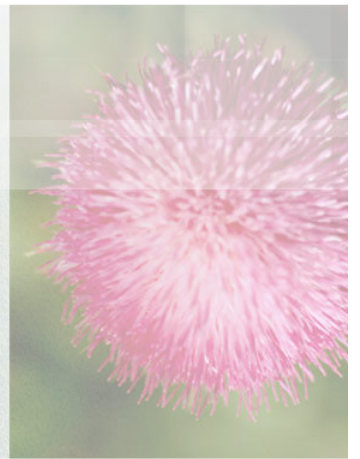




How to think about learning:

Bloom's Taxonomy



Who is Bloom?



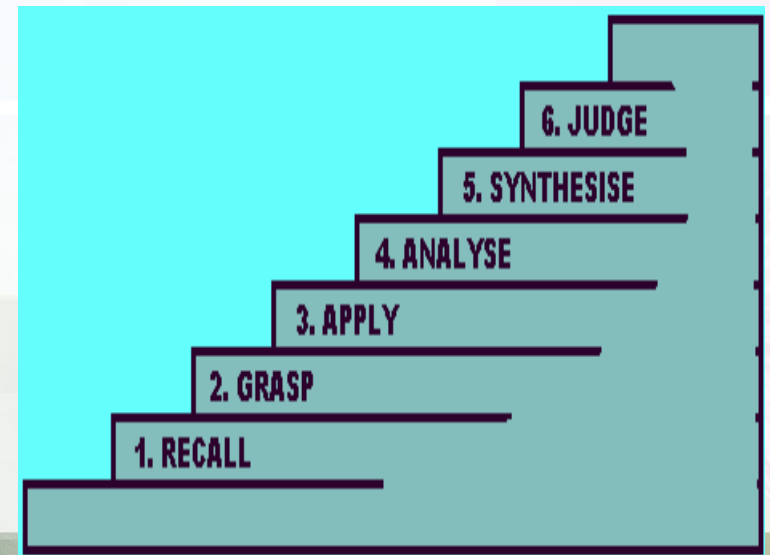
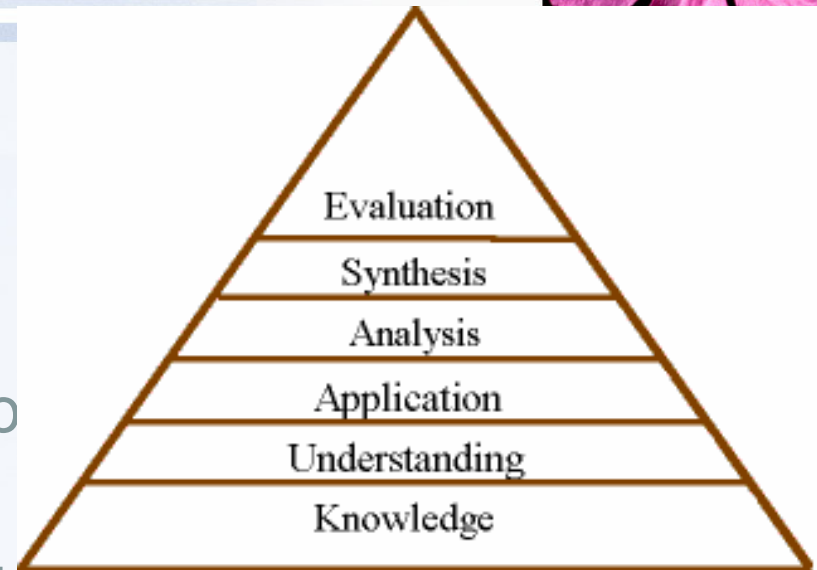
- Benjamin Bloom (1913-1999)
- Educational Professor at Chicago University
- Classified educational learning
- There are increasingly subtle and complex educational levels to master as we develop cognitively



