EDUCATORS’ GUIDELINE FOR WRITING THE AFFECTIVE DOMAIN COURSES IN LEARNING OUTCOME
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ABSTRACT

Learning outcomes for any courses are to state what will be accomplished by the students at the end of those courses and how to measure the achievement. This paper will present a summary of the learning outcomes for curriculum design in higher education institutes. The report also can be used to propose a user-friendly method for writing courses and programs in terms of learning outcomes. The main intention of the study is to provide a guideline on how to write an effective domain in learning outcomes for any courses. There are three learning domains that must be offered by the universities or any higher education institutes that are cognitive, affective and psychomotor. Learning domain is important in assessing students' knowledge, attitudes and skills. Data from the top 50 universities around the world indicate that there is a low percentage in effective domain in most of the courses offered. Affective domain such as the development of values, ethics, aesthetics, and feelings of students is very important in any course that they learn. Affective domain is difficult to assess because this domain involves a combination of cognitive, behavioural, and feelings. This paper will also discuss the findings of past researches on the definition of learning outcomes, structure, content, measurement of writing the learning outcomes, the verb used as well as activities in teaching and learning together with the assessment forms. All those measurements are used to test the learning outcomes whether the students successfully achieve it. From the survey, this paper will propose a set of guidelines to foster affective domain in learning outcomes in order to produce holistic graduates with good attitude. In addition, this paper will support educators to improve the value of preparing the learning outcomes.

Key words: affective domain, learning outcome, guideline
INTRODUCTION

In any learning modules or programs, the result is measure according to the course content (Kennedy et al., 2012). Educators will decide the content to be taught, plan how those content to be carried, and then evaluate the content of the course. This method of approach is focus on the teaching and assessment where the students receive the material being taught. Course descriptions refer primarily to course contents that will be discussed during the class. This approach is known as educator-centered approach. Among the shortcomings of this method is that a teaching and learning objectives will be difficult to identify exactly what students need at the end of a module, program or course (Gosling and Moon, 2001).

In most of the education systems nowadays, there are a paradigm shift which switch from educator-centered into student-centered approach (Kennedy et al., 2012). More student-centered method focuses on what students are expected to get at the end of the module, program or course. This approach is also referred as an outcome approach. Instead of using “learning the results”, the words use is “learning outcomes”, where it denote the expectation or what students need to achieve at the end of their study.

In the 1960s and 1970s education in the United States, outcome-based approach can be identified through the work that involves the movement of the objective behavior of students (Kennedy et al., 2012). Robert Mager (1975) who was a supporter of the outcome-based approach in the teaching of writing suggests a very specific statement that the results have to be prioritized. He also emphasis on the use of the statement or the appropriate verb to write learning objectives. Using the teaching objectives and the performance, Mager tried to determine the type of learning that will occur at the end of the lesson and how learning will be assessed. This is an instructional objectives later developed into a more appropriate word which defined as learning outcomes (Kennedy et al., 2012).

Based on Bloom's Taxonomy guide, in order to produce students with a holistic education, the content must include three important domains which are cognitive, effective and psychomotor. All these three domains need to have in every courses offered. Gowrishankar and Elanchezian (2014) emphasis on the role of educators to
develop learning outcomes for each course must have three domains: cognitive, affective domain and psychomotor domain.

Each domain has a level according to the different stages of the learning progress namely basic, level surface learning and deeper levels of learning (Bloom and Krathwol, 1956). The level of learning is very important for educators to differentiate the learning experience depends on (i) the level of the student experience, (ii) the level of development of students and (iii) the level of intensity of a learning experience.

According to Caffarella (2002), the learning domain has been designed with three main divisions:
- Cognitive: mental skills (knowledge), which consists of six level.
- Affective: growth in feelings or emotional areas (Attitude), which consists of five stages.
- Psychomotor: manual or physical skills (skills), consisting of five levels.

Affective domain in learning outcomes are the most complex, the emotional life of the students and reflects the confidence of the students, attitudes, perceptions, desires, feelings, values, priorities, and interests (Friedman, 2008; Friedman & Neuman, 2001; Picard et al., 2004). This paper will discuss on the literature review of the definition of learning outcomes, structure, learning outcomes and measures writing learning outcomes. After that, how to use of the verb to be effective domain and activities in teaching and learning and assessment forms for the testing of learning outcomes achieved by students successfully. Later, this paper will propose a set of guidelines to foster affective domain in learning outcomes in order to produce holistic graduates with good attitude. Lastly the paper will end with the discussion and conclusion.

