

Affective Domain

Patcharapan Siriwat, Ph.D.

MUADP Level 1

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Boonsiri Room, AIHD

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Three Domains of Learning

Cognitive

focuses on developing the mental skills and the acquisition of knowledge of the individual

Psychomotor

includes utilizing motor skills and the ability to coordinate them

Affective

focuses on the attitudes, values, interests, and appreciation of learners

What is Affective Domain?

Feelings

Attitudes

Motivation

Emotions

Interests

Values



Agenda

01

The Idea of Construct

What is construct? How is it related to affective domain?

02

Attributes of Affective Characteristics

Target, Direction, Intensity

03

Case studies

How to enhance affective domain learning

“Constructs cannot be defined only in terms of operational definitions, but also must demonstrate relationships (or lack thereof) with other constructs and observable phenomena”

(Raykov and Marcoulides 2011 , p. 8).



“Constructs”

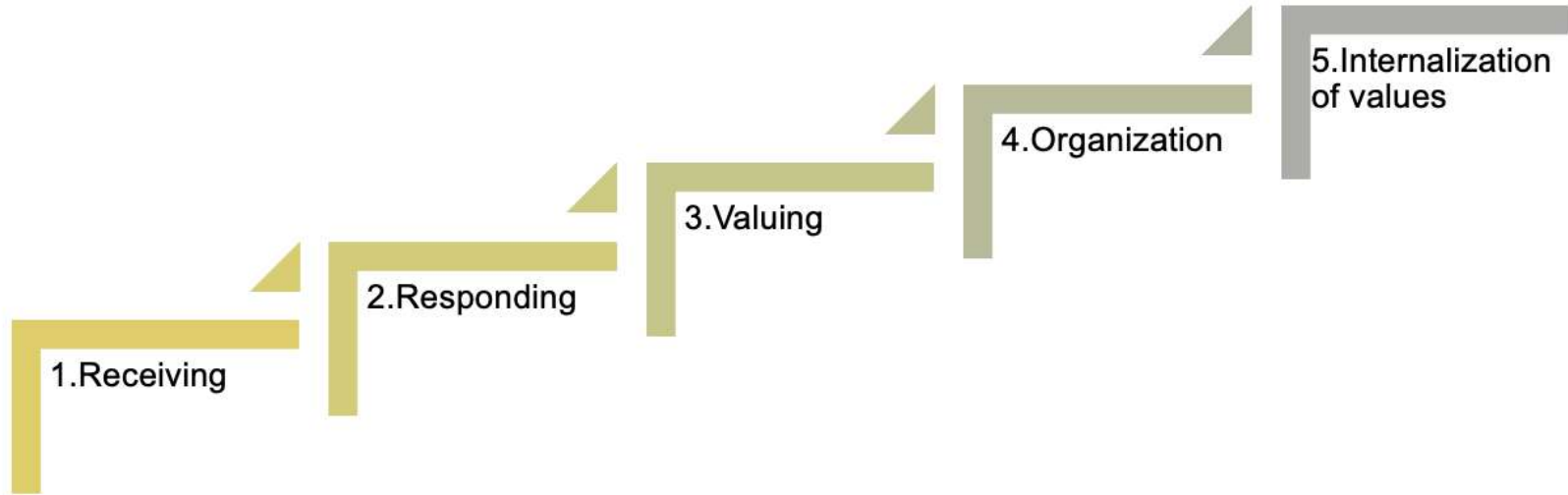


- Board concepts
- Theoretical terms
- Proposed attributes that often *cannot be measured directly*

Affective domain constructs

- Impossible to examine strict uni-dimensionality
 - Complex, multidimensional
 - Correlations among items
 - Better understood as the measurement of a
“dominant component or factor”
-

Levels of affective domain



(Krathwohl, Bloom, Masia, 1973)

1. Receiving

Willingness

- Captures the main concept.
- Remembers the name of a new friend.

