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|  | | The Knowledge Dimension | | | |
| Factual  (The basic elements a student must know to be acquainted with a discipline or solve problems in it.) | Conceptual  (The interrelationships among the basic elements within a larger structure that enable them to function together.) | Procedural  (How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.) | Metacognitive  (Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.) |
| The Cognitive Process Dimension | Create  (Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.) | Generate a log of daily activities. | Assemble a team of experts. | Design an efficient project workflow. | Create a learning portfolio. |
| Evaluate  (Make judgments based on criteria or standards.) | Check for consistency among sources. | Determine relevance of results. | Judge efficiency of sampling techniques. | Reflect on one’s progress. |
| Analyze  (Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.) | Select the most complete list of activities. | Differentiate high and low culture. | Integrate compliance with regulations. | Deconstruct one’s biases. |
| Apply  (Carry out or use a procedure in a given situation.) | Respond to frequently asked questions. | Provide advice to novices. | Carry out pH tests of water samples. | Use techniques that match one’s strengths. |
| Understand  (Construct meaning from instructional messages, including oral, written and graphic communication.) | Summarize features of a new product. | Classify adhesives by toxicity. | Clarify assembly instructions. | Predict one’s response to culture shock. |
| Remember  (Retrieve relevant knowledge from long-term memory.) | List primary and secondary colors. | Recognize symptoms of exhaustion. | Recall how to perform CPR. | Identify strategies for retaining information |