RESEARCH ARTICLE

RELATION OF AFFECTIVE DOMAIN TO VALUE BASED EDUCATION AND ITS DEVELOPMENT THROUGH VALUE CLARIFICATION MODEL

*Ashutosh Bachheti

Assistant Professor, Department of Education, Modern Institute of Technology, Dhalwala, Tehri Garhwal-249201, Uttarakhand, India

ARTICLE INFO	ABSTRACT
	This article is prepared to show the importance of affective domain in the personality development of an individual. Along with this, another aim of this study is to see the interrelationship of the affective domain with values and value based education. As a method of study, literature review is done and for this, literature was collected from various online and offline sources. Inter comparison of content was adopted as the method of analysis. On the basis of analysis of content, it may be concluded that, when we talk about multi directional development of an individual, equal importance must be given to affective domain along with cognitive aspects. Affective domain is developed in hierarchical order of some steps of affective domain process. Affective domain process is focused on internalization of values, and it is necessary for affective development to take value development as base. For value development, value based education is desirable. There are many formal and non-formal ways of value based education. Value based education could be given in structured way through adopting some value models. One of these models is value clarification model that gives the direction for value development through following some specific steps. Development of affective domain is reflected as values inculcated through this model.

INTRODUCTION

All round development of an individual is technically the development of cognitive, affective and psychomotor aspects of that individual. Cognitive aspect is related to process of mind, and development of mental abilities ensures the development of cognitive aspects. With the help of cognitive aspect, an individual is able to apply logics and scientific approach in his working situations. But focus on cognitive development alone may leave students unable to adapt to real-world challenges (Taber, 1989). Along with cognitive aspect, affective aspect is also very important and useful to us, because it deals with activities related to affection. It is very comprehensive aspect that includes various constructs like feelings, attitudes, values, beliefs, motivations and interests etc (Boyle, 2007). With these affective abilities, a person shows the quality of love, honesty, truthfulness, affection, sympathy, empathy, etc. In this way, affective aspect of a human being makes him a unique creature, because he has a unique pattern of holding, transforming, expressing and controlling his different affective parameters. These parameters reveal individual's preference in social environment, and influence of heredity and environment is reflected in Knowledge acquisition and integration by a person (Brown, 1998). All above parameters of an affective domain are developed in a person through interaction with environment and social situations (Beane, 1986).

Due to diverse nature of these environmental or social situations, a person gains experiences from different sources in variety, and since various situations of learning have differences, so learning in these situations may be in various forms. These different forms of learning could be founded in classroom as well as outside the classroom. It could be founded in activities of his daily routine. It is tried to fix objectives and action verb for this domain.

Table 1. Objectives and respected action verbs of affective domain

Objectives	Action Verbs
Receiving	Accept, attend, develop, recognize
Responding	Complete, comply, cooperate, discuss, examine, obey for
Valuing	Accept, defend, devote, pursue, seek for
Organization	Codify, discriminate, display, order, organize, systematize, weigh
Characterization	Internalize, verify

(Krothwohl *et al*., 1964)

With this, the success in affective aspect is related to success in cognitive aspect. Students who are high achiever, and have positive attitude, get more success in their lives (Boyle, 2007). Relation between cognition and affection helps students in the internalization of further knowledge, with the help of which attitudes, beliefs and values of an individual are moulded in certain direction (Boyd at el., 2006).

Development of attitudes, values, self development etc. require the development of cognitive behavior, and that cognitive behavior may also have affective requisites. In many ways, it is common sense to link affective and cognitive domains by specifying prerequisites (Martin, 1989). Development of an affective domain is tightly bounded with development of cognitive domain, and inside the classroom, we cannot separate these from each other. In this way affective domain should be given equal importance as cognitive domain. It is very complex to see the development of affective domain of students independently in teaching-learning situations. Affection and cognitions are complementary to each other (Wu et el., 2019). Affective factor is effective, when interacts with cognitive aspect. Cognitive factor of a teacher has an impact on increasing student's motivation, but it does not work alone. It works properly, when it is taken with cognitive aspect (Martin & Briggs, 1986). For better understanding of affective domain and related aspects, it is desirable to understand affective domain process.

