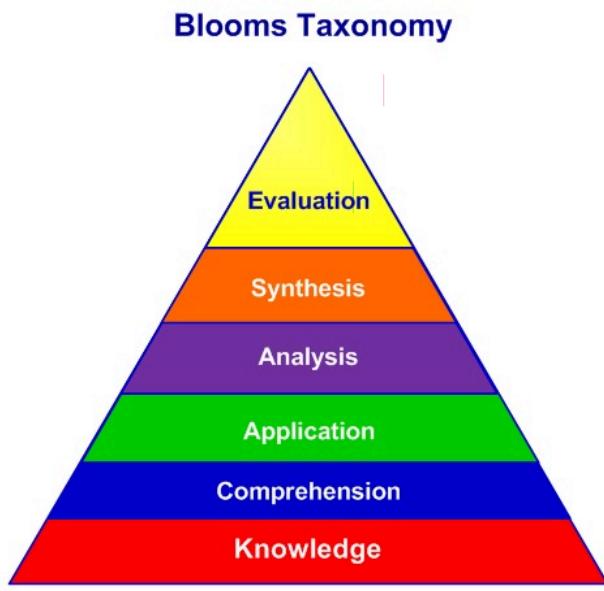


# Bloom's Taxonomy

## Introduction

Bloom's Taxonomy is a hierarchical model that classifies cognitive skills into six levels, helping educators design effective learning objectives, assessments, and instructional activities. Developed by Benjamin Bloom in 1956 and revised in 2001, this framework is widely used as a means to foster critical thinking abilities among students.



The taxonomy served to help researchers and educators understand how people acquire new knowledge and understanding.

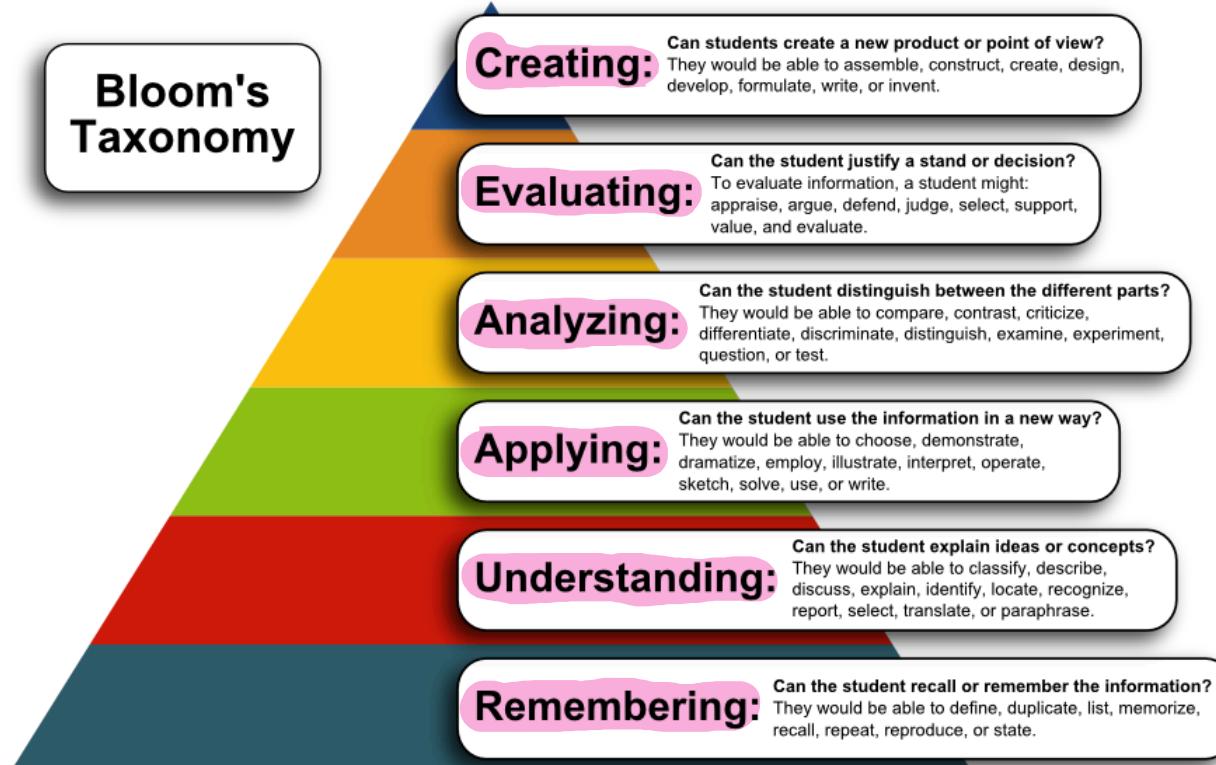
As per the 1956 model, the learning objectives emphasized by Bloom's taxonomy were knowledge, comprehension, application, analysis, synthesis and evaluation.