Awareness

- Acknowledges the existence of certain ideas, material, or phenomena.
 - Understands and follow rules.
-

Action Verbs for Affective Domain

| Levels | Definition | Examples |
|------------------|--|---|
| Receiving | Paying attention to phenomena or something (instruction, activities, etc.) | Student can <i>describe</i> the sustainability concept. |
| | | |
| | | |

Action Verbs for Affective Domain

| Levels | Definition | Action verbs |
|------------------|--|---|
| Receiving | Paying attention to phenomena or something (instruction, activities, etc.) | Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses |
| | | |
| | | |

2. Responding

Willingness to respond

- Gives presentations.
- Follows the safety rules and practices them.

Active participation

- Questions new ideas, concepts, etc. in order to fully understand them.
 - Participates in class discussions.
-

Action Verbs for Affective Domain

| Levels | Definition | Examples |
|------------|--|---|
| Receiving | Paying attention to phenomena or something (instruction, activities, etc.) | Student can <i>describe</i> the sustainability concept. |
| Responding | Taking action, giving feedback, obtaining satisfaction to the phenomena | Student <i>presents</i> the ideas how to take steps towards sustainability. |
| | | |

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| | | |

3. Valuing

Simple acceptance

- Shows appreciation.
- Respects individual and cultural differences.

Complex state of commitment

- Demonstrates beliefs in the democratic process.
- Proposes a plan to social improvement and follow through with commitment.

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| Responding | Taking action, giving feedback, obtaining satisfaction to the phenomena | Student <i>presents</i> the ideas how to take steps towards sustainability. |
| Valuing | Acceptance, appreciation, preference, commitment to something <i>because of its perceived value.</i> | Student <i>demonstrates</i> their commitment to making the campus more sustainable |

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4. Organizing

Contrasting different values

- Recognizes the need for balance between freedom and responsibility.
- Prioritizes time effectively to meet the needs of the organization, family and self.

Synthesizing values

- Accept professional ethical standards.
- Creates a life plan in harmony with abilities, interests, and beliefs.

Action Verbs for Affective Domain (cont.)

Level

Definition

Examples

Organization

Adding new value or belief to your own value system.

Starting to organize your daily life around a set of value

Student can make conscious choices to support local businesses, which often prioritize sustainability in their production processes.

Action Verbs for Affective Domain (cont.)

| Level | Definition | Action verbs |
|--------------|---|---|
| Organization | <i>Adding new value or belief to your own value system.</i> Starting to organize your daily life around a set of value | Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, organizes, prepares, relates, synthesizes |
| | | |

5. Internalization of values

Value system

- Shows self-reliance even when working independently.
- Displays a professional commitment to ethical practice on a daily basis.

Instructional objectives

- Uses an objective approach in problem solving.
 - Revises judgments and change behavior in lite of new evidence.
-

Action Verbs for Affective Domain (cont.)

| Level | Definition | Examples |
|------------------|--|--|
| Organization | <p><i>Adding new value or belief to your own value system.</i></p> <p>Starting to organize your daily life around a set of value</p> | <p>Student <u>can make conscious choices</u> to support local businesses, which often prioritize sustainability in their production processes.</p> |
| Characterization | <p>The <i>integration of value into your life style</i>. Start to live it naturally. It becomes a part of your life.</p> | <p>Student <u>inspires</u> others to follow suit and create a culture of sustainability within their communities.</p> |

Action Verbs for Affective Domain (cont.)

| Level | Definition | Action verbs |
|------------------|---|---|
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| Characterization | The <i>integration of value into your life style</i> . Start to live it naturally. It becomes a part of your life. | Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies |

Levels of Affective Domain

1.Receiving

2.Responding

3.Valuing

4.Organization

**5.Internalization
of values**

Action Verbs for Affective Domain

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| Characterization | <p>The <i>integration of value into your life style</i>. Start to live it naturally. It becomes a part of your life.</p> | <p>Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</p> |

Greta Thunberg

FRSGS

- **First heard about climate change in 2011**, at 8 years old
- In August 2018, she began the **school climate strikes and public speeches**.
- Became depressed, stop talking and eating, eventually **diagnosed with Asperger syndrome, obsessive-compulsive disorder (OCD), and selective mutism**.
- She challenged her parents to lower the family's carbon footprint and impact on the environment by **becoming vegan, upcycling, and giving up flying**.



