

BLOOM'S TAXONOMY OF LEARNING

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HISTORY OF BLOOM'S TAXONOMY

- Benjamin Samuel Bloom An American Educational Psychologist
- Theory of Mastery Learning (or Effective Learning Process)
- Classification of Educational Objectives
- Books:
- 1956 Taxonomy of Educational Objectives: The Classification of Educational Goals
- 1964 Stability and Change in Human Characteristics
- 1964 Compensatory Education for Cultural Deprivation
- 1971 Mastery Learning: Theory and Practice
- 1971 Handbook on Formative and Summative Evaluation of Student Learning
- 1976 Human Characteristics and School Learning
- 1981 All Our Children Learning: A Primer for Parents, Teachers, and Other Educators
- 1981 Evaluation to Improve Learning
- 1982 New York
- 1993 The Home Environment & School Learning: Promoting Parental Involvement in the Education of Children
- 2010 Modern Neuroanesthesia



MEANING OF BLOOM'S TAXONOMY

Bloom - Benjamin Bloom

Taxonomy - Classification

Bloom's Work - Outcomes-oriented learning system

So, Bloom's Taxonomy means:

"Classification of the Learning System"

MORE INTERPRETATIONS/MEANINGS OF BLOOM'S TAXONOMY

Taxonomy of Educational Objectives/Outcomes

Classification of Educational Goals

Classification of the Learning System

Classification of the Thinking Levels

Classification of Educational Levels

Note: Bloom's Taxonomy has since become a standard tool for developing educational objectives, assessments, and activities.

PURPOSE OF BLOOM'S TAXONOMY

It helps educators develop critical thinking and higher order cognitive abilities in students.

It helps to provide a framework or organization for classifying classroom lesson objectives so that to gauge the competence of the students/graduates.

LEARNING DOMAINS/ LEARNING PROCESS

- COGNITIVE: Related to Brain/mental activity such as Cramming
- AFFECTIVE: Related to Emotions/Feelings such as interests/fascinating
- PSYCHOMOTOR: Related to Conative such as body movements/active processes/manual or physical skills

Note: Involving all three above domains actually accomplishes or ensures the successful learning or learning process.



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LEARNING DOMAINS CONT.

Further in different words,

the cognitive part of the brain has to do with intelligence,

the affective part deals with emotions/attitudes and

the psychomotor/conative part drives how one acts on those thoughts and feelings.

Note: It has further levels related to each domain, which determine/ ensure the expertise/ proficiency level of the students' learning.

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COGNITIVE DOMAIN OF LEARNING

Relating to mental processes of memory, judgement, perception, reasoning etc.

Consists of the lowest, lower, low, high, higher and the highest levels of thinking processes (6 Levels).

Thinking levels lead to learning levels or LEARNING.

Learning levels are like Learning Stairs, students need to climb to become the best performers.

COGNITIVE DOMAIN CONT.

Lower levels are relatively simple ones and higher levels are the complex ones.

Without mastering the lower levels, higher levels cant be reached, it is that simple to understand.

Lower levels are concrete/solid and the higher levels are relatively becoming abstract until these becomes completely abstract (existing in thoughts only).

COMPLEXITY LEVELS OF COGNITIVE DOMAIN (KCAASE)

1.

REMEMBER (KNOWLEDGE)

Remembering something in the same way it is written or told.

2. UNDERSTAND (COMPREHENSION)

Understanding something and describing or writing in own words.

3.

APPLY (APPLICATION)

Using learned things in daily life or new situations.

COMPLEXITY LEVELS OF COGNITIVE DOMAIN (KCAASE) CONT.

4.

ANALYZE (ANALYSIS)

Synthesizing/Breaking something into parts so to understand.

5.

EVALUATE (EVALUATION)

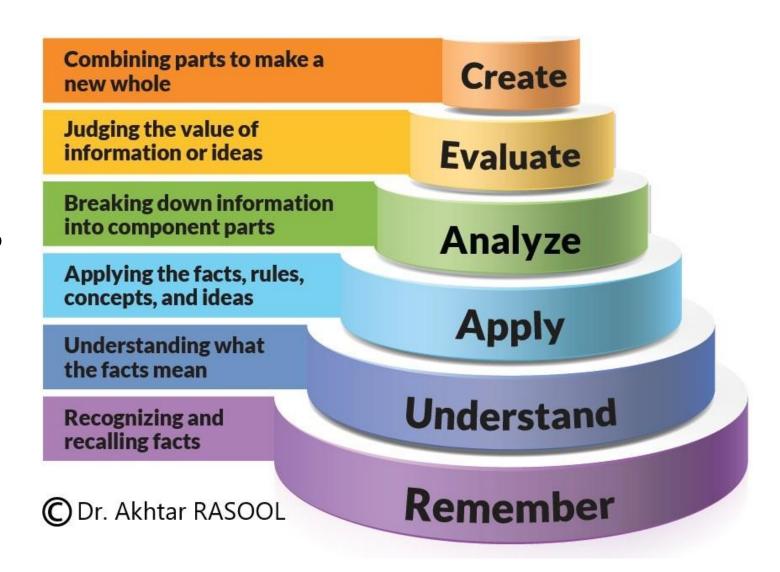
Comparing to find out which one is best and which one is bad etc., compare to figure out which one to select, to be able to differentiate/categorize.

6.

CREATE (SYNTHESIS)

Recombining the learned methods/physical objects in a novel way to create something new, possible only if we know everything to the best/ state of the art.

COGNITIVE DOMAIN LEVELS (BOTTOM-UP APPROACH)



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LEVEL-WISE DESCRIPTIVE WORDS & VERBS)

Different levels have descriptive words to help the educators to understand and explain simply.

Verb tables have been created to align with levels of Bloom's taxonomy.

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DESCRIPTIVE WORDS OF COGNITIVE LEVELS

Remembering

Googling
Highlighting
Identifying
Listing
Matching
Networking
Quoting
Recording
Retrieving
Searching
Selecting
Tabulating
Visualising

LOTS

Understanding

Advanced search
Annotating
Categorising
Classifying
Commenting
Contrasting
Demonstrating
Extending
Identifying
Interpreting
Predicting
Summarising
Tagging

Applying

Calculating
Charting
Collecting
Computing
Constructing
Demonstrating
Displaying
Examining
Explaining
Interviewing
Editing
Operating
Presenting

Analysing

Appraising
Attributing
Breaking down
Contrasting
Correlating
Deducing
Differentiating
Integrating
Mind mapping
Organising
Questioning
Structuring
Surveying

Evaluating

Assessing
Checking
Critiquing
Experimenting
Hypothesising
Posting
Predicting
Rating
Reflecting
Reframing
Reviewing
Testing
Validating

Creating

Animating
Blogging
Collaborating
Composing
Designing
Filming
Making
Podcasting
Producing
Programming
Publishing
Solving
Wiki building

HOTS

Bloom's Digital Taxonomy