The original model focuses on classifying educational objectives into different cognitive levels.

## Revised Bloom's Taxonomy (2001)

In 2001, David Krathwohl (one of Bloom's original collaborators) and Lorin Anderson published a revision to the 1956 hierarchy with contributions from cognitive psychologists, theorists, and assessment specialists. This new revised version introduced a key change to the cognitive domain of Bloom's Taxonomy: it shifted the language used from nouns to verbs, and thereby focused the attention away from acquisition and toward active performance of the types of learning involved in each stage of the hierarchy. "Synthesis" was also dropped and "create" was moved to the highest level of the domain.

## Bloom's Taxonomy



### 1. Remembering

Under this domain, learners will be given knowledge in terms, definitions, facts, or basic concepts. Furthermore, images, videos and animations are used to convey the content. A short test may be conducted at the end to know if the learner has taken in the knowledge.

### 2. Understanding

This aspect focuses on the subject understanding of the learners based on the content presented to them. Summarising the plot of a book or re-explaining a concept in class can test the understanding of students.

### 3. Applying

Getting learners to apply their knowledge into practice can be challenging. Providing them with simulations, practical tests, branched scenarios, and role-playing activities work best here.

### 4. Analysing

This is where a deeper understanding of the knowledge is built. Asking questions and letting the learners understand the content by discussing with one another helps at this level. The course creator can weave in options for increased collaboration and discussion in work spaces.

## 5. Evaluating

The learners can now analyse the content based on their expertise. They can now serve as mentors for other learners who have just started the course, evaluate the options available to them and make their own decisions.

## 6. Creating

This is the final stage in Bloom's Taxonomy, and the learners must be able to create new ideas based on what they have learned so far. This can be implemented by dividing the learners into groups and then allowing them to develop their ideas, such as a sales strategy, a functional application, or an entrepreneurial venture.

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### Bloom's Taxonomy and its Relationship with Critical Thinking

Bloom's Taxonomy is a framework that outlines different levels of cognitive thinking, with the higher levels directly aligning with critical thinking skills, as it encourages individuals to move beyond basic recall of information and engage in analysis, evaluation, and creating new ideas.

#### Levels of Bloom's Taxonomy:

- Lower Levels (Less critical thinking): Remembering, Understanding
- Higher Levels (More critical thinking): Analysing, Evaluating, Creating

#### How it relates to critical thinking:

- **Analysing:** Breaking down information into parts to understand relationships and identify patterns.
  - **Evaluating:** Making judgments about information based on established criteria, considering strengths and weaknesses.
  - **Creating:** Synthesizing information to generate new ideas, solutions, or perspectives.
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### Application in Education

1. To design learning activities and questions that progressively challenge students to think critically, moving from basic recall to complex analysis and evaluation
2. To plan new or revise existing curricula and test the relevance of course goals and objectives
3. To inform learning intentions, prompt deeper thinking and create authentic assessments

**References:**

Bloom, B. S. (1969). *Taxonomy of educational objectives: The classification of educational goals: Handbook I, Cognitive domain*. New York: McKay.

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