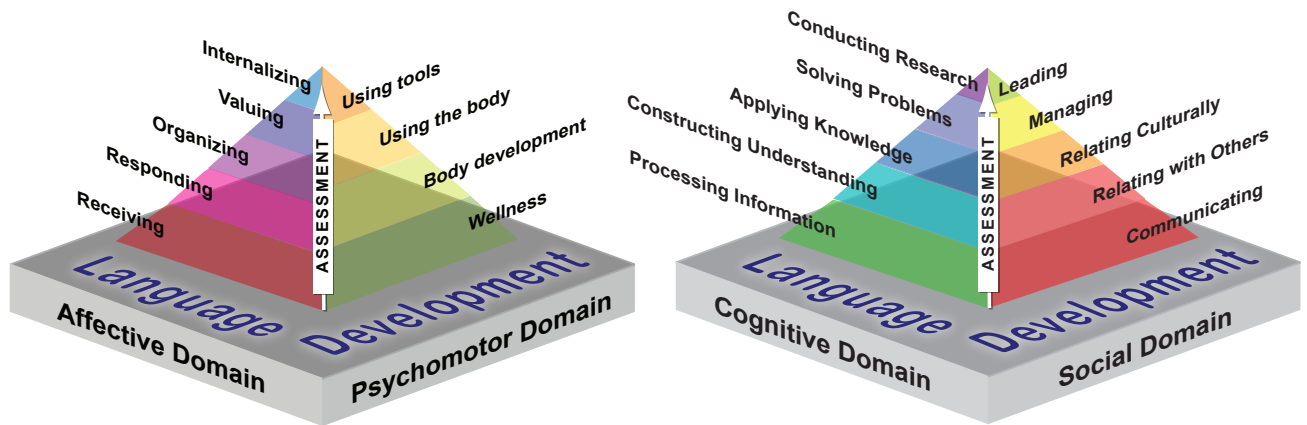


The Classification of Learning Skills

for Educational Enrichment and Assessment



The Classification of Learning Skills for Educational Enrichment and Assessment (CLS) represents a 15-year research effort by a team of process educators who created this resource to assist with the holistic development of their students. Used by both faculty and students, the CLS is a valuable tool which helps to identify key processes and skills fundamental to learning. It also provides the framework for making quality assessments of performance and serves as a guide for improving assessment and self-assessment skills.

Faculty who teach using active learning formats will find this resource especially useful when measuring, assessing, and improving student performance. Students can use the CLS to identify the most important skills required to perform at the level of a skilled practitioner in various content areas.

What is a Learning Skill?

Learning skills are discrete entities that are embedded in everyday behavior and operate in conjunction with specialized knowledge. They can be consciously improved and refined. Once they are, the rate and effectiveness of overall learning increases. They can be identified at an early stage of a learner's development. No matter what the person's age or experience, learning skills can be improved to higher levels of performance through self-assessment, self-discipline, or guidance by a mentor. This growth in learning skill development is usually triggered by a learning challenge of some kind and is facilitated by actions built on a shared language between mentor and mentee.

Development of the Classification

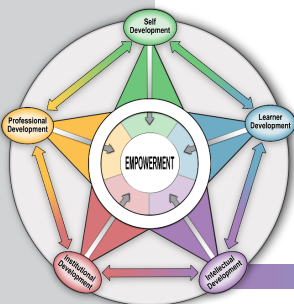
Initial work on The Classification of Learning Skills focused on the cognitive domain, looking primarily at critical thinking and problem solving skills. Benjamin Bloom's Taxonomy of Educational Objectives served as a resource during the construction of the cognitive domain. Efforts to build the social domain coincided with research projects such as the SCANS Report (*Secretary's Commission on Achieving Necessary Skills*), which pointed out the need to help students develop communication, teamwork, and management skills. Daniel Goleman's seminal work on emotional intelligence profoundly informed the work on the affective domain learning skills. The CLS was further expanded when levels for learner performance were identified and terms such as "enhanced learner" and "self-grower" were introduced. By continuing the dialog about the design, implementation, and measurement of general education courses, educators across the nation have aided in the continual refinement of the CLS.

