

BLOOM'S REVISED TAXONOMY

Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing

Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information
Recognising, listing, describing, retrieving, naming, finding



VIT-AP
UNIVERSITY

Higher-order thinking



Remembering

The learner is able to recall, restate and remember learned information.

- Recognising
- Listing
- Describing
- Identifying
- Retrieving
- Naming
- Locating
- Finding

Can you recall information?






Remembering cont'

- List
- Memorise
- Relate
- Show
- Locate
- Distinguish
- Give example
- Reproduce
- Quote
- Repeat
- Label
- Recall
- Know
- Group
- Read
- Write
- Outline

- Listen
- Group
- Choose
- Recite
- Review
- Quote
- Record
- Match
- Select
- Underline
- Cite
- Sort



Recall or
recognition of
specific
information

Products include:

- | | |
|--------------|----------------|
| • Quiz | • Label |
| • Definition | • List |
| • Fact | • Workbook |
| • Worksheet | • Reproduction |
| • Test | • Vocabulary |

Classroom Roles for Remembering

Student roles

Professor roles

- Directs
- Tells
- Shows
- Examines
- Questions
- Evaluates

- Responds
 - Absorbs
 - Remembers
 - Recognizes
 - Memorizes
 - Defines
 - Describes
 - Retells
 - Passive recipient
-

Understanding

The learner grasps the meaning of information by interpreting and translating what has been learned.

- Interpreting
- Exemplifying
- Summarising
- Inferring
- Paraphrasing
- Classifying
- Comparing
- Explaining


Can you explain ideas or concepts?



Understanding cont'

- Restate
- Identify
- Discuss
- Retell
- Research
- Annotate
- Translate
- Give examples of
- Paraphrase
- Reorganise
- Associate

- Describe
- Report
- Recognise
- Review
- Observe
- Outline
- Account for
- Interpret
- Give main idea
- Estimate
- Define



Understanding
of given
information

Products include:

- | | |
|-----------------|-----------|
| • Recitation | • Example |
| • Summary | • Quiz |
| • Collection | • List |
| • Explanation | • Label |
| • Show and tell | • Outline |

Classroom Roles for Understanding

Professor roles

- **Demonstrates**
- **Listens**
- **Questions**
- **Compares**
- **Contrasts**
- **Examines**

Student roles

- **Explains**
- **Describes**
- **Outlines**
- **Restates**
- **Translates**
- **Demonstrates**
- **Interprets**
- **Active participant**

Applying

The learner makes use of information in a context different from the one in which it was learned.

- Implementing
- Carrying out
- Using
- Executing

Can you use the information in another familiar situation?





Applying cont'

- Translate
- Manipulate
- Exhibit
- Illustrate
- Calculate
- Interpret
- Make
- Practice
- Apply
- Operate
- Interview

- Paint
- Change
- Compute
- Sequence
- Show
- Solve
- Collect
- Demonstrate
- Dramatise
- Construct
- Use
- Adapt
- Draw

Using strategies,
concepts, principles
and theories in new
situations

Products include:

- | | |
|-----------------|----------------|
| • Photograph | • Presentation |
| • Illustration | • Interview |
| • Simulation | • Performance |
| • Sculpture | • Diary |
| • Demonstration | • Journal |

Classroom Roles for Applying

Professor roles

- Shows
- Facilitates
- Observes
- Evaluates
- Organises
- Questions

Student roles

- Solves problems
- Demonstrates use of knowledge
- Calculates
- Compiles
- Completes
- Illustrates
- Constructs
- Active recipient



Analysing

The learner breaks learned information into its parts to best understand that information.

- Comparing
- Organising
- Deconstructing
- Attributing
- Outlining
- Finding
- Structuring
- Integrating




Can you break information into parts to explore understandings and relationships?



Analyzing cont.'

- Distinguish
- Question
- Appraise
- Experiment
- Inspect
- Examine
- Probe
- Separate
- Inquire
- Arrange
- Investigate
- Sift
- Research
- Calculate
- Criticize
- Compare
- Contrast
- Survey
- Detect
- Group
- Order
- Sequence
- Test
- Debate
- Analyse
- Diagram
- Relate
- Dissect
- Categorise
- Discriminate



Breaking
information down
into its component
elements

Products include:

- Graph
- Spreadsheet
- Checklist
- Chart
- Outline
- Survey
- Database
- Mobile
- Abstract
- Report

Classroom Roles for Analysing

Professor roles

- Probes
- Guides
- Observes
- Evaluates
- Acts as a resource
- Questions
- Organises
- Dissects

Student roles

- Discusses
- Uncovers
- Argues
- Debates
- Thinks deeply
- Tests
- Examines
- Questions
- Calculates
- Investigates
- Inquires

Evaluating

The learner makes decisions based on in-depth reflection, criticism and assessment.

- Checking
- Hypothesising
- Critiquing
- Experimenting
- Judging
- Testing
- Detecting
- Monitoring



Can you justify a decision or course of action?



Evaluating cont'

- Judge
- Rate
- Validate
- Predict
- Assess
- Score
- Revise
- Infer
- Determine
- Prioritise
- Tell why
- Compare
- Evaluate
- Defend
- Select
- Measure

- Choose
- Conclude
- Deduce
- Debate
- Justify
- Recommend
- Discriminate
- Appraise
- Value
- Probe
- Argue
- Decide
- Criticise
- Rank
- Reject

Judging the value of ideas, materials and methods by developing and applying standards and criteria.

Products include:

- | | |
|--------------|---------------------|
| • Debate | • Investigation |
| • Panel | • Verdict |
| • Report | • Conclusion |
| • Evaluation | • Persuasive speech |

Classroom Roles for Evaluating

Professor roles

- Clarifies
- Accepts
- Guides

Student roles

- Judges
- Disputes
- Compares
- Critiques
- Questions
- Argues
- Assesses
- Decides
- Selects
- Justifies
- Active participant



Creating

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making



Can you generate new products, ideas, or ways of viewing things?



Creating cont'

- Compose
- Assemble
- Organise
- Invent
- Compile
- Forecast
- Devise
- Propose
- Construct
- Plan
- Prepare
- Develop
- Originate
- Imagine
- Generate

- Formulate
- Improve
- Act
- Predict
- Produce
- Blend
- Set up
- Devise
- Concoct
- Compile

Putting together ideas
or elements to develop
a original idea or
engage in creative
thinking.

Products include:

- | | |
|------------|-----------------|
| • Film | • Newspaper |
| • Story | • Song |
| • Project | • Media product |
| • Plan | • Advertisement |
| • New game | • Painting |

Classroom Roles for Creating

Professor roles

- **Facilitates**
- **Extends**
- **Reflects**
- **Analyses**
- **Evaluates**

Student roles

- **Designs**
- **Formulates**
- **Plans**
- **Takes risks**
- **Modifies**
- **Creates**
- **Proposes**
- **Active participant**

***A good teacher makes you think
even when you don't want to.***

(Fisher, 1998, *Teaching Thinking*)