Affective domain process: An affective domain process has 5 step components, which are organized in a hierarchy. Affective domain starts with receiving, in which a sensation is developed about stimulus. In responding, reaction occurs for the stimulus. Under this step, a teacher expresses his interest objectives. In the valuing aspect, the values related to any object, organization or behaviors are included. After internalization of value, learner organizes or fits a specific value in a value system, and after that, in the final state an individual makes value complex as inseparable component of his character. In the last step, when the value system of a learner is developed, this new adjusted system of values is shown in his all the works. It is shown in his all the behaviors. We can understand these in details as given below.

Receiving: Affective domain starts with its lowest level receiving, in which a child interacts with his environment, and tries to receive that event or situation. It is directly related to sensation of learner, which is shown in the presence of any stimulus or activity. According to Krothwohl, receiving indicates the awareness of learners in different aspects, and it is expressed through the situations, in which learner accepts the existence of self, respect new knowledge and go toward listening or seeing the event. He also tries to memorize the event. In this way, students are able to create new attitudes (Bakar at el., 2016).

Process of receiving is completed with three sub-processes awareness of stimulus, willingness to receive and controlled concentration. Under awareness of stimulus, learner shows his awareness by seeing and hearing the content or activity. Learner consciously observes the structure, color, shape, size, organization and format of different objects or events (Geisert, 1972). He does not avoid interaction with the situation, but accepts his involvement in the situation and has a desire of interaction with the environment. After the acceptance of situation and willingness of receiving, the learner analyses the situation and choose its specific parts according to his perceptual ability. He focuses on that specific part of situation under controlled attention. In this way, after concentrating on situation or object, learner identifies new concepts from his environment, and shows his interest in knowing about these (Philip, 2009). Under this step asking questions, selection and considerations etc. activities are included (Boyd *et al*., 2006). The process of value identification and selection starts from this specific selection.

Responding: After receiving an event or situation, a learner responds to received situation or event. Responding ensures active participation and contribution of learner. In the process of responding, learner reacts spontaneously for stimulus, and this response is shown in the form of showing interest to making relation with stimulus or link to stimulus (Sharma *et al*., 2017). According to Krothwohl, in the process of responding, learner participates actively in related situations, and to assimilate the attitudes of new situations, he makes changes in his behavior. In this process, learner not only follows a definite situation, but also responds with participation to actions (Bakar at el., 2016). In the process of responding, Learner shows his acquiescence towards various issues, and acceptance about his

responsibility. After that, learner shows his potential in spontaneous actions. He does that, because he wants to do that. This willingness is spontaneous and not forced, like willingness to follow ethical behavior. After responding, learner shows satisfaction and pleasure, and gets emotional attachment with his response like acting in favorable situations to ethical behavior. Satisfactory response encourages him to identify the value included in that event. In the process of receiving, he is not a passive audience, but an active and effective responder. Parallel to responding, the motor actions are answering, writing, discussing etc. are included (Boyd *et al*., 2006).

Valuing: This level deals with development of beliefs and attitudes of an individual. With the help of valuing, we can explain a specific type of motivation, and that is internal motivation. This internal motivation is developed through individual commitment toward internal values. In the process of valuing, learner accepts a value at first, after that he gives preference to that value and finally he shows his commitment to that value. Under acceptance of value, a value is provided to any object, behavior, organization and event etc. like continuity in interest of speaking and writing abilities. In giving preference to a value, learner does not accept only but wants to use the value in his behavior. Objective under this aspect represents a specific form of internalization, developed between acceptance and following of values, as responsibility taken to add hearing impaired members in talks. After acceptance and desire of using values, commitment about values occurs. Under this, learner shows a high level faith on values. He tries to develop his abilities about development of these values, and also tries to get involved in the situations related to presentation of values. He changes and acquires values but due to his interest not due to any external pressure. He also tries to convince other, and tries to justify the need and use of that particular value. Learner tries to develop all the objects and situations, which are important to him and he tries to take part in these. Qualities at this level are willpower and loyalty. Like dedication to thoughts and ideals which are necessary for democracy. Behavior under this level is comparatively more stable and continuous, which is shown by an individual in specific situations. This level is related to internalization of values or ideals, not to association of values. This level includes teaching objectives related to attitudes and appreciation (Bakar *et al*., 2016), because attitudes are mirror images of our values. Activities like discrimination, purposefulness, appreciation etc. are included (Boyd *et al*., 2006).

