Introduction to Bloom’s Taxonomy

Kimmerling, M. (2014)

OTH 355
Changes to Bloom’s

1956
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

2001
- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember

Noun to Verb Form

Source: www.uwsp.edu
Retrieved January 15, 2014
Thinking Skills:

Focus on the Learning Process:

- Before we understand a concept, we have to remember it.
- Before we apply the concept, we must understand it.
- Before we analyze it, we must apply it.
- Before we evaluate it, we must have analyzed it.
- Before we can create, we must have remembered, understood, applied, analyzed, and evaluated.

Source: edweb.sdsu.edu
Retrieved January 15, 2014

• Adapted from Guhlin et al., (2014)
Domains of Learning

• Cognitive- “Thinking” domain
• Affective- “Feeling” domain
• Psychomotor- “Doing” domain
Cognitive Domain

• Learning involves the acquisition of new knowledge and the development of intellectual abilities.

• Teaching methods:
  – Lecture
  – One-to-one instruction
  – Self instruction

• Instructional materials
  – Verbal, written, and audio
Affective Domain

• Increasing internalization to emotions, interests, beliefs, attitudes, values, and appreciations
• Includes emotional and social development goals
• Realization of attitudes and values
• Teaching methods:
  – Role modeling
  – Role playing
  – Simulation gaming
  – Group discussion
• Instructional materials:
  – Videos
  – Standardized patients
  – Fieldwork
Psychomotor Domain

• Gaining new fine or gross motor capabilities or increasing the complexity of existing abilities.
• Must be integration of the other two domains as well (Cognitive, affective)
• Teaching methods:
  – Hands on practice
  – Videos
  – Demonstrations
  – Simulation
• Instructional materials
  – That which is needed in a “real life” scenario, or simulation materials
  – Audio/video equipment
Digital Taxonomy

Source: morethanenglish.edublogs.org
Retrieved January 15, 2014
Corresponding Verbs

• NOT an all-inclusive list:
  – Each of the categories or taxonomic elements has a number of key verbs associated with it

Lower Order Thinking Skills (LOTS)

• **Remembering** - Recognizing, listing, describing, identifying, retrieving, naming, locating, finding
• **Understanding** - Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying
• **Applying** - Implementing, carrying out, using, executing
• **Analyzing** - Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating
• **Evaluating** - Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring
• **Creating** - Designing, constructing, planning, producing, inventing, devising, making

– Higher Order Thinking Skills (HOTS)

Adapted from: Guhlin et al, (2014)
Activity

• Case studies
  – Groups of 3
  – 30 minutes to prepare
    • 20 minute discussion after