2.0 LITERATURE REVIEW

2.1 DEFINITION OF LEARNING OUTCOME

Learning outcomes are the skills and knowledge that a student will be able to demonstrate upon completion of the learning process (Jackson et al., 2003). When designing a programme of learning on an ‘outcome-based’ model, it is focuses on what the student is expected to do at the end of learning period; whether it is a single
module or whole degree programme (Jackson et al., 2003). Learning outcome is a statement that describes the abilities, knowledge, and skills that students can expect to develop in the course (Hughes, 2013; Spronken-Smith et al., 2012).

According to Kennedy et al. (2012), a review of the literature regarding the definition of learning outcomes is elaborate in Figure 1.

- Learning outcomes are statements of what is expected that the student will be able to do as a result of learning the activity. (Jenkins and Unwin, 2001)
- Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills or attitudes. (American Association of Law Libraries)
- Learning outcomes are an explicit description of what a learner should know, understand and be able to do as a result of learning. (Bingham, 1999)
- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. (ECTS Users’ Guide, 2005)
- Learning outcomes are explicit statements of what we want our students to know, understand or be able to do as a result of completing our courses. (University of New South Wales, Australia)
- Learning outcome: a statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. (Gosling and Moon, 2001)
- A learning outcome is a statement of what the learner is expected to know, understand and/or be able to do at the end of a period of learning. (Donnelly and Fitzmaurice, 2005)
- A learning outcome is a statement of what a learner is expected to know, understand and be able to do at the end of a period of learning and of how that learning is to be demonstrated. (Moon, 2002)
- Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills and attitudes upon completion of a programme. (Quality Enhancement Committee, Texas University)
- A learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit or qualification. (Adam, 2004)

Figure 1: Definition of learning outcome

Kennedy et al. (2012) could see that the various definitions of learning outcomes do not differ significantly from each other. From these definitions, it is clear that:

- Learning outcomes focus on what the learner has achieved rather than the intentions of the teacher;
- Learning outcomes focus on what the learner can demonstrate at the end of a learning activity.
The definition of a learning outcome may be considered a good working definition according to European Credit Transfer and Accumulation System (ECTS) Users Guide (2016):

- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

According Kennedy et al. (2012), educators need to share learning outcomes with students before learning something that happens. This is because there are several reasons among which are:

a) To explicitly articulate your learning outcomes might give you a clearer sense of what holds your course together.

b) It is helpful to communicate with your students about what you expect of them. This is fair to them, helps you avoid misunderstandings, and gives a shared reference point should problems arise.

c) It helps to set a (high) minimum standard students should work to meet or exceed.

d) It allows you to ensure your course activities, assessments, and content are aligned in a coherent way.

### 2.2 STRUCTURE OF LEARNING OUTCOME

Writing format structure of learning outcome according Biggs J. and Tang C. (2011) is as in Figure 2.

![Figure 2: Structure of Learning Outcome format](http://www.iium.edu.my/capeu 2016/index.php/proceedings/5)

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Biggs and Tang (2011) suggest some tips to write learning outcome:

a) Decide and/or examine what you are going to teach.
   This will formulate the modules aims and objectives. Carve this into 4 to 6 topic areas depending on credit value.

b) Decide the purpose of the teaching.
   What skills and knowledge do you want the students of have at the end of the module? How does this module fit in the whole degree programme?
   This will help with assessment types and choosing the right action verbs.

c) Link the two together.
   Pick a topic area and decide what the best way to demonstrate it is?
   If it’s a practical skill then choose a psycho-motor verb;
   If it’s cognitive based then decide how much they need to demonstrate, do they need to recall facts or process the information in some way applying or evaluating in different situations.

