

Make Thinking Visible with Bloom's Taxonomy

Core Concept:

Instead of just delivering information, facilitators use questions aligned with Bloom's levels to prompt learners to surface their thinking, process content actively, and construct deeper understanding. This approach turns Bloom's from a curriculum planning framework into a real-time instructional tool.

Using Bloom's Taxonomy as an "Interviewing" Tool

Think of each level of Bloom's as a lens through which you can ask questions to:

- Gauge learner understanding
- Encourage metacognition
- Push thinking into higher-order processing

Bloom's Level	Purpose	Sample Question Prompt
Remember	Recall facts or information	What are the three types of cognitive load?
Understand	Explain or summarize	Can you describe why retrieval practice strengthens memory?
Apply	Use information in a new situation	How would you apply spaced training to our onboarding process?
Analyze	Break information into components	What factors influence whether feedback is effective?
Evaluate	Justify a decision or stance	Which feedback method would be most effective in our setting, and why?
Create	Generate new ideas or products	Design a short activity that incorporates desirable difficulties.

Implementation Strategies

In Live Facilitation:

- Use the interview technique during discussions, coaching sessions, or debriefs.
- Progressively deepen questioning as learners show mastery.
- Invite peers to respond to or build on one another's answers.

In eLearning or Asynchronous Courses:

- Use scenario-based prompts or branching questions tied to Bloom's levels.
- Build reflection checkpoints that scaffold up the taxonomy.
- Pair with self-recorded video/audio journaling or text-entry.

In Coaching or Feedback:

- Frame your guidance with Bloom's:
 - “What did you notice about your performance?” (Analyze)
- “How would you apply this next time?” (Apply)
- “Can you think of an alternative strategy?” (Create)

Why It Works

Makes cognition observable: Instructors can see where learners are and adapt.

Reinforces metacognition: Learners recognize how they think, not just what they know.

Supports durable and flexible learning: Engaging all levels leads to stronger retention and transfer.