

BLOOM'S TAXONOMY

Bloom's taxonomy identifies six levels of learning, each requiring a different kind of thought process.

Applying Bloom's taxonomy involves use of a range of strategies, including questioning, to encourage learners to employ a variety of cognitive processes and improve their ability to learn at deeper levels.

KNOWLEDGE

The learner is challenged to describe or identify, often in terms that answer the question who, what, where or when.

COMPREHENSION

The learner is asked to translate or predict, involving them in selecting facts to describe, compare, contrast or explain something.

APPLICATION

This encourages learners to apply information they have learned to solve a problem or demonstrate a solution, often using terms such as solve, apply, classify or select.

ANALYSIS

The purpose is to help learners to organise information and analyse evidence to support statements. It involves inferential thinking, prediction and explanation, and may involve terms such as why, identify, conclude or determine.

SYNTHESIS

The learner is challenged to develop their creative thinking.

This differs from analysis and application because it allows for a variety of creative answers.

Terms such as plan, predict, compose or propose may be used.

EVALUATION

Learners are asked to make assessments and judgements, using comparisons. This also elicits creative thinking and may involve terms such as judge, decide, assess and justify.

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