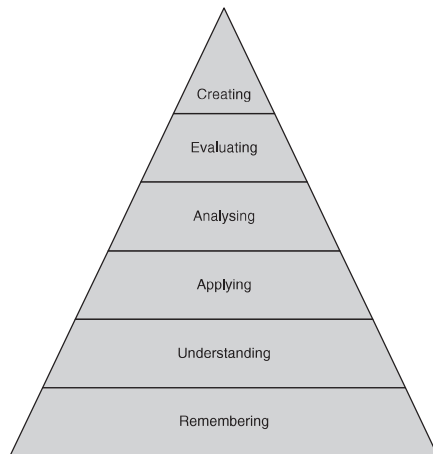


In a nutshell

This feature covers the essentials of Bloom's taxonomy for the cognitive domain and provides examples of how you can embed this into your practice. The resource can be photocopied and used as a revision tool or a prompt for discussion with your peers.

Bloom's taxonomy cognitive domain

Bloom's taxonomy was originally created to promote higher forms of thinking in education (such as analysing and creating), rather than remembering facts (rote learning). It is now widely used in the creation of educational objectives and in the design of learning tasks. The diagram below shows the different levels of the taxonomy, showing those with increasing difficulty at the apex of the pyramid.



Source: Bloom (1956).

Putting it into practice

Teachers can use this in a variety of ways in order to create different levels of challenge for students. Three important ways in which you could use this are in the design of learning programmes, in-class activities and assessments.

Designing learning programmes

Create a structure which increases in level of difficulty and ensures that students master the key facts before moving on to the next level. This also ensures that the higher levels are not neglected and that students don't get stuck in simply remembering things so that they can be applied.

Designing in-class activities

Have a range of mastery tasks (those relating to remembering) that all students can achieve to build confidence. Introduce developmental tasks (such as analysing, transferring learning from one situation to another, creating new ideas). You can also differentiate for students at different levels in the same class.

Designing learning checks

These could be questions at different levels, 'tell me the names of . . .?' or 'how might this be applied to . . .?' Learning checks can also take the form of games, quizzes and activities, all of which can include checks on different levels of learning.