

## BLOOM'S TAXONOMY: Improving Discussion-Based Teaching

**BLOOM'S TAXONOMY:** Classification of the different learning objectives that educators set for students. As a hierarchical construction, learning at the higher levels is dependent upon mastery of learning objectives at the lower levels.

### WHY USE IT?

- Can help the educator/instructor **design their course syllabus** and **set clear, reasonable objectives for student learning**.
  - Often instructors will include a "Course Objective" section on their syllabus. Many times, the objectives are vague and/or unrealistic. The integration of Bloom's Taxonomy into the course can help educators better frame their objectives.
    - Ex: At the end of the course students will be able to:
      - 1. Define the difference between primary and secondary sources.
      - 2. Be able to analyze primary source documents.
      - 3. Explain the political, social, and economic reasons for American independence from Britain.
      - 4. Evaluate whether the political, social, and/or economic reasons for American independence from Britain were the most important.
- Helps **guide students from the lower levels of learning**, such as recitation and repetition, **to the higher levels of learning** which include application, analysis and creation of material.
- Helps educators **reach the wide variety of skill levels in a classroom**. Educators can reach the students who need help with the "basics" while also addressing the students capable of higher level thinking.

### BLOOM'S CATEGORIES

In 1956, Benjamin Bloom divided learning objectives into **six dependent categories**. In 2001, these categories were slightly updated:

1956	→	2001
Knowledge	→	<b>Remember</b>
Comprehension	→	<b>Understand</b>
Application	→	<b>Apply</b>
Analysis	→	<b>Analyze</b>
Synthesis	→	<b>Evaluate</b>
Evaluation	→	<b>Create</b>

Categories	REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
<b>Bloom's Definition</b>	Remember previously learned info	Demonstrate a comprehension of the facts	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or purpose alternative solutions.	Make and defend judgments based on internal evidence or external criteria/evidence.
<b>Verbs</b>	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Tell Select State	Classify Cite Describe Discuss Distinguish Estimate Explain Generalize Give an example Illustrate Indicate Infer Locate Paraphrase Predict Report Recognize Review Select Trace	Assess Change Chart Choose Compute Construct Demonstrate Determine Develop Establish Instruct Predict Prepare Produce Relate Report Select Show Solve Use	Analyze Break down Characterize Classify Compare Contrast Correlate Diagram Differentiate Discriminate Distinguish Examine Illustrate Infer Limit Outline Point out Prioritize Relate Separate Subdivide	Adapt Categorize Compose Construct Create Design Formulate Generate Incorporate Integrate Invent Modify Organize Perform Produce Propose Reinforce Reorganize Rewrite Structure	Appraise Argue Assess Choose Conclude Critique Decide Defend Evaluate Interpret Judge Justify Predict Prioritize Prove Reframe Support