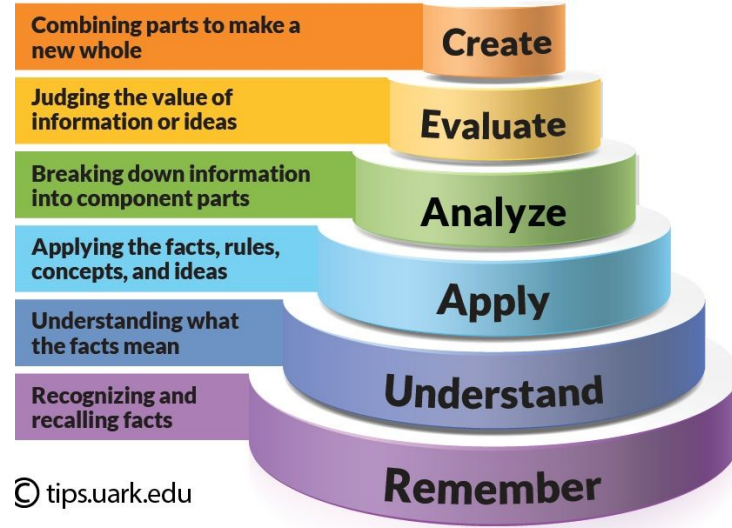
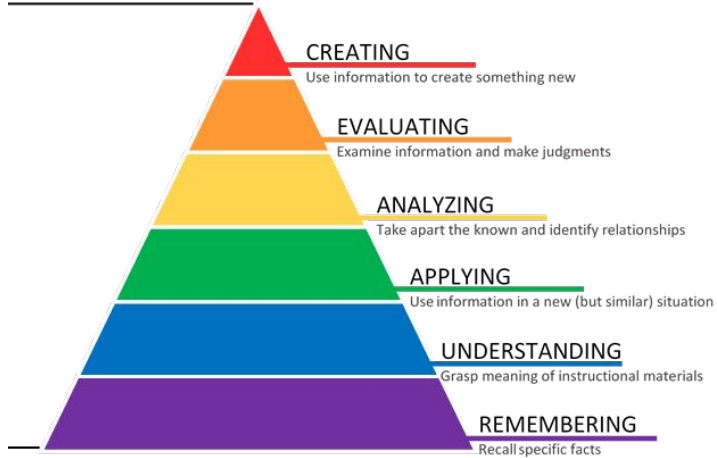


## BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



# Bloom's Taxonomy

Dr.Suresh Kumar Murugesan PhD



# About the Presenter

- Dr.Suresh Kumar Murugesan is a passionate Professor, Researcher and Positive Mental Health Practitioner from Madurai, Tamil Nadu, India
- At present he is heading the PG Department of Psychology, The American College, Madurai, Tamil Nadu, India and Adjunct Professor, School of Behavioural Sciences, Texila American University,
- He is very keen in research studies and open to learn.
- His ultimate aim is to make impression in the field of Knowledge
- His area of specializations are Psychometry, Positive Psychotherapy, etc
- He has published 30 journal articles, 50 Conference and seminar proceedings
- Organised more than 750 webinars and acted as a resource person for 300 + webinar sessions
- Received 8 Awards and delivered 25+ Radio Talks
- Qualified UGC NET in Psychology and Education, Central Teacher Eligibility Test
- Published three books



# Disclaimer

- This presentation is prepared for learning purpose only and all the images and pictures used in this presentation are taken from google image search.
  - Due recognition is given to all the material collected from the various sources.
  - Any inclusion or modifications in this presentation pls feel free to contact me at.
  - [sureshkumar800@yahoo.com](mailto:sureshkumar800@yahoo.com)
- Thank you



# DISCLAIMER



**Who?**

# Founder

Taxonomy of educational objectives, developed in the 1950s by the American **Educational Psychologist Benjamin Bloom**