Organization: The process of value inculcation or value development is not completed with completion of valuing level. It continues and goes towards organization of value system. According to Krothwohl, learner tries to organize different values, so that value conflict could be removed, and a comprehensive system could be developed. So under the level of organization, the attitude of a learner is focused on comparison of values, relation of values and development of relations. According to Grounland (1991), since affective abilities developed in the order of easy to hard, so these internalize and integrate also in order of easy to hard, so that a complex system could be developed. Learner should have to remove the conflicts and try to order different values according to preference, like acceptance of vocational moral norms, and plan about life, so that a co-ordination could be developed between various activities and individualized values (Philip, 2009).
Organization of the value system is done through two sub levels conceptualization and development of a value system. Conceptualization of values occurs after commitment about values. In this step learner thinks on various aspects rationally. The quality of abstractness makes him able to relate different values. Under conceptualization, the relation of a particular value with other values is founded, on which learner focuses. Example of this phase is to identify the characteristics of an art object which he appreciates. After conceptualization, development of value system occurs in which learner sets the related values in a specific order. In its ideal form, an ordered relation is the relation, which is homogeneous and which has internal consistency. In various times, the organization of values gets its new form with more comprehensive structure of values. The best example of organization is to encourage the individual towards use of alternative social plans and experiments related to public welfare

instead of personal selfishness. As we know in Piaget's theory that when a child sees any new thing, he tries to adjust the knowledge of that thing in his already existed schema. Existed schema then gets broader shape and comprehensiveness. If it is done, then it is said that he has assimilated the knowledge, but if he does not get success, then he makes a new schema to adjust that knowledge. Similar in the process of organization of values, learner tries to put the new value in his existed value system, and it is done through conceptualization and development of a value system. Comparison, generalization, modification, and synthesis etc. actions are included in the process of organization (Boyd *et al*., 2006).

Character Formation through Values: It is the top most level of affective development. Under this level, learner behaves and acts according to internalized values. In comparison to process of organization, where learner accepts and acquires professional criteria, here he shows professional commitment to daily moral applications (Philip, 2009). Character formation gets its completion with two operations generalized set of values and characterization. Generalized set is related to higher level selected responses. It provides internal consistency to the system of values and attitudes at a specific time. Sometimes it may be unconsciously, which mould actions without any conscious effort. In this way it is a fundamental orientation, which develops ability to a person to precise and orders this complex world. With this, an individual gets the ability of doing work effectively and continuously. There is internal consistency in attitudes and value system of an individual. It is pre-attitude, unconscious group or orientation of action which is directed in a certain way. It provides direction to various activities without any conscious effort. Generalized s*et al*lows learner to simplify the complex situations of environment. Under this point, a learner shows his readiness about changing his behavior according to evidences, and repeats his decision. Learner is able in taking decision about any problem according to situations, events, objectives and effects.

Characterization is the top most aspect of affective domain. Characterization through value set occurs when value set becomes the integral part of learner's daily life and his behavior become comprehensive, continuous and predictable (Graunlund, 1991). In this phase, an individual has acquired certain values completely, and his behavior gets direction according to these values. According to Krothwohl, as an individual, a person has certain values and value system, through which his behavior is controlled for a long time (Bakar *et al*., 2016). In this phase of wide range of organization and behavior, an individual thinks about broad and ultimate aspects such as universe, life etc. objectives under this point are better than generalized set, because in this point he is able to take decision about ultimate goals with the help of value system (Sharma *et al*., 2017). In this level, the problem solving ability of a person gets a certain conclusion and he is able to take decision in condition of any conflict also. Under the objectives of this phase, it is expected that learner will show a comprehensive, regular and predictive behavior (Bakar *et al*., 2016). These objectives are oriented towards characterization, and are centered towards development of individual and citizen life of individual. These are also based on democratic ideals, and with these a continuous life philosophy is developed. Activities such as questioning, demonstration, empathy, solution and modified behavior fall under this level (Boyd *et al*., 2006). Its best example is self discipline used by an individual. In a comprehensive way, it can be found that these steps under affective domain are organized in sequence and identified as being open to experience (receiving), engaging in life (responding), cultivating values (valuing), managing oneself (organizing), and developing oneself (internalization) (Hewitt *et al*., 2012)**.**