Thunberg in 2023

- In August 2019, she **sailed across the Atlantic Ocean from England to New York City**, in the racing yacht equipped with solar panels and underwater turbines. The voyage took 15 days. She tried to send a message to the world that **there is no real sustainable option to travel across the oceans**.
- She has been nominated for the **Nobel Peace Prize every year between 2019 and 2023**.
- In 2019, she became **the youngest-ever Time Person of the Year**.

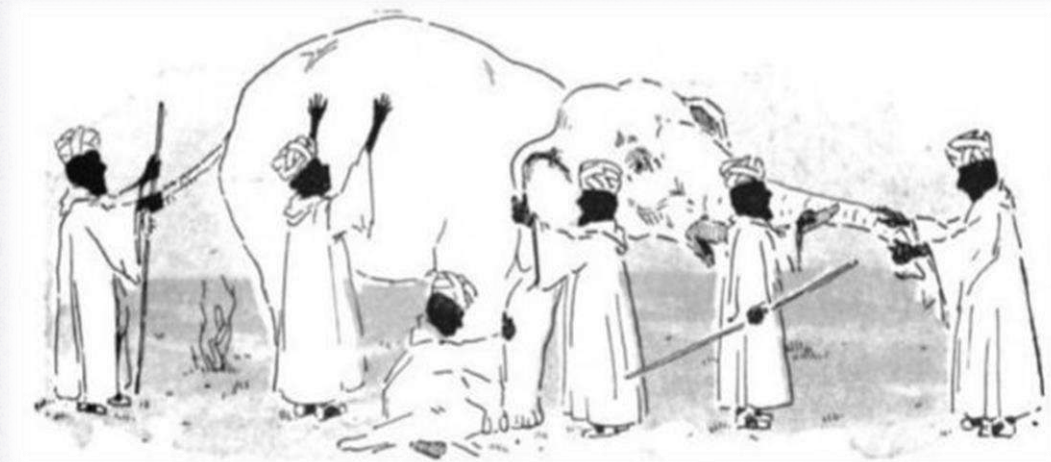
02

Attributes of Affective Characteristics

Target, Direction, Intensity

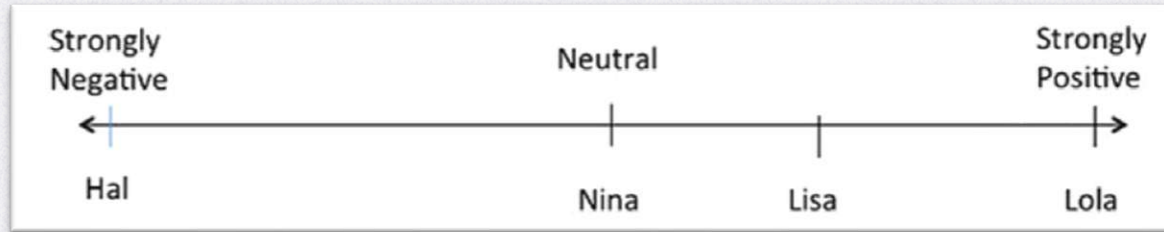
Measuring the affective domain is like.....

The blind men and the elephant



(Herber Simon, 1981)