2.3 HOW TO WRITE LEARNING OUTCOMES

According to Caffarella (2002), there are some steps on how to write learning outcome as below:

a. Start with STEM
b. Add appropriate ACTION VERB to stem
c. Add specific content/ value/ attitude/ behavior
d. Assess learning outcome
e. Revise as necessary

Learning Outcome Formula:
Learning Outcome = STEM + ACTION VERB + content/ skill/ value

Some example for STEM:

• By the end of this class, students will be able to
• By the end of this class, students should be able to
• By the end of this class, successful students should be able to
• In order to pass this course, students must demonstrate the ability to

Some example for ACTION VERB:
1. Distinguish between Bloom’s domains of learning.
2. Apply Bloom’s taxonomy to write a course, level learning outcome.
3. Assess course learning outcomes against degree level expectations.
4. Design learning activities appropriate for meeting learning outcomes.
5. Develop methods to evaluate student achievement of learning outcomes.
6. Integrate learning outcomes into all courses taught.
2.4 LEARNING DOMAIN AND LEVEL IN HIERARCHY

Benjamin Bloom is an educational psychologist. He along with other researchers has spent a lot of time to study human learning processes. Before that Bloom and Krathwal (1956) have published their first book that outlines a system for classifying different levels of intellectual learning. This continues to be a reference book especially about educational theory. According to Bloom and Krathwal (1956) learning that occurs in the cognitive domain (knowledge), starting at a basic level considering the fact knowledge. Learning becomes more profound, students move through comprehension, application analysis, synthesis, and evaluation. (as show in Table 1 until Table 3).

Table 1: Bloom’s Cognitive Domain

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
<th>Simple Definition</th>
<th>Example Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE level 1</td>
<td>Knowledge</td>
<td>Remembering information</td>
<td>Describe, identify, list, name, order, recognize, select</td>
</tr>
<tr>
<td>HE level 2</td>
<td>Comprehension</td>
<td>Understanding information</td>
<td>Discuss, distinguish, explain, explain, give example(s), identify, review</td>
</tr>
<tr>
<td>HE level 3</td>
<td>Application</td>
<td>Use information in new ways</td>
<td>Apply, choose, demonstrate, illustrate, prepare, produce, solve, write</td>
</tr>
<tr>
<td>Master's and PhD</td>
<td>Analysis</td>
<td>Distinguish different parts</td>
<td>Analyze, breakdown, calculate, compare, identify, analyze, test</td>
</tr>
<tr>
<td>Master's and PhD</td>
<td>Synthesis</td>
<td>Combine information into alternate solutions</td>
<td>Arrange, categorize, compose, design, explain, rewrite, summarize</td>
</tr>
<tr>
<td>Master's and PhD</td>
<td>Evaluation</td>
<td>Defend ideas or concepts</td>
<td>Appraise, assess, defend, describe, evaluate, justify, interpret, support</td>
</tr>
</tbody>
</table>

Table 2: Bloom’s Affective and Psychomotor Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Simple Definition</th>
<th>Example Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>Perception of values</td>
<td>Accept, complete, perform, participate, question, solve</td>
</tr>
<tr>
<td>Psycho-motor</td>
<td>Developing practical skills</td>
<td>Assemble, calibrate, collect, design, document, measure</td>
</tr>
</tbody>
</table>

Table 3: Krathwohl’s Affective Domain

- **Affective** learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate these attitudinal characteristics or values which are appropriate to the task situation and the field of study.

<table>
<thead>
<tr>
<th>Level and Definition</th>
<th>Illustrative Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving refers to the student’s willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a filing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.</td>
<td>asks, chooses, defines, follows, gives, holds, identifies, locates, names, points to, selects, sets events, replies, issues</td>
<td>Listening to discussions of controversial issues with an open mind.</td>
</tr>
<tr>
<td>Responding refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (needs assigned materials), willingness to respond spontaneously (beyond assignment), or satisfaction in responding (needs for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under “induced”; that is, those that stress the seeking out and enjoyment of particular activities.</td>
<td>answers, assists, completes, conforms, discusses, greets, helps, labels, perforforms, practices, presents, reads, revises, reports, selects, tests, writes</td>
<td>Completing homework assignments. Participating in team problem-solving activities. Questions new ideas, concepts, models, etc., in order to fully understand them.</td>
</tr>
<tr>
<td>Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in depth from the simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but these to these values are expressed in the student’s overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under “attitudes” and “appreciation” would fall into this category.</td>
<td>completes, describes, differentiates, evaluates, follows, forms, installs, Lvolved, joins, justifies, recognizes, reads, reports, selects, shares, studies, works</td>
<td>Accepting the idea that integrated communities is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Formulates management on matters that one feels strongly about.</td>
</tr>
</tbody>
</table>

Learning outcomes of any courses must be built according to every aspect of human behavior prior to teaching and learning process. Thus, each of the learning outcomes in any courses must have three learning domains which are cognitive domain, effective domain and psychomotor domain (Patrick, 2014).