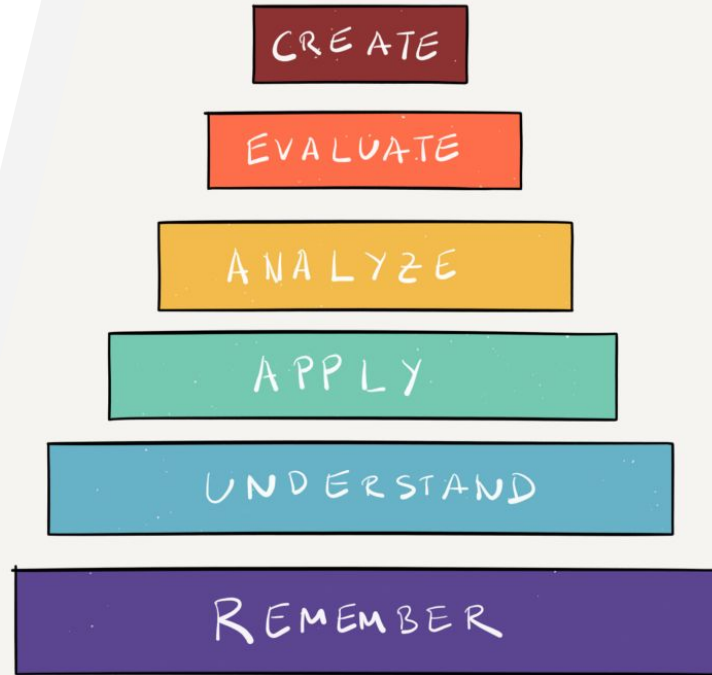




**What?**

# What?

Bloom's Taxonomy is a **hierarchical ordering of cognitive skills** that help teachers teach and students learn.



Bloom's  
Taxonomy

# What?

**Bloom's taxonomy** is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding.





A hand is holding a white, cloud-shaped thought bubble. Inside the bubble is a small green square with a dark blue question mark. The background is a solid light green.

**Used for**

# Used for

Educators have typically used Bloom's taxonomy to inform or guide the development of

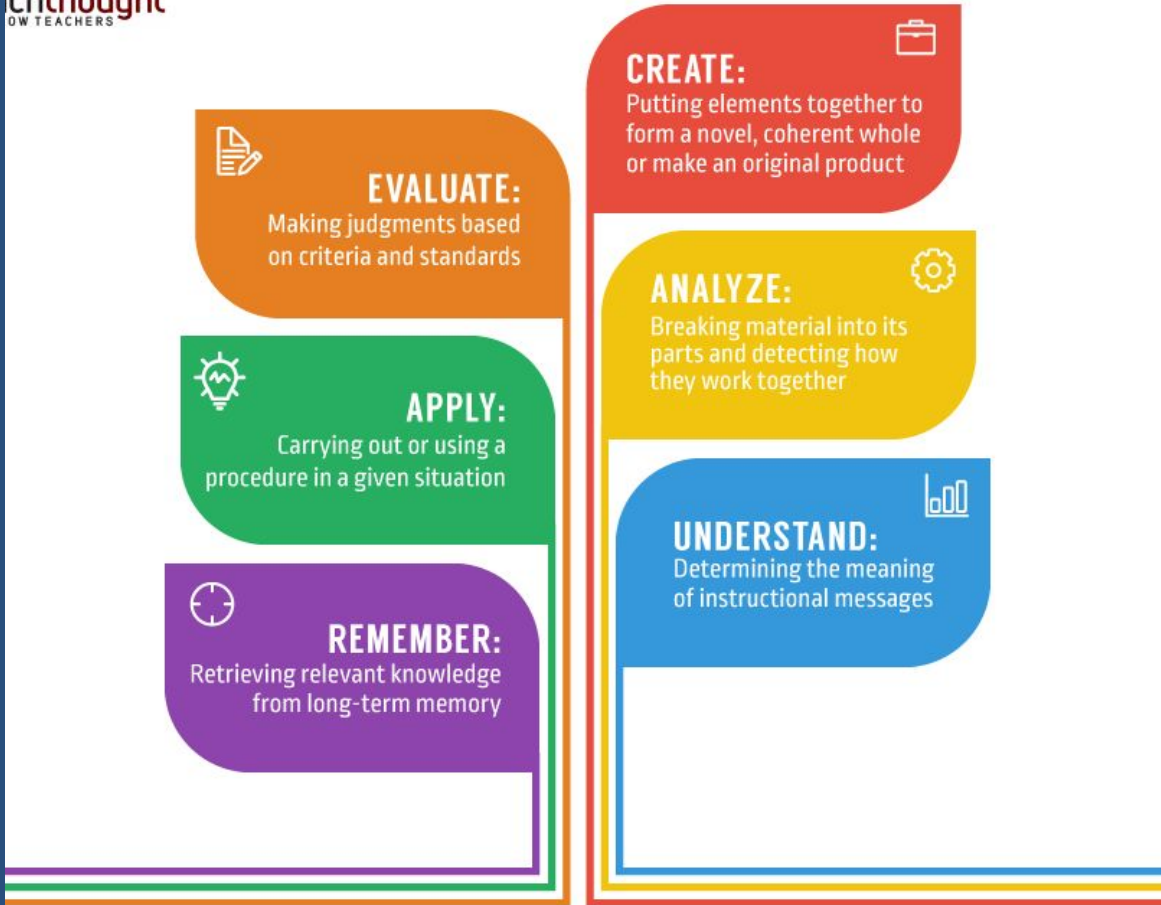
1. **assessments** (tests and other evaluations of student learning),
2. **curriculum** (units, lessons, projects, and other learning activities), and
3. **instructional methods** such as questioning strategies.