Three attributes of affective characteristics

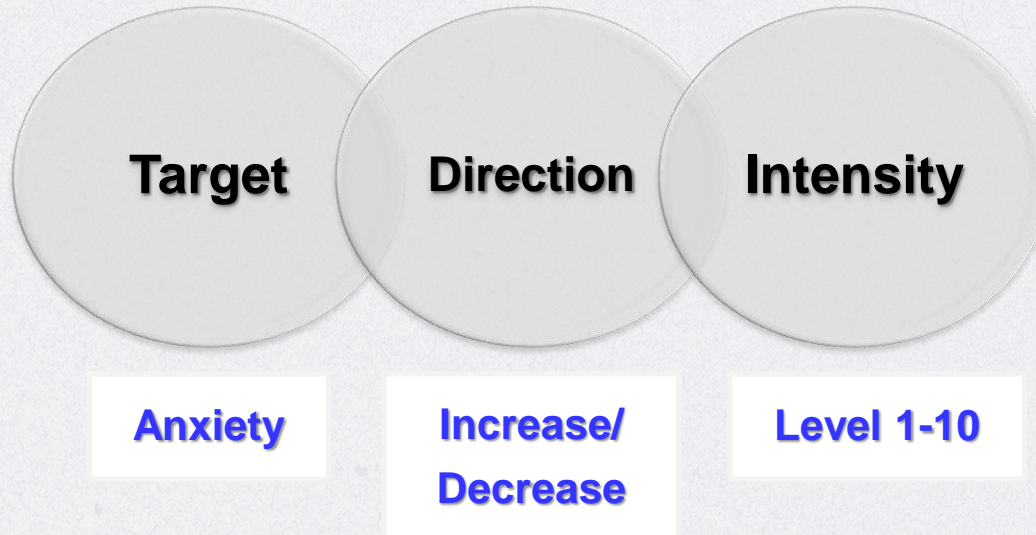


(McCoach, Gable & Madura, 2013)



(Anderson & Bourke, 2013)

Three attributes of affective characteristics



Affective construct

- Impossible to examine strict uni-dimensionality
 - Complex, multidimensional
 - Correlations among items
 - Better understood as the measurement of a “**dominant component or factor**”
-

Four Types of Validity

The extent to which a measurement tool can measure what we want to measure

Face validity

Observable behavior

Criterion-related validity

Indicators of specific trait or behavior


Content validity

All facets of the concept

Construct validity

Clinical observation

Content Validity

- **Domain definition:** The conceptual and operational definitions of the construct
 - **Domain representation:** How well the instrument as a whole matches the domain definition
 - **Domain relevance:** How relevant the elements of the instrument are to the content domain
- Who decides?
- 

Concerns for Content Validity

- Experts usually place an item in a category other than the one that the developer had intended.
- Poorly defined and undifferentiated definition will restrict the content validity of the instrument.
- The initial development of an instrument aims to minimize potential error variance (underrepresentation, overrepresentation, misrepresentation) associated with the instrument and to increase the likelihood of gathering supportive construct validity evidence in later studies (Haynes et al., 1995).

Three Criteria of Reliability

1. Test-Retest

- Are you hungry?
- Are you hungry?
- Are you hungry?

2. Inter-Item

- Are you dizzy?
- Do you feel like you have enough energy to work?
- Is your stomach screaming?

3. Inter-Observer

- Asked by instructor asks
- Asked by friends
- Asked by other people

Evaluating reliability can be done by ensuring that it satisfies three reliability criteria. Measures demonstrating **high reliability** should meet **all three criteria**.

03

Case studies

Case 1

Motivational Interviewing in Health Profession Education



- Nurse Professional Development
- Promoting change in personal health behaviors
- Determine reasons for ambivalence regarding changing behavior, work with that individual to facilitate change

http://tiny_cc_sljtjxz

Motivational Interviewing

Stoffers, P. J., & Hatler, C. (2017). Increasing nurse confidence in patient teaching using motivational interviewing. *Journal for nurses in professional development*, 33(4), 189-195.

TABLE 1 Content for Educational Workshop

| |
|--|
| • Review of the evidence-based education information including diabetes education patient handouts |
| • Review and demonstration of how to access the evidence-based education information in both paper and electronic versions |
| • Documentation expectations in electronic health record regarding diabetes education |
| • Discussion of barriers to learning and different learning styles |
| • Motivational interviewing described with examples |
| • Role-play and demonstration |
| • Debriefing and sharing of examples |

- Examine examples, case studies
- Discuss, role-play, demonstrate
- Debriefed, shared difficult situations Examined possible examples of how to handle those difficult situations.

