

Topic on: Bloom,s taxonomy

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BLOOM'S TAXONOMY

- *1948 Convention of the American Psychological Association led Bloom and a group of educators to take the ambitious task of classifying educational goals and objectives.*



Eventually, their framework became a taxonomy of three domains:

- *The **Cognitive Domain** (knowledge based domain, consisting of six levels).*
- *The **Affective Domain** (attitudinal based domain, consisting of five levels).*
- *The **Psychomotor Domain** (skill based domain, consisting of six levels).*



- *Then framework was then called Bloom's Taxonomy which aims to motivate educators to focus on all three domains, creating a more holistic form of education.*



Bloom's Taxonomy

- ***Means of expressing qualitatively different kinds of thinking.***
- ***Been 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 more complex levels of thinking.***



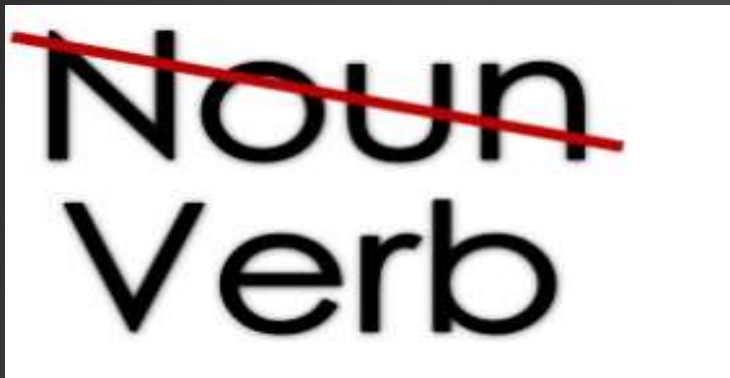
**Benjamin
Bloom**

1913-1999

Bloom's Taxonomy

- *1990's Lorin Anderson (former student of Bloom) revisited the cognitive level in the taxonomy.*
- *As a result, a number of changes were made.*

Change in Terms



*The taxonomy reflects different forms of thinking and thinking is an **active process** so verbs were used rather than nouns .*

Change in Terms

The **KNOWLEDGE** category was renamed.

