Bloom’s taxonomy

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Taxonomy = Classification

Taxonomy means a system of classification. Therefore, Bloom Taxonomy is a system of classification of objective.

Teaching, learning process is an attempt to change the behavior of pupil with respect to some learning experiences.

Bloom's taxonomy is a set

of three hierarchical models used to classify educational objectives into levels of complexity and specificity.

Cognitive Domain

Affective Domain

Psychomotor Domain

Background

- **Taxonomy of Cognitive Objectives**
- **1956- developed by Benjamin Bloom**
- **Means of expressing qualitatively different kinds of thinking**
- **Adapted for classroom use as a planning tool**
- **Continues to be one of the most universally applied models**
- **Provides a way to organize thinking skills into six levels, from the most basic to the higher order levels of thinking**
- **2001- Lorin Anderson (former student of Bloom) revisited the taxonomy**

Why ??
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Why should educators use bloom taxonomy?

Bloom's taxonomy helps educators develop critical thinking and higher order cognitive abilities in students.

Purpose

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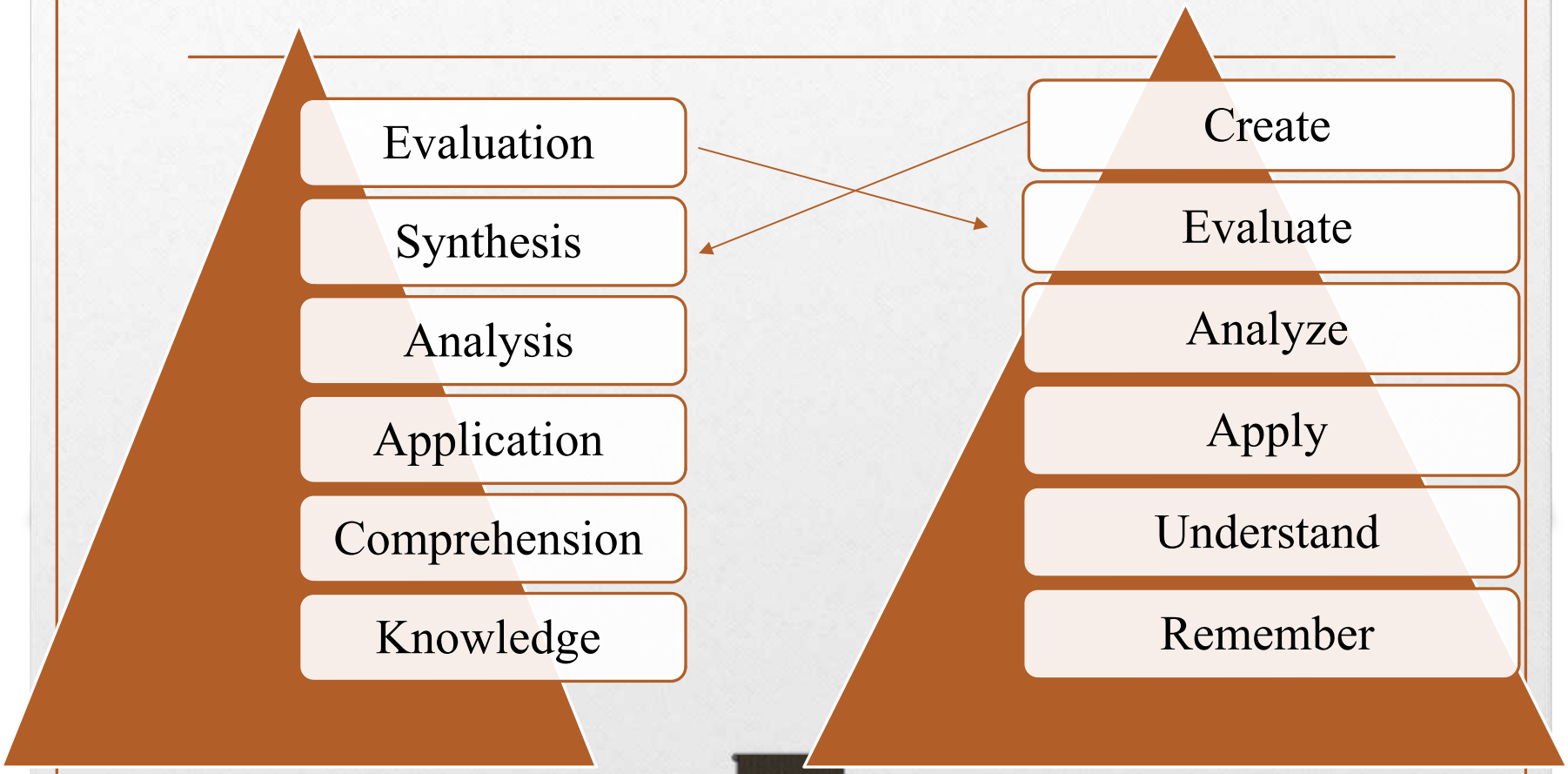
To provide a framework , or organization, for classifying classroom lesson objectives.

