

Introduction to Bloom's Taxonomy

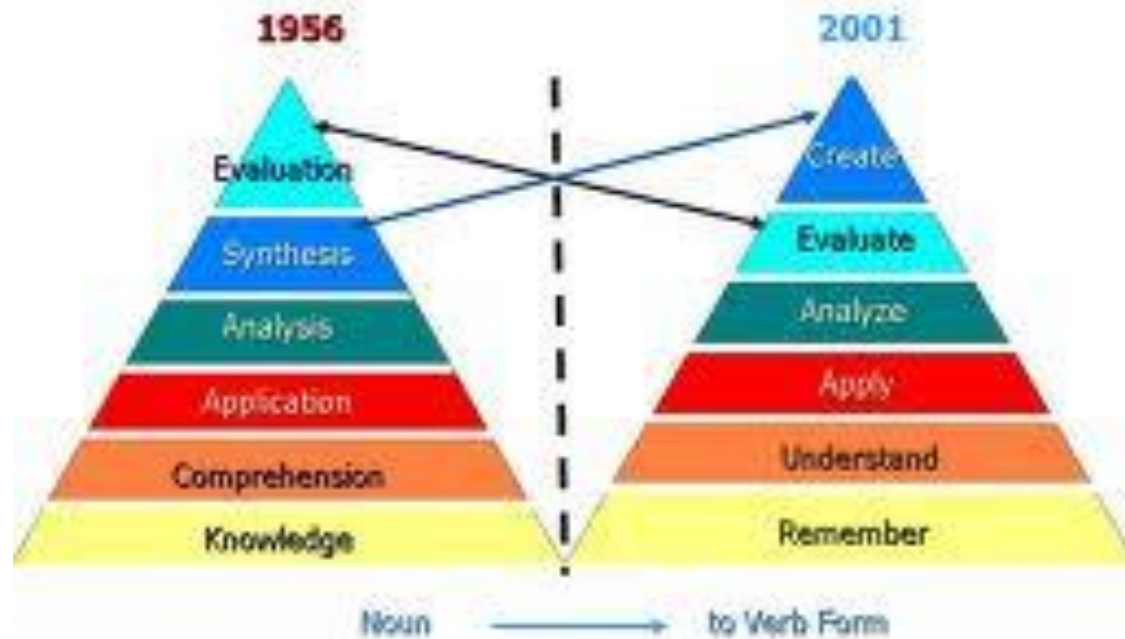
Kimmerling, M. (2014)

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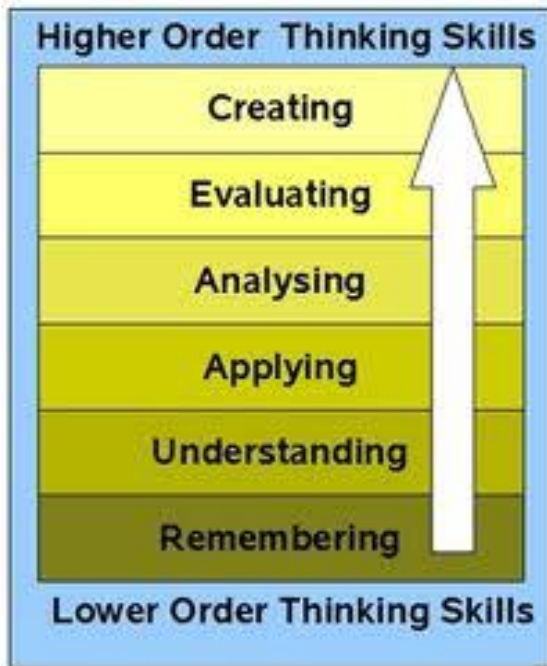
Source: ww2.odu.edu
Retrieved January 15,
2014

Changes to Bloom's



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

Thinking Skills:



Source: edweb.sdsu.edu

Retrieved January 15, 2014

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**.

- 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

References

- Bastable, S., Gramet, P., Jacobs, K. & Sopczyk, D. (2011). *Health professional as educator*. Sandbury, MA: Jones and Bartlett.
- Guhlin, M., Nussbaum-Beach, S., Knightbridge, A., Cattell, S., Casey, R., McLeod, M., DeKock, D. & Fee. R. (2014). *Bloom's Digital Taxonomy*. Retrieved from <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>