

سُبْحَانَكَ اللَّهُمَّ رَبَّ السَّمَاوَاتِ السَّبْعِ وَالْأَرْضِ وَالْعَرْشِ الْمَجِيدِ

وَالْمَلِكِ الْقَلِيمِ



# **Bloom's Taxonomy**

A Focus on Higher Level  
Thinking Skills

# Background

In 1956, Benjamin Bloom, a professor at the University of Chicago, shared his famous "Taxonomy of Educational Objectives".

Bloom identified six levels of cognitive complexity that have been used over the past four decades to make sure that instruction stimulates and develops students' higher-order thinking skills.

# What is taxonomy?

- ☞ "Taxonomy" and "classification" are synonymous helps dispel uneasiness with the term.
- ☞ Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity.
- ☞ It led many teachers to encourage their students to "climb to a higher (level of) thought."



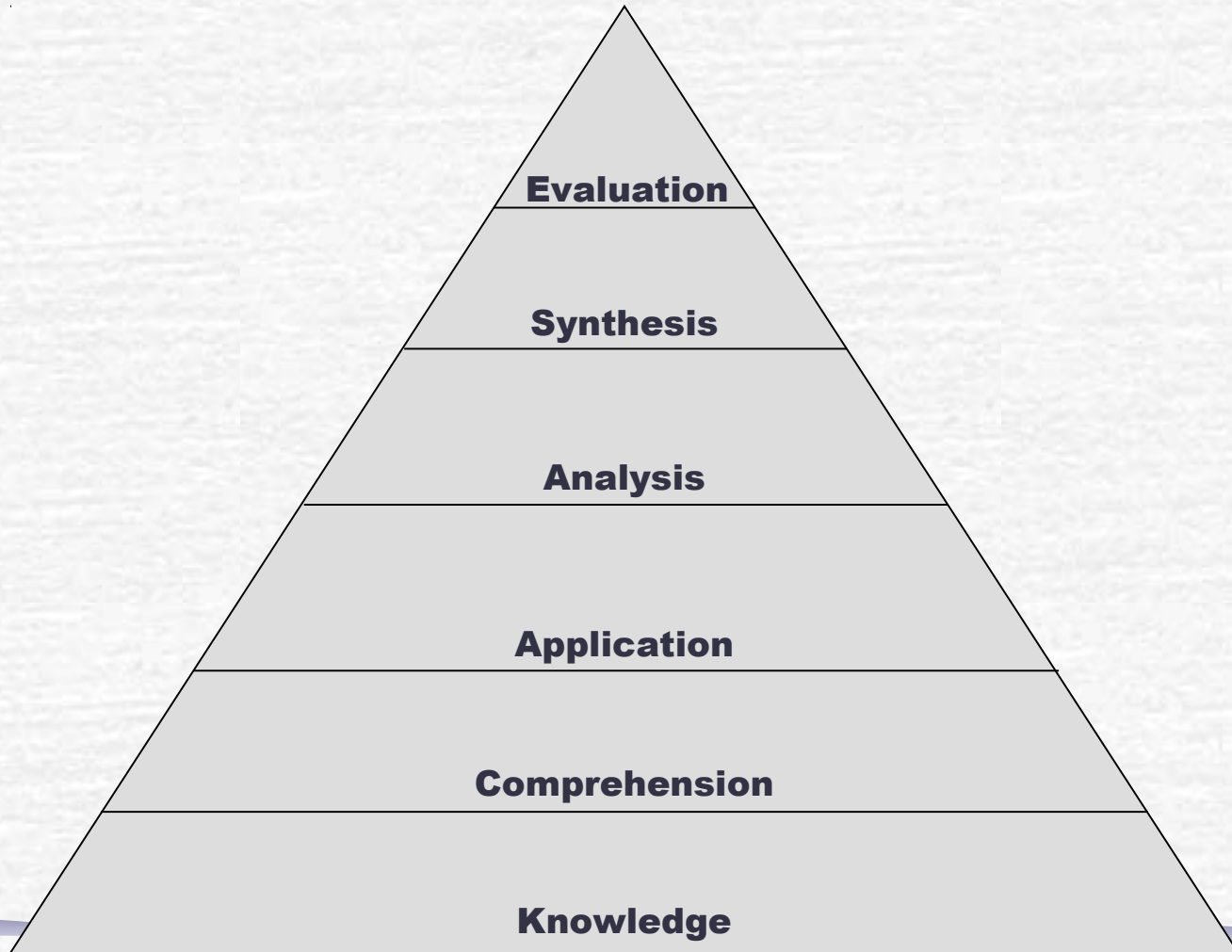
**Cognitive Domain**

**(Higher-Level Thinking Skills)**





# Higher-Level Thinking Skills



# Knowledge

Recall or recognition of information.

- define
- classify
- describe
- locate
- outline
- give examples
- distinguish opinion from fact
- list
- name
- identify
- show
- define
- recognize
- recall
- match

# Comprehension

The ability to understand, translate, paraphrase, interpret or extrapolate material. (Predict outcome and effects).

- summarize
- explain
- interpret
- describe
- compare
- convert
- distinguish
- estimate
- paraphrase
- differentiate
- demonstrate
- visualize
- restate
- rewrite
- give examples



# Application

**The capacity to use information and transfer knowledge from one setting to another. (Use learned material in a new situation).**

- solve
- illustrate
- calculate
- interpret
- manipulate
- predict
- show
- apply
- classify
- modify
- put into practice
- demonstrate
- compute
- operate

# Analysis

**Identifying detail and having the ability to discover and differentiate the component parts of a situation or information.**

- analyze
- organize
- deduce
- choose
- diagram
- discriminate
- contrast
- compare
- distinguish
- categorize
- outline
- relate

# Synthesis

**The ability to combine parts to create the big picture.**

- design
- hypothesize
- support
- write
- report
- combine
- comply
- develop
- discuss
- plan
- compare
- create
- construct
- rearrange
- compose
- organize

# Evaluation

**The ability to judge the value or use of information using appropriate criteria. (Support judgment with reason).**

- evaluate
- choose
- estimate
- judge
- defend
- appraise
- criticize
- justify