Teachers can prepare their lesson through blooms taxonomy.

1. Cognitive Domain (knowing)



Remembering

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

- Describing
- Naming
- Locating
- Recognizing
- Memorize
- Illustrate
- Finding
- Identifying
- Listing

Can students recall information?

Make a story map showing the main events of the story.	Make a time line of your typical day.	Make a concept map of the topic.	Write a list of keywords you know about….
What characters were in the story?	Make a chart showing…	Make an acrostic poem about…	Recite a poem you have learned.

Understanding

Student grasps meaning of information by interpreting and translating what has been learned

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

Can students explain ideas or concepts?

Write in your own words…	Cut out, or draw pictures to illustrate a particular event in the story.	Report to the class…	Illustrate what you think the main idea may have been.	Make a cartoon strip showing the sequence of events in the story.
Write and perform a play based on the story.	Write a brief outline to explain this story to someone else	Explain why the character solved the problem in this particular way	Write a summary report of the event.	Prepare a flow chart to illustrate the sequence of events.
Make a coloring book.	Paraphrase this chapter in the book.	Retell in your own words.	Outline the main points.	

Applying

Student makes use of information in a context different from the one in which it was learned

- Implementing
- Using
- Executing
- Carrying out
- Apply

Can students use the information in another familiar situation?

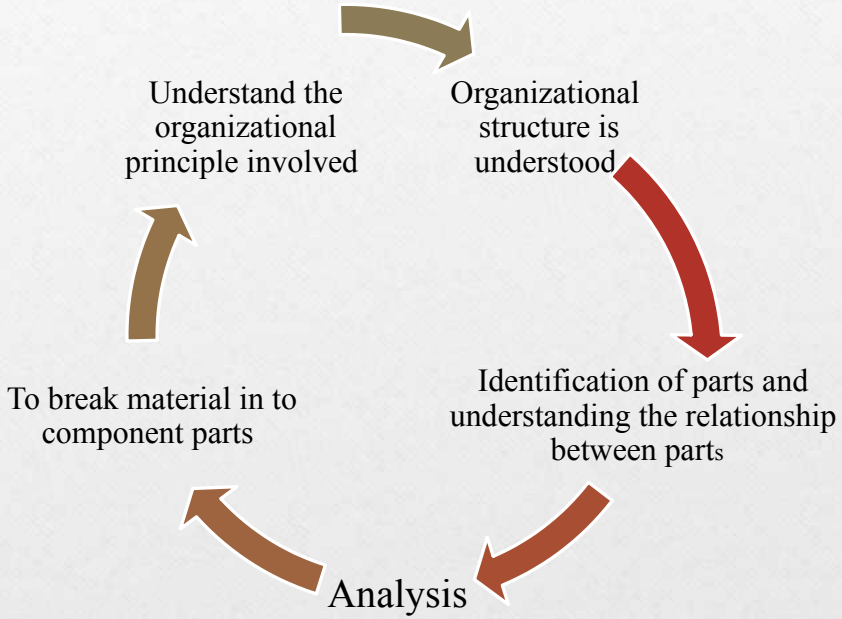
Construct a model to demonstrate how it looks or works	Practice a play and perform it for the class	Make a diorama to illustrate an event	Write a diary entry	Make a scrapbook about the area of study.
Prepare invitations for a character's birthday party	Make a topographic map	Take and display a collection of photographs on a particular topic.	Make up a puzzle or a game about the topic.	Write an explanation about this topic for others.
Dress a doll in national costume.	Make a clay model…	Paint a mural using the same materials.	Continue the story…	