Learning outcomes are exhibited aspects of human behavior that need to be assessed for suitability. The behavior of different individuals and need to be classified for easy evaluation. Bloom (1956), Krathwohl (1964), and Harrow (1972) have classified the behavior of three domains namely cognitive behavioral, affective behavior and psychomotor behavior.

According to Caffarella (2002), undergraduate education has outlined three learning domains where people regularly involved: cognitive (knowledge), affective (attitude) and psychomotor (physical skills). In each of these domains, learners starts at a basic level and moving through a hierarchy of learning.

There are six stages or levels of cognitive domain in an educational objective as has been asserted (Krathwohl, Bloom and Masia, 1964). The rating was compiled from the simplest to the most complex which are remembering, understanding, applying, analyzing, evaluating, and creating.

Whereas for the effective domain there are five levels that have also been prepared from the simplest to the most complex which are receiving, responding, valuing, organizing, and characterizing (Caffarella, 2002). Besides that, there are five levels of

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**Table:**

<table>
<thead>
<tr>
<th>Characterization by a value or value set. The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic “life-style.” Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student’s general patterns of adjustment (personal, social, emotional) would be appropriate here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility for one’s behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.</td>
</tr>
<tr>
<td>acts, discriminates, displays, influences, literates, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</td>
</tr>
</tbody>
</table>

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psychomotor domain such as observing, modeling, recognizing standards, applying, and coaching (Caffarella, 2002).

To write learning outcomes that have three learning domains by stage as above, actions verb used to describe the behavior of students to achieve the learning objectives. Based on Caffarella (2002), below is the action verb for each domain of teaching.

Neuman and Friedman (2008), have shown that the attention, confidence and motivation of each student must apply in any individual instruction. Teachers must use strategy to produce students who have the cognitive, behavioral, or affective changes so keep motivated to learn. The model shows the affective domain has been on the level of achievement of simple to complex (as show in Figure 3).

![Figure 3: Neuman & Friedman’s Affective Domain](image)

3.0 RESEARCH QUESTIONS

This study try to address the following research questions:

- Are there patterns based on level course learning outcome (CLO) by top 50 universities in the world?
- What do the affective domains in Course Learning Outcome (CLO) have in common?
• What affective domain model appropriate courses used to achieve the learning outcomes of an attitude of students in higher education?

4.0 METHODOLOGY

This study is to identify the domains of teaching found in each of the learning outcomes of the course whether cognitive, effective or psychomotor domain. The main focus of which is to identify effective domain level domains that are effective in learning outcomes. The study will assess the pattern or continent where the conscious domain effective in achieving the objectives of a lesson. Learning outcomes covering all three domain where students will determine whether objectives are achieved and subsequently establish a process of teaching and learning is good. Therefore, the use of action verbs in the domain of learning outcomes play an important role in ensuring that the end of the lesson, students will be able to define, discuss, express emotions, feelings and demonstrate writing skills, drawing inter alia on the topics taught.

The sample consisted of 1,685 outcomes from 305 courses have been obtained from the top 50 universities world wide. The courses have complete learning outcomes have been obtain from 50 leading universities around the globe. Instruments as described by Caffarella (2002) which have level and action verb for teaching domain has been used to identify lessons to 1,685 domain data. Hence the calculation of the percentage by teaching domain was obtained.

The second intention is to propose a set of guidelines to foster affective domain in learning outcomes in order to produce holistic graduates with good attitude.

5.0 RESULT

This paper will present the results of the initial analysis for the three domains that were obtained from top 50 universities based upon ranking in the year 2016. Research questions for this study have been answered as in Table 4 below.
Table 7: Percentage analysis of courses’ program

<table>
<thead>
<tr>
<th>Total of Courses</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
</tr>
<tr>
<td>305</td>
<td>185</td>
<td>60.66 %</td>
</tr>
</tbody>
</table>

Referring to Table 7 above, the total course of 305 was obtained as a result of learning outcome from the top 50 universities. 185 or 60.66% of the course is a course of undergraduate programs and 120 courses or 39.34% post postgraduate studies.