Evaluation

Synthesis

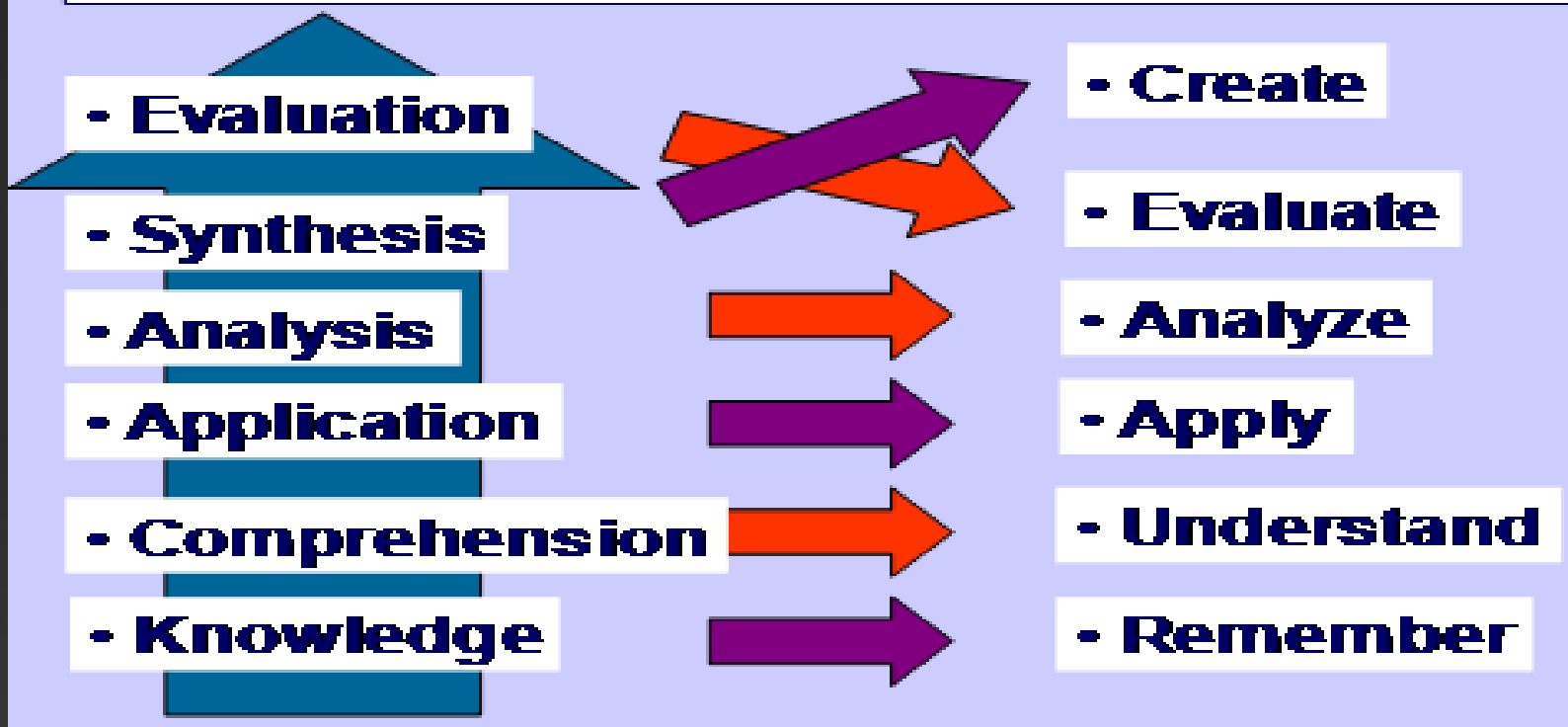
Analysis

Application

Comprehension

~~Knowledge~~ → Remembering

“Old” Blooms ***“Revised” Taxonomy***



Bloom's Revised Taxonomy

Generating new ideas, products, or ways of viewing things

Justifying a decision or course of action

Breaking info to parts to explore understanding and relationships

Using info in another familiar situation

Explaining ideas or concepts

Recalling information

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

designing, constructing, planning, producing, inventing

checking, hypothesizing, critiquing, experimenting, judging

comparing, organizing, deconstructing, interrogating, finding

implementing, carrying out, using, executing

interpreting, summarizing, paraphrasing, classifying, explaining

recognizing, listing, describing, retrieving, naming, finding

Creating

Generating new ideas, products, or ways of viewing things

Evaluating

Justifying a decision or course of action

Analyzing

Breaking info to parts to explore understanding and relationships

Applying

Using info in another familiar situation

Understanding

Explaining ideas or concepts

Remembering

Recalling Information

Creating

Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

Evaluating

Assess whether or not you think this really happened to Goldilocks.

Analyzing

Differentiate between how Goldilocks reacted and how you would react in each story event.

Applying

Construct a theory as to why Goldilocks went into the house.

Understanding

Summarize what the Goldilocks story was about.

Remembering

Describe where Goldilocks lived.

Affective

The affective domain
(Krathwohl, Bloom, Masia, 1973)
includes the manner in which we
deal with things emotionally, such as
feelings, values,
appreciation,
enthusiasms,
motivations,
and attitudes.





Characterizing

Organizing

Valuing

Responding

Receiving

The student holds a particular value or belief that now exerts influence on his/her behavior so that it becomes a characteristic.

The student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned.

The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge he acquired.

The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.

the student passively pays attention. Without this level no learning can occur. Receiving is about the student's memory and recognition as well.

Psychomotor

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.





Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

Skills are well developed and the individual can modify movement patterns to fit special requirements.

Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.