Bloom's Taxonomy- Overview



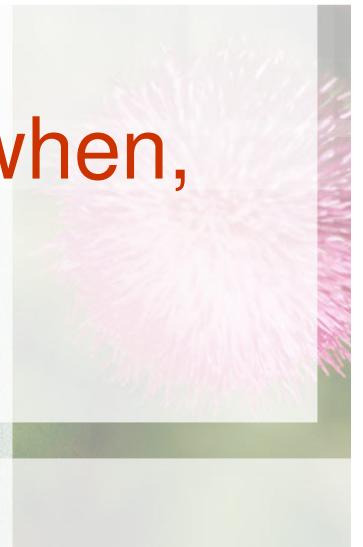
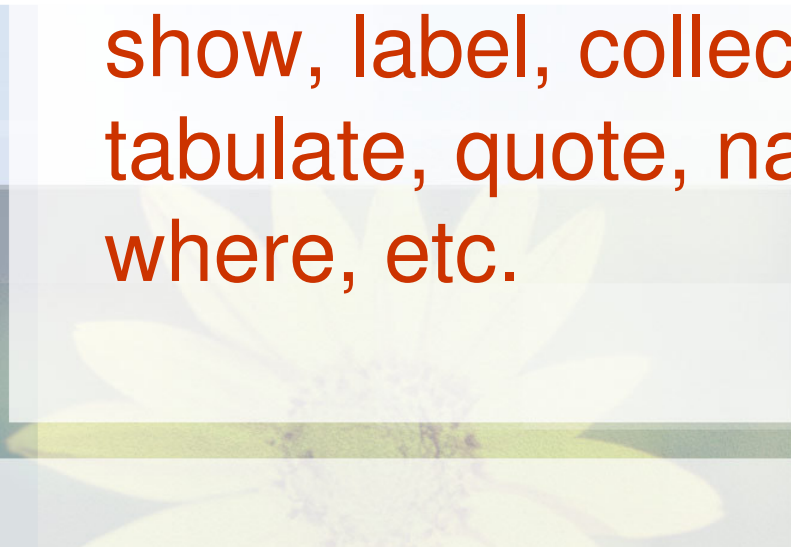
- Taxonomy for categorizing level of learning.
- There are six levels of knowledge according to Benjamin Bloom et al.
- The levels are thought to build on one another.
- The higher levels of learning have to do with brilliance and getting well educated.



Bloom's Taxonomy- Knowledge



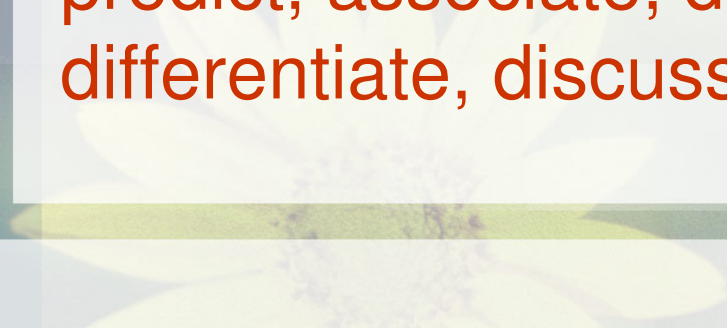
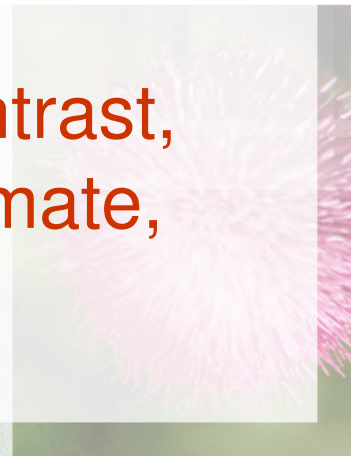
- Observation and recall of information
- Knowledge of dates, events, places
- Knowledge of major ideas
- Mastery of subject matter
- *Question Cues when evaluating:*
list, define, tell, describe, identify,
show, label, collect, examine,
tabulate, quote, name, who, when,
where, etc.