## Bloom's Taxonomy used

Bloom's Taxonomy can be used to:

1. create assessments
2. frame discussions
3. plan lessons
4. evaluate the complexity of assignments
5. design curriculum maps
6. develop online courses
7. plan project-based learning
8. Self-assessment etc



THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY



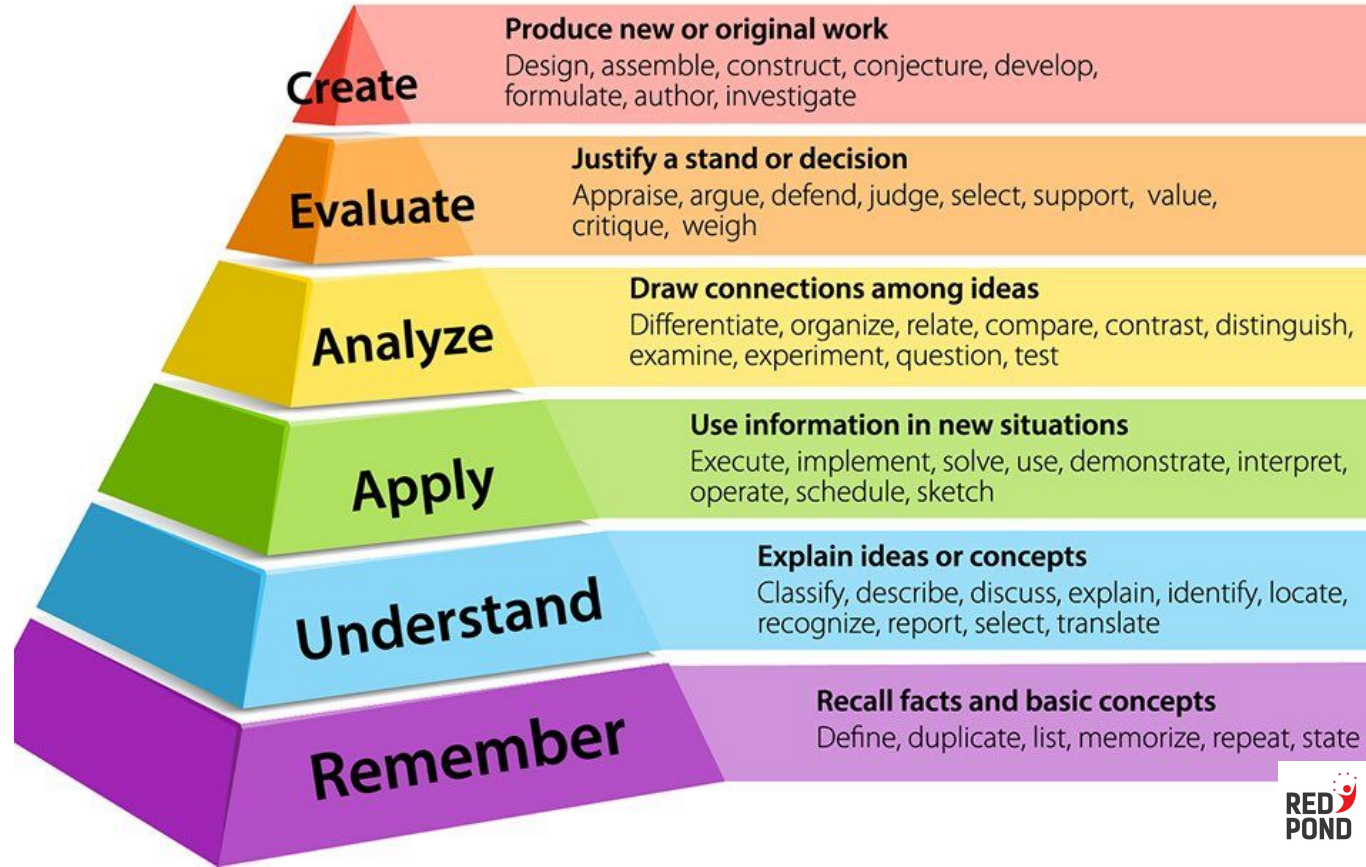


# Revised Taxonomy

# Bloom's Taxonomy

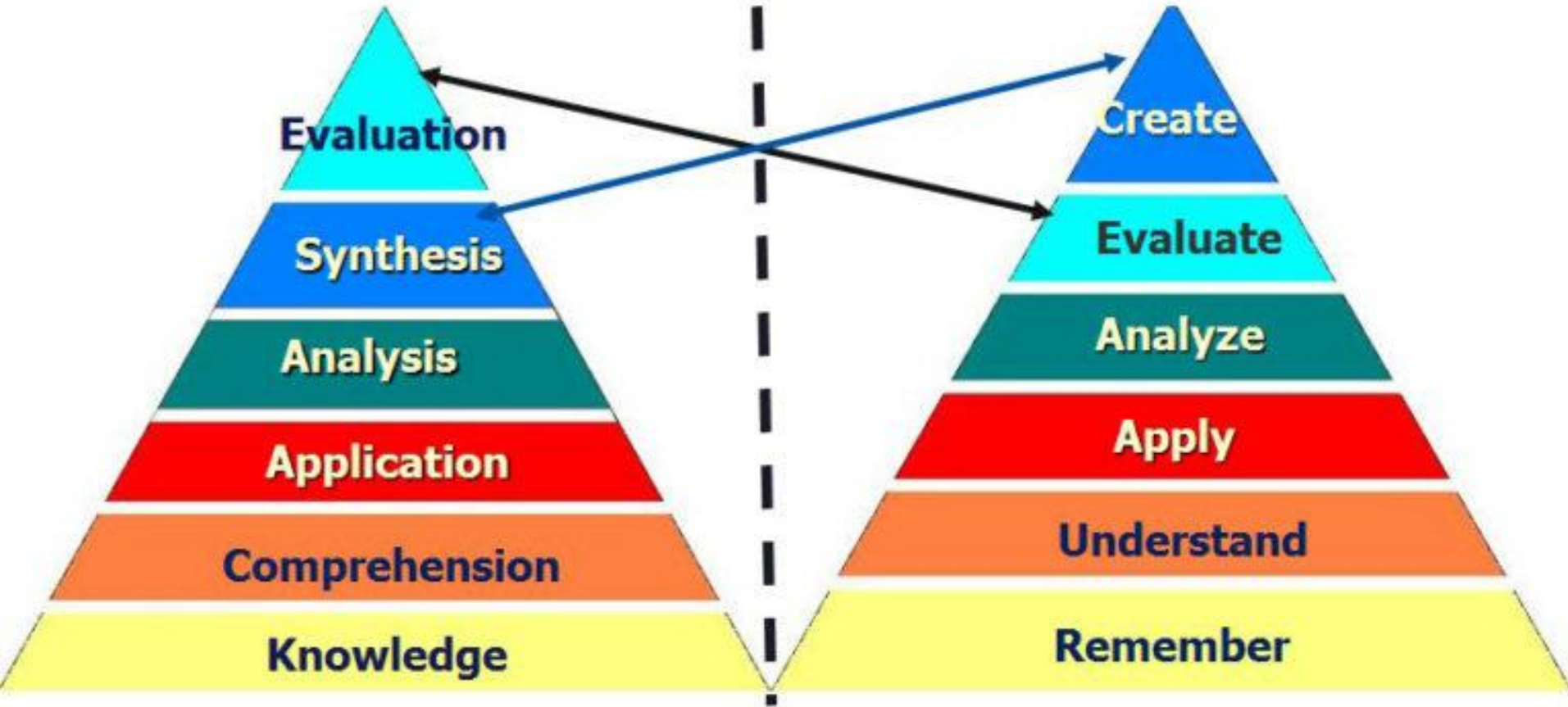
## Revised Version

The framework was revised in 2001 by **Lorin Anderson** and **David Krathwohl**, yielding the **revised Bloom's Taxonomy**.