We invite you to learn more about the Classification of Learning Skills with our web-based learning object: www.pcrest.com/CLS

**Pacific
Crest**

The Leader for Process Education™

www.pcrest.com



COGNITIVE DOMAIN

Processing Information

Collecting Data (from a disorganized source)

Observing, Listening, Skimming, Memorizing, Recording Measuring

Generating Data (to fill a void)

Predicting, Estimating, Experimenting, Brainstorming

Organizing Data (for future use)

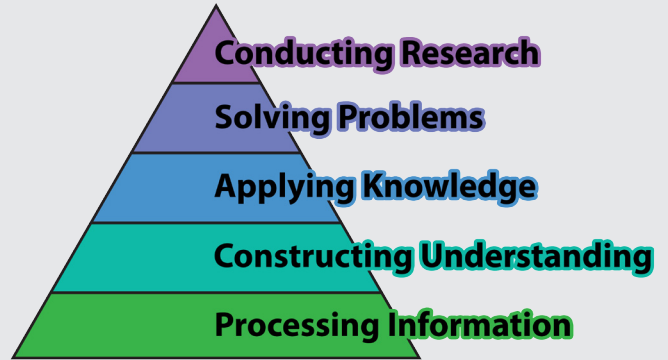
Filtering, Outlining, Categorizing, Systematizing

Retrieving Data (from an organized source)

Recognizing patterns, Searching, Recalling, Inventorying

Validating Information (for value)

Testing perceptions, Validating sources, Controlling errors,
Identifying inconsistency, Ensuring sufficiency



Constructing Understanding

Analyzing (characterizing individual parts)

Identifying similarities, Identifying differences, Identifying assumptions, Inquiring, Exploring context

Synthesizing (creating from parts)

Joining, Integrating, Summarizing, Contextualizing

Reasoning (revealing meaning)

Interpreting, Inferring, Deducing, Inducing, Abstracting

Validating Understanding (for reliability)

Ensuring compatibility, Thinking skeptically, Validating completeness, Bounding

Applying Knowledge

Performing with Knowledge (in real context)

Clarifying expectations, Strategizing, Using prior knowledge, Transferring

Modeling (in abstract context)

Analogizing, Exemplifying, Simplifying, Generalizing, Quantifying, Diagramming

Being Creative (in new contexts)

Challenging assumptions, Envisioning, Linear thinking, Divergent thinking, Transforming images, Lateral thinking

Validating Results (for appropriateness)

Complying, Benchmarking, Validating

Solving Problems

Identifying the Problem (to establish focus)

Recognizing the problem, Defining the problem, Identifying stakeholders, Identifying issues, Identifying constraints

Structuring the Problem (to direct action)

Categorizing issues, Establishing requirements, Subdividing, Selecting tools

Creating Solutions (for quality results)

Reusing solutions, Implementing, Choosing alternatives, Harmonizing solutions

Improving Solutions (for greater impact)

Generalizing solutions, Ensuring robustness, Analyzing risks, Ensuring value

Conducting Research

Formulating Research Questions (to guide inquiry)

Locating relevant literature, Identifying missing knowledge, Stating research questions, Estimating research significance, Writing measurable outcomes

Obtaining Evidence (to support research)

Designing experiments, Selecting methods, Extracting results, Replicating results

Discovering (to expand knowledge)

Testing hypotheses, Reasoning with theory, Constructing theory, Creating tools

Validating Scholarship (for meaningful contribution)

Defending scholarship, Responding to review, Confirming prior work, Judging scholarship

SOCIAL DOMAIN

Communicating

Receiving a Message

Attending, Reading body language, Responding, Checking perceptions

Preparing a Message

Defining purpose, Knowing the audience, Organizing a message, Selecting word usage, Formatting a message, Illustrating

Delivering a Message

Selecting a venue, Generating presence, Sharing knowledge, Persuading, Storytelling, Managing transitions

Relating with Others

Inviting Interaction

Taking an interest in others, Initiating interaction, Hosting, Expressing positive nonverbal signals, Assisting others, Being non-judgmental

Relating for Meaning

Belonging, Befriending, Empathizing, Collaborating, Parenting, Mentoring

Performing in a Team

Goal setting, Achieving consensus, Planning, Cooperating, Compromising

Performing in an Organization

Accepting responsibility, Being assertive, Making proposals, Documenting, Influencing decisions

Relating Culturally

Accepting Constraints

Obedying laws, Inhibiting impulses, Noticing social cues, Recognizing conventions

Living in Society

Sharing traditions, Supporting institutions, Valuing communities, Reacting to history, Being a citizen

Demonstrating Cultural Competence

Clarifying stereotypes, Appreciating cultural differences, Generalizing appropriately, Using culture-specific expertise

Managing

Managing People

Building consensus, Motivating, Modeling performance, Assessing performance, Evaluating performance

Building and Maintaining Teams

Defining team roles, Setting rules, Delegating authority, Confronting poor performance, Recruiting, Mediating