Table 8: Percentage analysis of courses’ learning outcome (CLO)

<table>
<thead>
<tr>
<th>Total of CLO from top 50 universities ranking in the world</th>
<th>Cognitive Domain in CLO</th>
<th>Psychomotor Domain in CLO</th>
<th>Affective Domain in CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>1, 685</td>
<td>1,628</td>
<td>96.6 %</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 8 shows that out of the 1,685 learning outcomes from 305 courses found 1,628 learning outcome representing 96.6% cognitive domain. The average for each course has six learning outcomes. Then 32 or 1.8% is psychomotor domain and only 26 or 1.5% is affective domain. This shows that there is no balance while creating a learning domain for learning outcomes. Some of the learning outcomes of the course only has a cognitive domain. The percentage of affective domain course in learning outcome (ACLO) is the lowest compared to percentages cognitive and psychomotor domain in the learning domain.

Table 9: Percentage analysis of courses that have affective domain

<table>
<thead>
<tr>
<th>Total of Courses</th>
<th>The courses that have affective domain</th>
<th>The course does not have the affective domain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
</tr>
<tr>
<td>305</td>
<td>20</td>
<td>6.56 %</td>
</tr>
</tbody>
</table>
Refer to Table 9 above, the total course of 305 was obtained as a result of learning outcome from the top 50 universities. 20 or 6.56% of the courses have the affective domain in courses’ learning outcome and 285 courses or 93.44% of the courses does not have the affective domain in courses’ learning outcome.

<table>
<thead>
<tr>
<th>Total of Affective Domain CLO</th>
<th>Level A3</th>
<th>Level A2</th>
<th>Level A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
<td>Percentage</td>
</tr>
<tr>
<td>26</td>
<td>15</td>
<td>58%</td>
<td>9</td>
</tr>
</tbody>
</table>

The above Table 10 shows that only 26 of which have an effective learning course than 1,685 learning outcome. While the data of 26 effective domain for only 15 students in achieving a level A3 “Valuing” with 58%. There are a total of 9 represents a level A2 with 35% and 2 to level A1 “Receiving” with 7%. Identification of the effective level domains evaluated according to action verb in Caffarella (2002). Data shows no effective level domain for A4 “Organizing” and A5 “Characterizing”.

<table>
<thead>
<tr>
<th>Total of Affective Domain CLO</th>
<th>Individual</th>
<th>Team Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Percentage</td>
<td>Percentage</td>
</tr>
<tr>
<td>26</td>
<td>10</td>
<td>38.46%</td>
</tr>
</tbody>
</table>

Table 11 shows that there are only 26 learning outcomes that have effective domain of the 1,685 overall learning outcomes. 26 effective domain of these courses have been produced through the development of the individual as much as 38.46% while the group or team as much as 61.54%.

6.0 DISCUSSION

The results shows that the learning outcomes are more focused on cognitive domain. According to Bloom (1956), Krathwohl (1964), and Harrow (1972), successful in each course must have three domains of learning in the learning outcomes which are cognitive, psychomotor and effective domain. In order to produce students with holistic and well balanced soft skill, educators need to include these elements in
developing the learning outcomes for every courses offered in higher education level like universities.

According to Gowrishankar and Elanchezian (2014), the role of educators to develop learning outcomes for each course that have all three domains: cognitive, affective and psychomotor. Results also shows that the level of effective domain involved is level 1 “Receiving”, level 2 “Responding” and level 3 “Valuing” only. According to Caffarella (2002), the effective domain have five levels that drawn from the most simple to the most complex which are receive, respond, evaluate, organize, and characterize.

There are several references to the affective domain of learning according to level hierarchical model for educators such as Bloom (1956), Krathwohl (1956), Masia (1964), Harrow (1972), Caffarella (2002), and Neuman & Friedman (2008). To ensure learning outcomes has three domains of cognitive learning, affective and psychomotor. We only focus on how to guide the writing or the writing of the affective domain. This is because there are only 20 or 6.56 % of the course that has the affective domain in learning outcomes of the top 305 courses from 50 universities involves in this study.