1956

2001



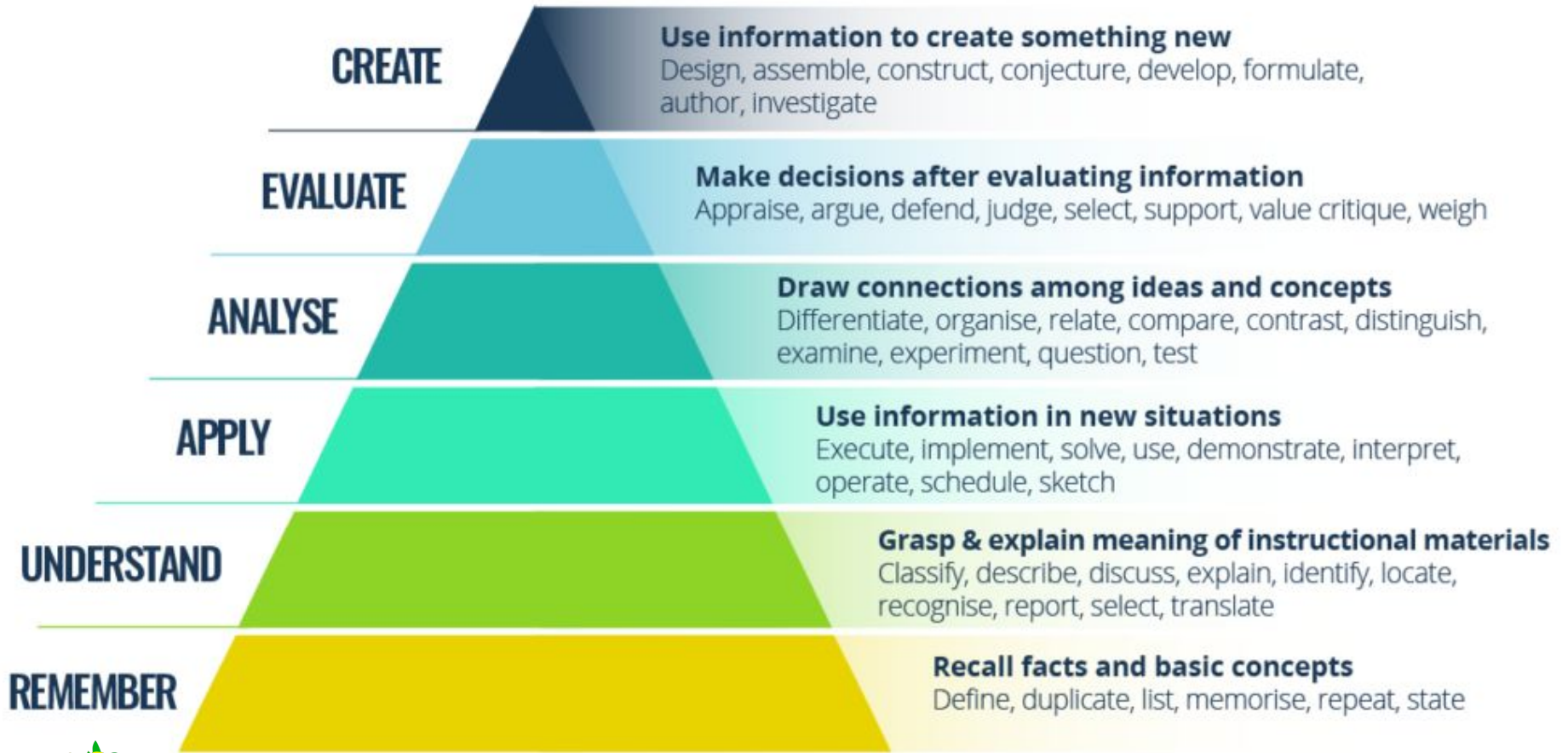
Noun



to Verb Form









Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Revised cognitive  
dimension

Naturalisation

Articulation

Precision

Manipulation

Imitation

Psychomotor domain

Internalises  
values

Organisation

Valuing

Responds to  
phenomena

Receiving  
phenomena

Affective domain





# BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

## REMEMBERING



Copying  
Defining  
Finding  
Locating  
Quoting  
Listening  
Googling  
Repeating  
Retrieving  
Outlining  
Highlighting  
Memorizing  
Networking  
Searching  
Identifying  
Selecting  
Tabulating  
Duplicating  
Matching  
Bookmarking  
Bullet-pointing

## UNDERSTANDING



Annotating  
Tweeting  
Associating  
Tagging  
Summarizing  
Relating  
Categorizing  
Paraphrasing  
Predicting  
Comparing  
Contrasting  
Commenting  
Journaling  
Interpreting  
Grouping  
Inferring  
Estimating  
Extending  
Gathering  
Exemplifying  
Expressing

## APPLYING



Acting out  
Articulate  
Reenact  
Loading  
Choosing  
Determining  
Displaying  
Judging  
Executing  
Examining  
Implementing  
Sketching  
Experimenting  
Hacking  
Interviewing  
Painting  
Preparing  
Playing  
Integrating  
Presenting  
Charting

## ANALYZING



Calculating  
Categorizing  
Breaking Down  
Correlating  
Deconstructing  
Linking  
Mashing  
Mind-Mapping  
Organizing  
Appraising  
Advertising  
Dividing  
Deducing  
Distinguishing  
Illustrating  
Questioning  
Structuring  
Integrating  
Attributing  
Estimating  
Explaining

## EVALUATING



Arguing  
Validating  
Testing  
Scoring  
Assessing  
Criticizing  
Commenting  
Debating  
Defending  
Detecting  
Experimenting  
Grading  
Hypothesizing  
Measuring  
Moderating  
Posting  
Predicting  
Rating  
Reflecting  
Reviewing  
Editorializing

## CREATING



Blogging  
Building  
Animating  
Adapting  
Collaborating  
Composing  
Directing  
Devising  
Podcasting  
Wiki Building  
Writing  
Filming  
Programming  
Simulating  
Role Playing  
Solving  
Mixing  
Facilitating  
Managing  
Negotiating  
Leading