Analysing

Student breaks learned information into its parts to best understand that information.

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

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



Examples ..

Use a Venn Diagram to show how two topics are the same and different	Design a questionnaire to gather information.	Survey classmates to find out what they think about a particular topic. Analyse the results.	Make a flow chart to show the critical stages.	Classify the actions of the characters in the book
Create a sociogram from the narrative	Construct a graph to illustrate selected information.	Make a family tree showing relationships.	Devise a roleplay about the study area.	Write a biography of a person studied.
Prepare a report about the area of study.	Conduct an investigation to produce information to support a view.	Review a work of art in terms of form, color and texture.	Draw a graph	Complete a Decision Making Matrix to help you decide which breakfast cereal to purchase

Evaluating

Student makes decisions based on in-depth reflection, criticism and assessment

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

Can students justify a decision or a course of action?

Write a letter to the editor	Prepare and conduct a debate	Prepare a list of criteria to judge…	WriMake a booklet about five rules you see as important. Convince others.
Form a panel to discuss viewpoints on….	Write a letter to. ..advising on changes needed.	Write a half-yearly report.	Prepare a case to present your view about...
	Complete a PMI on…	Evaluate the character's actions in the story	

Creating

Student creates new ideas and information using what previously has been learned

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

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

Use the . . . strategy to invent a new type of sports shoe.	Invent a machine to do a specific task.	Design a robot to do your homework.	Create a new product. Give it a name and plan a marketing campaign.	Write about your feelings in relation to...
Write a TV show play, puppet show, role play, song ***or*** pantomime about..	Design a new monetary system	Develop a menu for a new restaurant using a variety of healthy foods	Design a CD, book or magazine cover for...	Sell an idea
	Devise a way to...	Make up a new language and use it in an example	Write a jingle to advertise a new product.	

2. Affective Domain (feeling)

- Affective domain is related with our emotions ,feelings, values, motivations and attitudes.
- Receiving
- Responding
- Valuing
- Organizing
- Internalizing values

3. Psychomotor Domain(doing)

- Reflex Movements
- Basic Movements
- Perceptual Abilities
- Physical Abilities
- Skilled Movements
- Non-discursive communication

Three Domains of learning

COGNITIVE DOMAIN: Thinking, intellectual abilities. Comprehending information, organizing ideas, evaluating information and actions.

AFFECTIVE DOMAIN: A learner's emotions toward learning. Interests, attitudes, opinions, appreciations, values, emotional sets.

PSYCHOMOTOR DOMAIN: Basic motor skills, coordination, and physical movement. Speech development, reading readiness, handwriting, physical education, manipulative skills (keyboarding), industrial technology, performance areas in science, art, music.

American education has been leaning more toward the cognitive domain at the exclusion of the affective and psychomotor domains. Well-rounded and fully functioning people need development in all three domains.

Questioning . . .

01

Lower level questions—remembering, understanding & lower level applying levels

02

Lower level questions

- Evaluate students' preparation and comprehension
- Diagnose students' strengths and weaknesses
- Review and/or summarizing content

Questioning . . .

01

Higher level questions require complex application, analysis, evaluation or creation skills

02

Higher level questions

- Encourage students to think more deeply and critically
- Facilitate problem solving
- Encourage discussions
- Stimulate students to seek information on their own

Thank you