- debate
- support your reason
- conclude
- assess
- rate



EVALUATION

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

KNOWLEDGE



# The Affective Domain

## Receiving

Being aware of or attending to something in the environment

## Responding

Showing some new behaviors as a result of experience

## Valuing

Showing some definite involvement or commitment

Krathwohl, D., Bloom, B., & Masia, B. (1956). Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.




# The Affective Domain

## **Organization**

Integrating a new value into one's general set of values, giving it some ranking among one's general priorities.

## **Characterization by Value**

Acting consistently with the new value; person is known by the value.



# The Psychomotor Domain

## **Perception**

Process of becoming aware of objects, qualities, etc by way of senses. Basic in situation-interpretation-action chain leading to motor activity.

## **Set**

Readiness for a particular kind of action or experience; may be mental, physical or emotional.

# **The Psychomotor Domain**

## **Guided Response**

Overt behavioral act under guidance of an instructor, or following model or set criteria.

## **Mechanism**

Learned response becomes habitual; learner has achieved certain confidence and proficiency or performance.



# **The Psychomotor Domain**

**Complex  
Overt  
Response**

**Performance of motor act  
considered complex because of  
movement pattern required.**

**Adaptation**

**Altering motor activities to  
meet demands of problematic  
situations.**






# The Psychomotor Domain

## **Origination**

**Creating new motor acts or ways of manipulating materials out of skills, abilities and understandings developed in the psychomotor area.**



# Writing Instructional Objectives


While it is possible to write instructional objectives of all types for each of the three domains, the vast majority are written for the cognitive domain.

The major exceptions include preschool, physical education, and perhaps fine arts courses such as sculptureing and drama.



# Activity

**Choose a topic of your own choice and  
write down its objectives by defining  
three domains separately**





Email: [sarfraz.ahmad@kust.edu.pk](mailto:sarfraz.ahmad@kust.edu.pk)

A bouquet of purple and white flowers, possibly lilies, is positioned in the center of the image. The flowers are set against a background of torn, light-colored paper. The overall aesthetic is soft and artistic.

Thank You