Affective Domain and Value Based Education: Values are related to heart aspect of our personality and when we talk about values, we relate these with feeling and emotions also. For the development of heart aspect, we technically follow the affective process. We have clearly seen in the last three steps of affective domain process that identification, organization and permanency of values are core of affective process.

So innovations in learning are needed to internalizing values in learning because basically not only education is learning to transfer knowledge, but it is also to increase awareness of values in students (Utyupova, 2016). In this way we can say that, value development is necessary for affective development, and for the development of affective domain, value based education and value based teaching is desirable. In value based educational settings, creation of favorable environment is essential, in which student can express his attitudes and feelings, and in which a value could be developed. For this, pedagogy to be applied refers to the art and science of teaching, which helps a teacher in the growth and development of students. It is not just about teaching, but is related to relationships, processes and strategies that are designed to enhance learning (Sood & Kavita, 2016, pp 275). So there may be various ways or techniques of value development including classroom interaction. Students deal with the reflective of affective dimensions of learning such as attention, emotion, and valuing in classroom interactions (Brown, 1998).

Development of Affective Domain through Value Clarification Model: Certain environment for value development could also be created through following specific procedural steps of some value models like consideration, rationale building, value analysis, and value clarification etc. These models can be used in classroom. These models have the variety of activities done by students, parallel to activities needed for development of affective domain. These models are students centered, and provide chance to students to express them fully. To develop the affective domain through a particular value model, situation is created by a teacher in front of student, which motivates student to think with their cognitive abilities and to grasp with his affective abilities. He uses his affections also with cognition to understand the situation, and evaluates the situation in the light of various values. These values may seem to be contradictory to each other. He then critically compares various aspects related to the situation and finally chooses the desired value after a long review of consequences related to that situation. As a tool of value development, value clarification model shows its importance. Value clarification is a process of defining one's values, and one's action in daily life. Value clarification helps us to guide in our daily activities and to align what we say with what we do. After someone has clarified his or her values, they should be able to quickly name the values held most dear (Guthrie & Fritz, 2017).

This strategy does not teach specific value, but makes students aware of their own personality that holds values (Mary & Suganya, 2016). The purposes of value clarification technique are helping students to realize and identify their own values and values of other, to communicate their own values to others openly, to use the ability of thinking rationally and to aware about understanding of their own feelings, values and behavior patterns (Pieterse *et al*., 2013). It is an approach that utilizes questions and activities designed to teach the valuing process. If people engage in this process, their lives will have more positive values, and they will become constructive global citizens (Kirschenbaum, 1976). This model has advantages compared to other models. Values and morals can be understood and instilled in the students and a teacher can convey the message of value on the content of subject matter. Students can clarify and assess the quality of values existed in them and others (Taniredja *et al*., 2011). This model is used to minimize the confusion and promote value choices through valuing process, which focuses on the use of reason in determination of values opposite to the process of indoctrination (IGNOU, 2017). This model has an integrated pattern of value development including initial phase to final phase of affective domain. This model may be used in classroom situations, and in the classroom, an instructor should assist students in developing their own values, rather than the instructor imposing his or her values on the students (Kirschenbaum, 2000). This model has 7 steps and in these steps, many activities are organized in class room (Pathak *et al*., 2017). In the first step of process of this model, presentation of dilemmatic situation in front of learners occurs. Learners receive situation and concentrate on that. They focus their attention to the main part of that situation. After presentation of situation, learners are asked to place their selves in the place of central character and are

instructed to find the probable solution of that situation. After taking opinions about probable solution, they are asked to find the values existed in that situation. After that, two contradictory alternatives are given to them, and asked to chose one alternative out of these two as the solution of given situation in the 2nd phase. In the 3rd step they are asked to provide justifications for their selection, and a discussion is organized on consequences of their selections. After taking consequences, they are asked to take a review on their selection. In the fourth phase, they have to praise the value that is reflected through their selection after review and final selection of alternative. They are asked to affirm their chosen value publically in the fifth phase. In sixth phase, they are asked for their way of action in other similar situations of their life. And in last phase they are asked to write down such a situation, in which they feel the presence of same value (Joseph, 2014).