This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

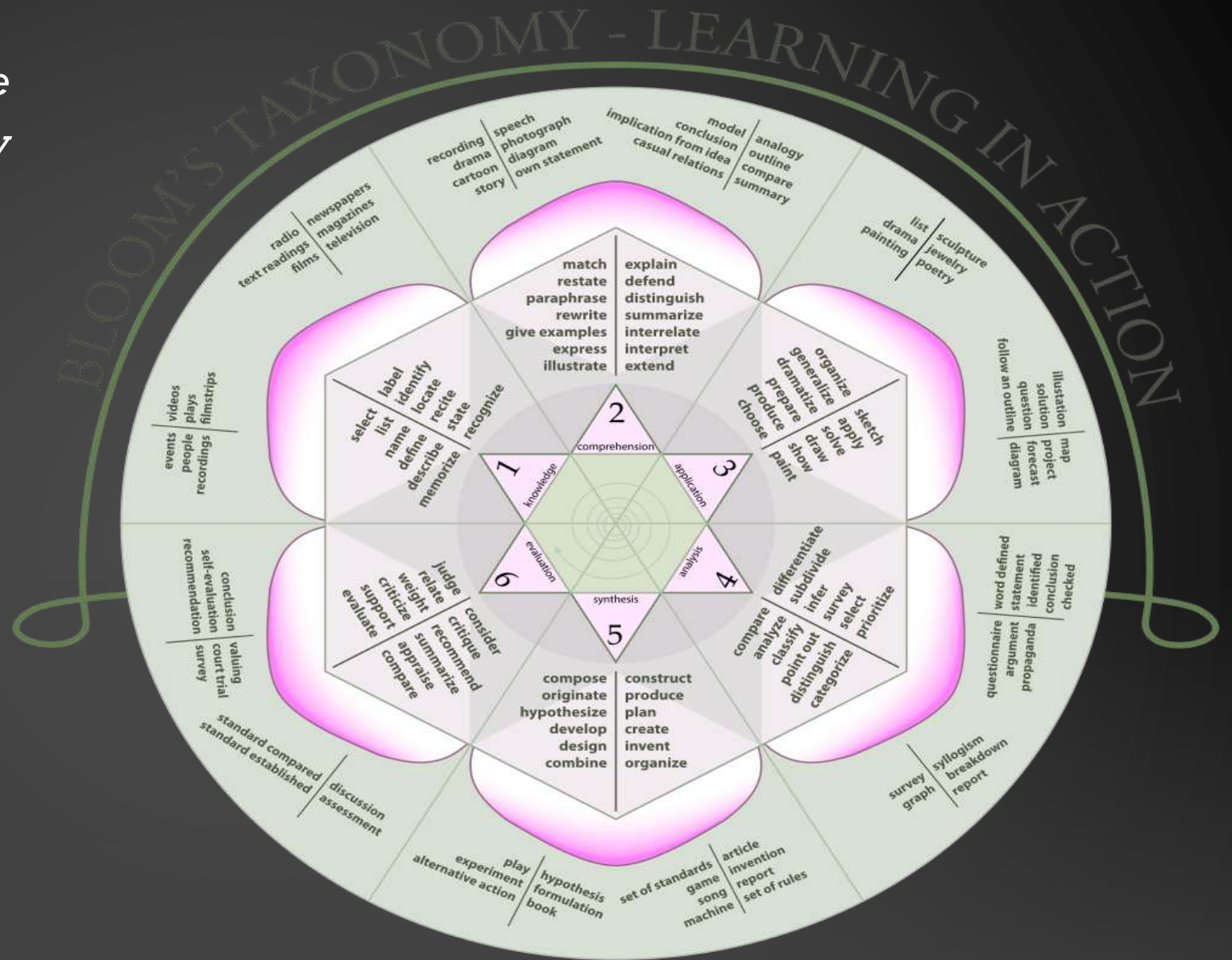
Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

References:

- https://www.google.com/search?q=blooms+taxonomy&tbm=isch&ved=2ahUKEwiAjtbrtnpAhVd23MBHUGtCI8Q2-cCegQIABAA&oq=blooms+taxonomy&gs_lcp=CgNpbWcQAziCCAAyAggAMgIIADICCAyAggAMgUIABCDATICCAyAggAMgIIADICCAA6BAgAEENQto0vWJK5L2C7wi9oAHAAeACAAdsBiAG2EJIBBjAuMTQuMZgBAKABAaoBC2d3cy13aXotaWln&sclient=img&ei=NifRXoCbF922z7sPwddq-Ag&bih=969&biw=1920&rlz=1C1CHBF_enIN883IN883
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Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains.



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