Bloom's Taxonomy- Comprehension



- Understanding information
- Grasp meaning
- Translate knowledge into new context
- Interpret facts, compare, contrast
- Order, group, infer causes
- Predict consequences
- *Question Cues when evaluating:*
summarize, describe, interpret, contrast,
predict, associate, distinguish, estimate,
differentiate, discuss, extend



Bloom's Taxonomy- Application



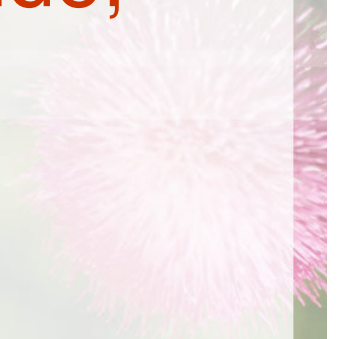
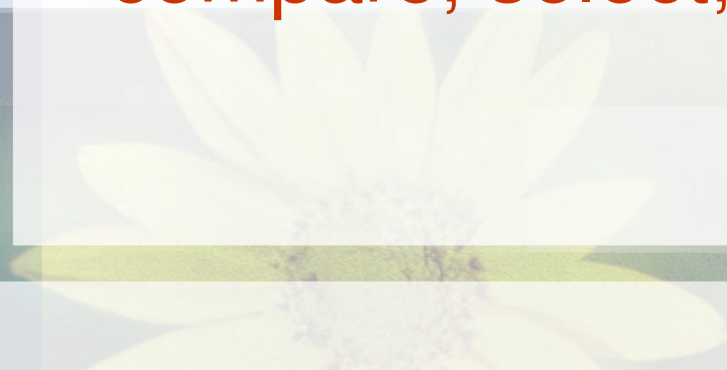
- Use information
- Use methods, concepts, theories in new situations
- Solve problems using required skills or knowledge
- *Question Cues when evaluating:*
apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover



Bloom's Taxonomy- Analysis



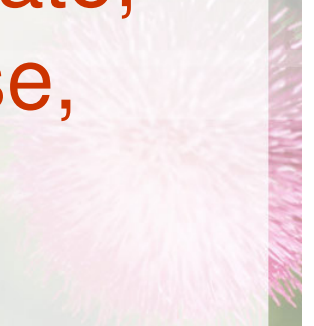
- Seeing patterns
- Organization of parts
- Recognition of hidden meanings
- Identification of components
- *Question Cues when evaluating:*
analyze, separate, order, explain,
connect, classify, arrange, divide,
compare, select, explain, infer



Bloom's Taxonomy- Synthesis



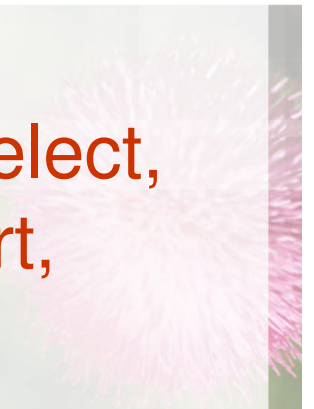
- Use old ideas to create new ones
- Generalize from given facts
- Relate knowledge from several areas
- Predict, draw conclusions
- *Question Cues when evaluating:*
combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if, compose, formulate, prepare, generalize, rewrite



Bloom's Taxonomy- Evaluation



- Compare and discriminate between ideas
- Assess value of theories, presentations
- Make choices based on reasoned argument
- Verify value of evidence
- Recognize subjectivity
- *Question Cues when evaluating:*
assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize



References



- Kinnes, T. Taxonomy of Learning and Benjamin Bloom.
oaks.nvg.org/wm6ra3.html
(Retrieved July 2006).
- Bloom, Benjamin S. *Taxonomy of educational objectives.* Allyn and Bacon, Boston, MA.
<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
(Retrieved February 2006)