Therefore, we propose an alternative taxonomy developed by Norasiken & Richard (2016). The model presented below according to the level of use of the action verb to be used as a guide for educators to produce attitudes or beliefs of students towards the courses they studied. Formation of students’ attitudes need to be considered and not only concerned with academic achievement alone. Refers to Table 12, this model also has a level of attitude that should be achieve from a simple level (L1) to a more complex level (L5).

<table>
<thead>
<tr>
<th>Stage/ Level</th>
<th>Affective Domain</th>
<th>Explanation</th>
<th>Action Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A5</td>
<td>Characterization</td>
<td>Learner integrates and behaves in line with values in new contexts</td>
<td>act, display, embody, habituate, influence, plan, integrate, represent, solve, validate, verify, discriminate, listen, perform, revise, qualify, serve</td>
<td>Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</td>
</tr>
<tr>
<td>Level</td>
<td>Area</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Organization</td>
<td>Learner prioritizes values and resolves internal or personal conflict. Adheres, alter, adjust, arrange, defend, develop, generalize, modify, order, reconcile, rank, organize, relates, prepare, synthesize, combine, complete, describe. Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one’s behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Valuing</td>
<td>Learner places value on a behaviour, involvement, respect, commitment in class context, make assignments. Adapt, argue, balance, challenge, critique, confront, differentiate, defend, initiate, invite, justify, persuade, seek, discuss, help, cooperate, report, share, work, compare. Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Responding</td>
<td>Learner actively responds in new attitude, participates, change behaviour to reflect attitude. Accept, attend, observe, read, follow, holds, identify, sits erect. Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Receiving</td>
<td>Learner is willing to pay attention and listen with respect. Accept, attend, observe, read, follows, holds, identify, sits erect. Listen to others with respect. Listen for and remember the name of newly introduced people.</td>
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The first level (A1) is "Receiving" where students have the awareness, willingness to listen with respect and remember the new knowledge, selected attention, will attend the deliver of values and attitudes. According to Krathwohl (1964), the awareness of students in various areas when students begin to accept themselves and to attend the hearing and to respect the new knowledge presented and try to remember that knowledge. Students have formed a private person. Therefore, it is necessary to teach students to appreciate and respect and responsibility towards a knowledge that has been delivered. Students will begin to build a new attitude.

In the second level (A2) of the "Responding". According to Krathwohl (1964), in which students actively react in a new attitude, participate, change the behavior to reflect the attitudes. Students will participate in activities and respond. At this stage, the students not only follow certain phenomena. Examples of activities such as along as the students have read the material provided, so students are prepared to respond to the tasks that have been given or students feel satisfaction or pleasure to read and try to enjoy it. At this level students will form a real student behavior on new phenomena.

The third level (A3), namely “Valuing” where the attitude or behavior of students have remained with the worth or value of students attached to an object, phenomenon, or behavior. According to Caffarella (2002), students will develop the skills set of acceptance easier to more complex levels and commitment and responsible for the group with the function and the result is very effective. Value is based on the internalization of a set value determined, but clues to these values are expressed in overt behavior of students. Learning outcomes in this area is in respect of conduct that is consistent and stable for create value clearly identified. This level has the objective of teaching classified under "attitudes" and "appreciation".

The fourth level (A4) is "Organization". According Krathwohl (1964), these students will bring together different values, resolving conflicts between them, and began to build a consistent value system. Therefore, the attitude of the students at this level is more emphasis on comparing, relating, and create value. Students’ learning outcome at this level will produce students who have a responsible attitude in the group in addition to improving the relationship with humans.

On the fifth level (A5) is the "Characterization" where according to Krathwohl (1964), students will have a fixed value individually and have a value system that has controlled their behavior for the long term to develop the characteristics "Lifestyle". On this level will be able to produce students who have behavior that is widespread, consistent, and predictable. The objective of teaching at this level, students who are concerned with student The general form of adjustment (personal, social, emotional).

7.0 CONCLUSION

The study was conducted to determine the extent of learning outcomes of courses offered to students have three important domains for learning which are the domain of cognitive, effective and psychomotor. The study has identified learning outcomes of the courses offered from top 50 universities in the world. Then the study try to categorize the domain of learning that use guided action verb contained in all learning outcomes. Educators must create learning outcomes have three domains of learning to produce students who are excellent in intellectually, attitudes and skills. We realize that it is easier to assess cognitive and psychomotor domain of assessing the affective
domain. Effective holistic learning not only performance of student achievement but must be balanced with good behavior.

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