Nurses' Confidence in Diabetes Education Survey

TABLE 2 Nurses' Confidence in Diabetes Education

| | Preimplementation, Mean (SD) | Postimplementation, Mean (SD) |
|---|---------------------------------|----------------------------------|
| Overall confidence | 2.81 (0.693) | 3.71 (0.693) |
| Areas of greatest improvement | | |
| I am confident that I can develop creative ways to cope with system constraints (such as time and patient load) and continue to teach well. | 3.88 (0.696) | 4.61 (0.696) |
| I am confident with my ability to teach patients with diabetes about target ranges for A1C levels, glucose levels, blood pressure, lipid values, and kidney values. | 3.76 (0.969) | 4.61 (0.969) |
| I know that I can motivate my patients to participate in their own diabetes self-care. | 3.82 (0.683) | 4.61 (0.683) |
| I am confident that I am able to successfully | 3.82 (0.769) | 4.51 (0.769) |

Combine...

1. Teacher Self-efficacy
(Schwarzer et al., 1999)
2. Confidence in Teaching Diabetes Education Scale (five items including managing difficult patients, coping, managing problems, diet, and exercise) (Eaton-Spiva & Day, 2011)

Motivational Interviewing

- Increase self-efficacy
- Develop effective communication skills
- Understand the patient perspective on certain issues
- Increase ability to engage patients in discussion on uncomfortable topics

Pena, A., Rangel, N., Munoz, M., Mejia, J., & Lara, G. (2016). Affective behavior and nonverbal interaction in collaborative virtual environments. *Journal of Educational Technology & Society*, 19(2), 29-41.

Black, B., Lucarelli, J., Ingman, M., & Briskey, C. (2016). Changes in physical therapist students' self-efficacy for physical activity counseling following a motivational interviewing learning module. *Journal of Physical Therapy Education*, 30(3), 28-32.

Pignataro, R. M., & Huddleston, J. (2015). The use of motivational interviewing in physical therapy education and practice: empowering patients through effective self-management. *Journal of Physical Therapy Education*, 29(2), 62-71.

Case 2

Entrepreneurship Education via Online course (MOOC)

Wu, W. H., Kao, H. Y., Wu, S. H., & Wei, C. W. (2019). Development and evaluation of affective domain using student's feedback in entrepreneurial Massive Open Online Courses. *Frontiers in psychology*, 10, 1109.

Case 2

Entrepreneurship Education via Online course (MOOC)

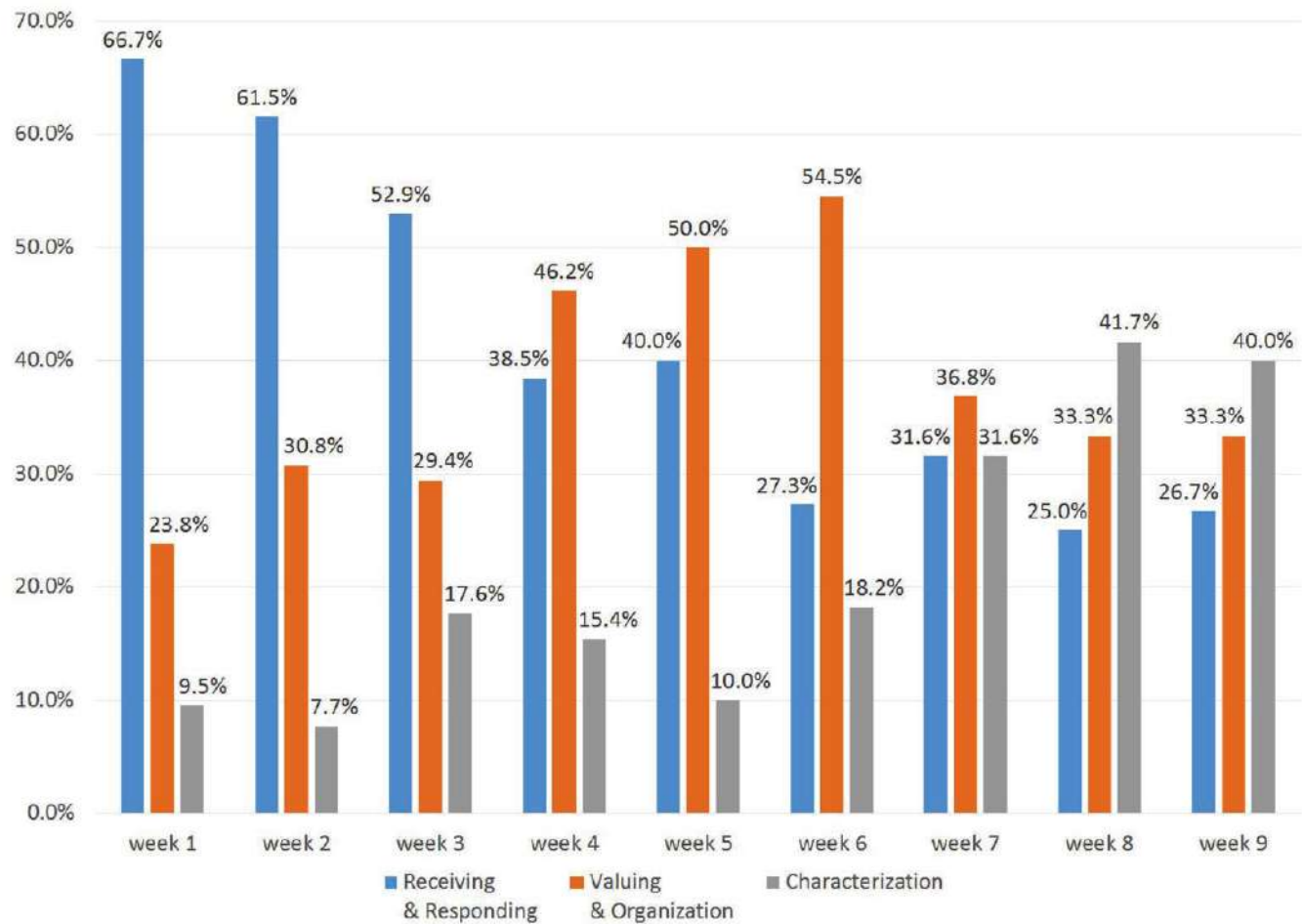
- Entrepreneurship learning usually focus on functional tasks and operational tasks of business (e.g., risk planning; initiate, develop, and manage business; develop and operate businesses)
- Personal skills, behavior attributes and knowledge in a broader range of contexts (e.g., environmental protection, fair trade, health and human rights, etc.)

Or “**Social Entrepreneurship**”

TABLE 1 | Entrepreneurship course objectives.

| Week | Affective level | Course objectives |
|------|--------------------------|--|
| 1 | Receiving and responding | Introduction to “social entrepreneurship” |
| 2 | Receiving and responding | <u>Defines social entrepreneurship through a case study of Bangladesh’s Grameen Bank.</u> Students are assigned to develop a proposal within the CBS Entrepreneurship Platform to attract external funding |
| 3 | Receiving and responding | Discuss the characteristics needed for successful social entrepreneurship |
| 4 | Valuing and organization | <u>Identifying and developing opportunities:</u> identifying hidden ones, creating new ones, eliminating the need for one and creating demand for antagonistic assets |

| | | |
|---|--------------------------|---|
| 4 | Valuing and organization | Identifying and developing opportunities: identifying hidden ones, creating new ones, <u>eliminating the need for one and creating demand for antagonistic assets</u> |
| 5 | Valuing and organization | Distinguishing business models for specific businesses in terms of scale model, role model, organism, recipes |
| 6 | Valuing and organization | Applying the “business model canvas” concept to the real businesses |
| 7 | Characterization | <u>Discussing and developing business proposals</u> |
| 8 | Characterization | Optimizing organizational structures using examples from CIC and L3C. Identifying the pros and cons of different organization types |
| 9 | Characterization | <u>Attracting external funding.</u> Students share their experience of developing effective business plans for raising funds |



| Variation of affective goals.

Q & A
