LOWER LEVEL SKILLS ⟵ ⟶ HIGHER LEVEL SKILLS

REMEMBER

Exhibit memory of learned materials by recalling facts, terms, basic concepts, and answers.

Key words

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorize, Name, Observe, Omit, Quote, Red, Recall, Recite, Recognize, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Action

Describing, Finding, Identifying, Listing, Locating, Naming, Recognizing, Retrieving

Outcomes

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Question

Can you list three ...?
Can you recall ...?
Can you select ...?
How did ... happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ... happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ... ?

UNDERSTAND

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

Key words

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalize, Give examples, Illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarize, Translate

Action

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarizing

Outcomes

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Question

Can you explain what is happening ...?
How would you classify the type of ...?
How would you compare ...?
How would you rephrase ...?
How would you summarize ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea ...?
Which is the best answer ...?
Which statement support ...?
Will you state or interpret your own words ...?

APPLY

Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules.

Key words

Act, Administer, Apply, Associate, Build, Calculate, Categorize, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatize, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Preform, Plan, Practise, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Action

Carrying out, Executing, Implementing, Using

Outcomes

Demonstration, Diary, Illustration, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Question

How would you use ...?
What examples can you find to ...?
How would you solve ... using what you have learned ...?
How would you organize ... to show ...?
How would you show your understanding of ...?
What approach would you use to ...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

ANALYZE

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations

Key words

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Case and effect, Choose, Classify, Comparing, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organize, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme

Action

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spreadsheet, Survey

Question

What are the parts of features of ...?
How is ... related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

EVALUATE

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Action

Attributing, Checking, Deconstructing, Integrating, Organizing, Outlining, Structuring

Outcomes

Advise, Conclusion, Evaluation, Judgement, Opinion, Recommendation, Report, Survey, Verdict

Question

Do you agree with the actions / outcomes ...?
What is your opinion of ...?
How would you prove/disprove ...?
Can you assess the value / importance of ...?
Would it be better if ...?
Why did they choose ...?
What would you recommend ...?
How would you rate the ...?
How would you evaluate ...?
How could you determine ...?
What choice would you have made ...?
What would you select ...?
How would you prioritise ...?
What judgement would you make ...?
What information would you use to support the view ...?
What data was used to make the ..conclusion ...?

CREATE

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Action

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes

Advertisement, Computer program, Exam questions, Game, Media product, Plan, Project, Story, Video

Question

What changes would you make to solve ...?
How would you improve?
Can you elaborate on the reason ...?
Can you propose an alternative ...?
Can you invent ...?
How would you adapt ... to create a different ...?
How could you change the plan ...?
What could be done to minimise ...?
What way would you design ...?
Suppose you could ... what would you do ...?
How would you test ...?
Can you formulate a theory for ...?
Can you predict the outcome if ...?
How would you estimate the results for ...?
What facts can you compile?
Can you construct a model that would change ...?

Blooms Revised Taxonomy

Based on "Blooms Taxonomy: Teacher Planning Kit

Using the learning objectives to align a course

Is it formulated from the perspective of the students?

Students are able to describe the concept of .....

In this course we give an introduction to the concept of ....

Does it describe the learning objective?

Students are able to apply theory x to problem y.

Students will practice to apply theory x to problem y.

Is it formulated in generic terms that go beyond the scope of the course?

Students are able to perform procedure z on a case.

Students are able to perform procedure z on the case given during the the exam in week 6.

Is it indisputable?

Students can indicate strengths and weaknesses of their own design.

Students can create an inspiring design.

Once you have well-formulated learning objectives, you can use these to decide on the assessment and the learning/teaching methods. Key elements here are the action verbs you have used. If you want your students to be able to analyse things, choose a type of assessment in which they have to analyse. Then choose active teaching and learning methods in which they'll actively learn how to analyse. Ask yourself the following questions:

- What type of assessment will provide me with the best information to decide whether students have really obtained these learning objectives?
- Which teaching/learning activities will help my students best to achieve these learning objectives?
- Will these teaching/learning activities prepare the students for the assessment?