffey, 2008). Bloom’s Taxonomy is an institutional guideline that helps teachers and educational administrators evaluate students’ learning and create plans to further improve the system.
However, the evaluation of the three domains, especially the affective and psychomotor, has been extra tough because of the distance learning. The pandemic is an unforeseeable incident which is uncontrollable on the part of the education sector.

The Department of Education, despite the pandemic, has implemented measures to ensure that there is still delivery of quality education. It should be pointed out that teachers should see to it that the affective domain of the children is being nurtured and developed.

Affective change is defined as the positive development in students’ emotion, motivation, and interests (Shawer 2006b). Since the affective domain includes the emotional wellbeing of the learners, it has become difficult to reach out to students because of distance online and modular learning.

Consequently, teachers should realize that there are still ways to affect positive change in the motivation and interests of the students. We can talk to them, if they want, during online classes about topics in relation to their personal or social life. We can entertain their questions and clarifications with a bit of piqued interest on our part. We can send them pictures or words of motivation when we send out modules or learning activities.

These ways might be small but for others, these gestures of affection might be important, or even life-saving. As teachers, looking out for our students is an inherent job we embraced when we take this path. Let it be a reminder that learning does not confine itself with figures and test results. Learning is also a process of the heart.

References: