

## 認知領域之動詞使用

### Action verbs of the **cognitive domain (knowledge)**

層次/level	特徵 / Definition	可參考詞條 / Sample verbs
記憶 Remember	從長期記憶中提取相關知識。 Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	列舉、重現、說明、標明、識別、選擇、背誦、配合、配對、界定、命名、描述、指出、提取、依序排出、列表、回憶 cite, define, give, label, list, match, name, recall, record, relate, remember, select, state, tell, underline, write
瞭解 Understand	從教學訊息中創造意義，建立所學新知識與舊經驗的連結。 Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	區別、辨別、轉換、解釋、闡釋、舉例、摘要、標出、展示、表達、複述、翻譯、重寫、引申、比較、提示、分類 describe, discuss, explain, express, identify, locate, recognize, report, restate, review, translate, understand
應用 Apply	牽涉使用程式（步驟）來執行作業或解決問題，與程式知識緊密結合。Carrying out or using a procedure for executing or implementing.	執行、實行、施行、計算、演算、示範、操作、發展、預估、運用、套用、使用、連結、修飾、改編、解決、建造 apply, assign, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, shop, sketch, use
分析 Analyze	牽涉分解材料成局部，指出局部之間與對整體結構的關聯。 Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	細列、圖示、分辨、區分、評估、分解、比較、對照、剖析、歸納、推衍、檢測、概算、差別、再認、辯護、歸因、細述理由 analyze, appraise, calculate, categorize, compare, contrast, criticize, debate, diagram, differentiate, distinguish, examine, experiment, inspect, inventory, question, relate, solve, test
評鑒 Evaluate	根據規准（criteria）和標準（standards）作判斷。Making judgments based on criteria and standards through checking and critiquing.	批判、判斷、評價、分級、安排、搜集、聯合、組成、總結、重建、重組、編纂、證明、辯護、擬定、處理、修改 appraise, assess, check, choose, critique, decide, discriminate, estimate, evaluate, grade, inspect, judge, measure, monitor, rank/rate, review, revise, score, select, value
創造 Create	涉及將各個元素組裝在一起，形成一個完整且具功能的整體。Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	鑒別、產生、設計、建構、整合、檢討、闡釋、證明、選擇、支持、預測、推測、提議、發明、結論、關聯、排序、組織、模組化 adapt, build, change, choose, combine, compile, compose, construct, create, design, develop, discuss, elaborate, estimate, formulate, imagine, improve, invent, make up, modify, originate, plan, predict, propose, solve, suppose, test, theorize

## 技能領域之動詞使用

### Action verbs of the **psychomotor** domain (**action**)

層次/level	特徵 / Definition	可參考詞條 / Sample verbs
知覺 Perception	瞭解與所學習的動作技巧有關的知識、性質及功用。The ability to use sensory cues to guide physical activity	描述、使用、解釋、發現、區分、鑒定 chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
準備狀態 Set	為適應某動作技巧的學習，所作的心理上、身體上和情緒上的準備。The readiness to act; requires the learner to demonstrate an awareness or knowledge of the behaviors needed to carry out the skill	選擇、解釋、回應、建立、顯示 begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers
引導反應 Guided Response	能在指導下表現正確的動作技巧或行為。The early stage of learning a complex skill; includes imitation; can complete the steps involved in the skill as directed	製作、複製、混合、依從、建立、回答、跟隨 copies, traces, follows, reacts, reproduces, responds.
機械化 Mechanism	經過練習後，所學習的動作技巧已成為熟練的技能。The ability to perform a complex motor skill; the intermediate stage of learning a complex skill	操作、裝卸、練習、變換、修理、固定、校驗 assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
複雜的外在反應 Complex Overt Response	能整合不同的動作技巧，熟練地完成全套的動作技巧。The ability to perform the complete psychomotor skill correctly	組合、修繕、專精、解決、改正、計算、示範、組織、測量、混合 assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
適應 Adaptation	此階段練就的動作技巧具有應變能力、能適應環境條件及要求的變化。Can modify motor skills to fit a new situation	重新安排、修正、改變、改組、調適 adapts, alters, changes, rearranges, reorganizes, revises, varies.
創作 Origination	應用已習得的動作技巧，形成了一種創造新動作技巧的能力。The ability to develop an original skill that replaces the skill as initially learned	設計、發展、規劃、編輯、製作、結合、建立 arranges, builds, combines, composes, constructs, creates, designs, initiates, makes, originates.

## 情意領域之動詞使用

### Action verbs of the **affective** domain (**emotion**)

層次/level	特徵 / Definition	可參考詞條 / Sample verbs
接受 Receiving or Attending	願意接受某一事件或活動。 Awareness, willingness to hear, selected attention.	同意、接納、分享、注意、應用、給予、選擇、辨別、指明、積聚、覺察、發現、接受、感受、聆聽、聽從、提問、辨別 asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
反應 Responding	樂意以某種方式加入某事，以示反應。Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	服從、順從、反應、回應、遵守、認同、許可、主動、使一致、表現、支持、報告、執行、參與、幫助、背誦 answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
評價 Valuing	看到某種現象、行為或事物的價之處，從而表示接受、追求某事，表現出一定的堅定性的價值觀。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.	評價、體會、體認、參與、從事、贊同、完成、衡量、欣賞、關心、關懷、尊重、解說、反省、反思、培養、初創、提議、證驗、追蹤、研究、證明 completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
重組 Organization	當遇到多種價觀念出現複雜情景時，將價觀組織成一個系統，把各種價觀加以比較，確定各種價觀的相互關係及它們的相對重要性接受自己認為重要的價值觀，形成個人的價值觀念體系。Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	堅持、改變、安排、聯合、申辯、歸納、統整、組合、結合、構成、合成、概括、整合、調整、組織、綜合、比較、修飾、命令 adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

形成品格 characterization by a value or value system	透過對價觀體系的組織過程，品德逐漸形，成即各種價被置於一個內在和諧的架構之中，它們的層級關係已定。個人言行受其所確定的價值觀體系的支配。觀念、信仰和態度等融為一體，最終的表現是個人世界觀和人生哲學的形成。Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment	同意、贊成、回避、建立、分辨、影響、實踐、解決、應用、證驗、表現、完成、欣賞、服務、具備、傾訴、重改、參與、主動做 acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.
---	--	--

延伸參考資料：

Anderson, L. W., Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Huitt, W. (2003). The psychomotor domain. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [2022-08-11], from <http://www.edpsycinteractive.org/topics/behavior/psymtr.html>

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

鄭蕙如、林世華 (2004)。Bloom 認知領域教育目標分類修訂版理論與實務之探討--以九年一貫課程數學領域分段能力指標為例。台東大學教育學報，15(2)，247-274。

林淑萍、葉連祺 (2003)。布魯姆認知領域教育目標分類修訂版之探討。教育研究月刊，第 105 期，94-106。