

OVERVIEW

Background

One of the most important aspects of setting tasks and asking questions is to know **what level of thinking** you are requiring from your students. It is good practice for **students to know also** the level of the task or question. Benjamin Bloom (1956) created this taxonomy for **categorising the level of abstraction of questions** that commonly occur in schools.

There can be a tendency to have **too much class time spent on the lower level** of Bloom's taxonomy. Being always mindful of this, Bloom's taxonomy may be of assistance in pitching more tasks and questions at the higher level of this thinking taxonomy.

Revised Bloom's Taxonomy

During the 1990's, Lorin Anderson, a former student of Benjamin Bloom, led a team of cognitive psychologists in revisiting the original 1956 taxonomy. As a result of the investigation, significant changes were made to the existing structure.

- The names of the six major categories were changed from **nouns** to **verbs** to reflect thinking as an active process.

Bloom's Original Taxonomy

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Anderson's Revised Taxonomy

Remember
Understand
Apply
Analyse
Evaluate
Design

- **Knowledge was renamed** as it was considered that knowledge is an outcome of thinking, not a form of thinking.
- **Comprehension and Synthesis** were retitled to **Understand and Design** respectively to better reflect the nature of the thinking of each category.
- **Design and Evaluate were interchanged**, reflecting the notion that creative thinking (design) is more complex than critical thinking (evaluate). The pre-cursor to creative production often requires critical thinking; the accepting or rejecting of ideas. Once an idea has been accepted or rejected, a new design may then be created.

Observation

In the following seven weeks, the various levels of Bloom's Taxonomy are described within the contexts of Gardner's M.I. This combination of **Bloom's Taxonomy** and **Gardner's M.I.** ensures a **range of thinking levels** (Bloom's) with a variety of delivery methods for our students (Gardner's M.I.).

OCTOBER

Saturday 2ndSunday 3rd

Bloom's Taxonomy REVISED

Examples

REMEMBER

The student is able to **RECALL**

information:

- Recognising
- Recalling
- Identifying
- Naming



UNDERSTAND

The student is able to **EXPLAIN**

ideas or concepts:

- Interpreting
- Classifying
- Clarifying
- Exemplifying



APPLY

The student is able to **USE**

the new knowledge in another situation:

- Executing
- Using
- Implementing
- Illustrating



ANALYSE

The student is able to **DIFFERENTIATE**

between the items that form the whole:

- Distinguishing
- Deconstructing
- Selecting
- Attributing



EVALUATE

The student is able to **JUSTIFY**

a decision or a course of action:

- Checking
- Detecting
- Judging
- Monitoring



DESIGN

The student is able to **CREATE**

new products, ideas or ways of seeing things:

- Generating
- Producing
- Hypothesising
- Constructing