Managing Communication

Connecting with stakeholders, Networking, Marketing, Sustaining change

Managing Resources

Negotiating, Politicking, Securing resources, Creating productive environments

Leading

Envisioning

Projecting the future, Seeing implications, Balancing perspectives, Responding to change

Building a Following

Inspiring, Sharing a vision, Generating commitment, Maintaining integrity

Maintaining Commitment

Meeting individual needs, Taking meaningful stands, Thinking opportunistically, Being charismatic

Empowering

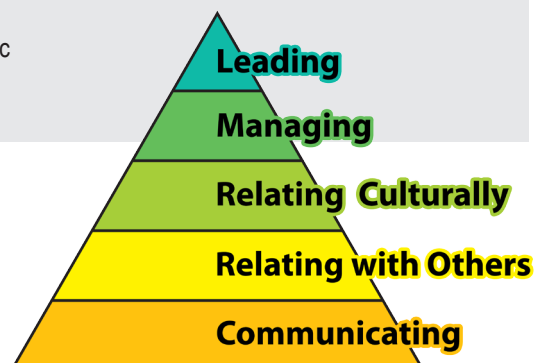
Giving credit, Encouraging ownership, Grooming subordinates, Being a servant leader

KEY

Process

Skill Cluster

Listing of Specific Skills



AFFECTIVE DOMAIN

Receiving (Being Open to Experience)

Exploring Self

Observing self, Listening to self, Perceiving reactions, Body awareness, Identifying emotions

Exploring Surroundings

Being curious, Being open, Being positive, Being playful, Being active

Experiencing Emotions

Feeling loved, Grieving, Feeling joyful, Laughing, Responding to aesthetics, Feeling secure

Responding (Engaging in Life)

Emoting

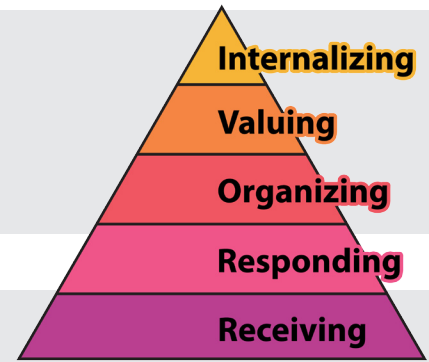
Loving, Caring, Respecting, Giving, Comforting

Addressing Life's Changes

Coping, Persisting, Accepting help, Believing in oneself, Responding to failure, Appreciating evaluation

Leveraging Life's Successes

Responding to success, Being humble, Seeking assessment, Celebrating, Acknowledging others



Organizing (Managing Oneself)

Regulating Self

Responding to requests, Recognizing dissonance, Managing dissonance, Managing resources, Prioritizing, Being self-disciplined

Managing Performance

Being decisive, Committing to the future, Preparing, Rehearsing, Challenging standards, Being self-efficacious, Orchestrating emotions

Managing Emotions

Modulating emotions, Recognizing emotional contexts, Preparing for future emotions, Modeling emotions

Valuing/Cultivating Values

Valuing Self

Building identity, Evolving a personal philosophy, Trusting self, Caring for self, Reflecting

Valuing Natural Laws

Appreciating diversity, Valuing nature, Valuing family/significant others, Being spiritual

Refining Personal Values

Identifying values, Exploring beliefs, Clarifying one's value system, Validating values, Aligning with social values, Accepting ownership

Internalizing

Synergizing Feelings

Associating feelings, Interpreting feelings, Analyzing feelings, Predicting feelings, Objectifying emotions, Exploring emotions

Facilitating Personal Development

Recognizing personal potential, Seeking assessment, Seeking mentoring, Being patient

Challenging Self

Exploring potential, Expanding identity, Being courageous, Being proactive, Growing culturally, Being empathic

Committing Beyond Self

Committing to caring, Accepting outcomes, Acting on beliefs, Enhancing self-esteem, Maturing, Self-actualizing

Stages of Learning Skill Development

Level 5 Transformative Use	The skill is expanded and integrated with other skills so that it can be applied in new contexts that inspire the emulation of others.
Level 4 Self-reflective Use	The skill can be self-improved and adapted to unfamiliar contexts with occasional advice from a mentor.
Level 3 Consistent Performance	The skill is routinely called upon and effectively applied in multiple contexts by the user, who consciously directs the effort.
Level 2 Conscious Use	The skill can be used proactively by a learner, but its use needs to be constantly encouraged and supported by a mentor.
Level 1 Non-conscious Use	The skill appears on a reactive basis in response to an immediate need, but without awareness of self or others.