The Aim of the Study

- To show the importance of affective domain in the personality development of an individual.
- To see the relationship of the affective domain with values and value based education.
- To develop an idea about development of affective domain through value clarification model.

MATERIALS AND METHODS

As a method of study, literature review is done and for this, literature was collected from various online and offline sources. Inter comparison of content was done as method of analysis.

RESULTS AND DISCUSSION

From the above analysis, role of affective domain in development of an individual could be established. Focus on cognitive domain only is not sufficient for all round development of a child. (Taber, 1989) showed the disability of students in adjusting their selves in real life situations with developed cognitive aspect only. There is a necessity to focus on affective domain also with cognitive domain, because it covers a huge area of variables of heart aspect which are untouched by cognitive domain. (Beane, 1986; Brown, 1998; and Boyle, 2007) showed that the affective domain of a personality includes various constructs like feelings, attitudes, values, beliefs, motivations and interests etc., and with these abilities, a person shows the quality of love, honesty, truthfulness, affection, sympathy, empathy, etc. All above parameters are developed through interaction with environment and social settings. Affective domain and cognitive domain are closely interrelated and are not separable to each other in any teaching learning situation, so both must be given equal importance in education. (Martin, & Briggs, 1986; Martin, 1989; Boyd *et al*., 2006; and Boyle, 2007) showed the relation of affective domain with cognitive domain, and gave an idea of success in affective aspect parallel to the success in cognitive aspect. They expressed that the relation between cognition and affection helps students in the internalization of further knowledge, which is helpful in shaping the attitudes, beliefs and values of an individual in certain direction. In a classroom, cognitive and affective aspects could not be separable; therefore affective domain must be equally considerable as cognitive domain, and affective achievement must be considered as an integrated part of whole education.

Relationship among some variables like, affective domain process, value and value based education could also be established. It is shown in the affective domain process that values are integrated part of affective domain. (Geisert, 1972; Graunlund, 1991; Boyd *et al*., 2006; Philip, 2009; Bakar *et al*., 2016; and Sharma *et al*., 2017) have focused on the analysis of affective domain process, in which they discussed on concepts, operations, and behavioral outcomes for all the five steps of affective domain process given by Bloom. They exposed the role of values in the process.

They expressed that last three aspects of affective domain process justify the internalization of values with the hierarchical order of valuing, organization and characterization. For the effective internalization of values, an appropriate environment is needed, in which a learner can interact with some formal and informal working conditions, and that environment can be considered as value based education. There is a broader area of activities that come under value based education. (Brown, 1998; Sood & Kavita, 2016) have focused on the value development through constructing favorable environment, and accepted the role of formal and informal co-curricular activities to be organized in schools to fulfill the requirement of affective domain. Value clarification model is one of the approaches, through which value inculcation could be done, and with this value inculcation, a certain level of affective domain could be developed. (Kirschenbaum, 1976; Kirschenbaum, 2000; Taniredja *et al*., 2011; Pieterse *et al*., 2013; Joseph, 2014; Mary & Suganya, 2016; IGNOU, 2017; Guthrie & Fritz, 2017; and Pathak *et al*., 2017) focused on the scope of ways to develop values, and accepted the improtance of value clarification model in the process of value inculcation. They also have discussed on the seven hierarchical steps of value clarification model, in which a person developes clarity about his value regarding any content.

CONCLUSION

It can be founded from whole discussion that affective domain must also be taken as base of individual development along with cognitive domain. Affective domain and values are interrelated and in the valuing, organization and characterization phases of affective domain process, value inculcation is done in a hierarchy. So value development could be taken as an integrated part of an affective domain process. Value based education should be given in classroom as well outside the classroom, and it is necessary for the development of affective domain. Inside the classroom it could be done with the help of a value clarification model, in which the developmental steps are organized in a specific hierarchy.

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