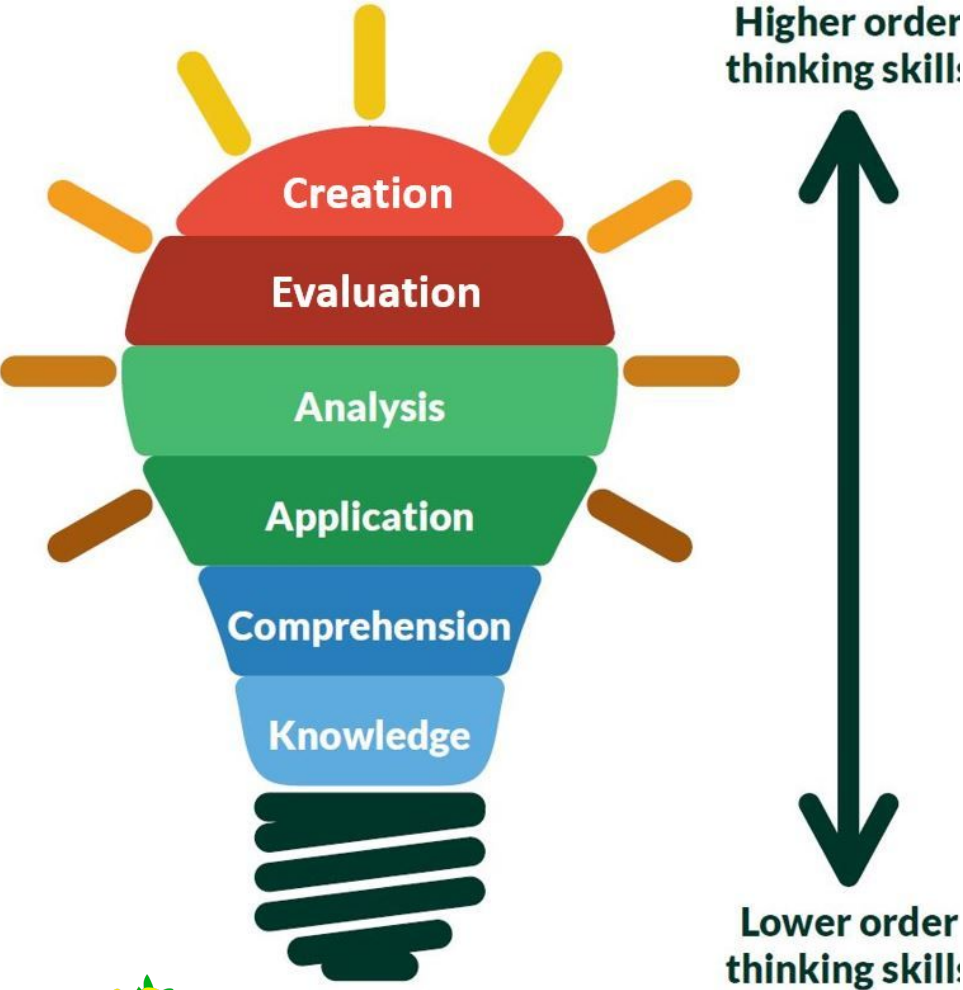
A hand is holding a white thought bubble. Inside the bubble is a green sticky note with a large blue question mark. The background is a solid light green color.

# Criticism

# Criticism

Whether human cognition can be divided into distinct categories, particularly sequential or hierarchical categories?





## Criticism

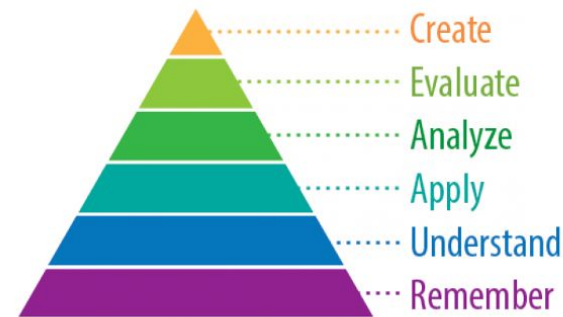
- Most criticism is focused less on the system itself and more on the ways in which educators interpret and use the taxonomy.
- For example, teachers may view the system as linear prescription, believing that students must first begin with remembering, move on to understanding, and proceed through the levels to creating.



Figure 7: Bloom's Taxonomy - The cognitive domain

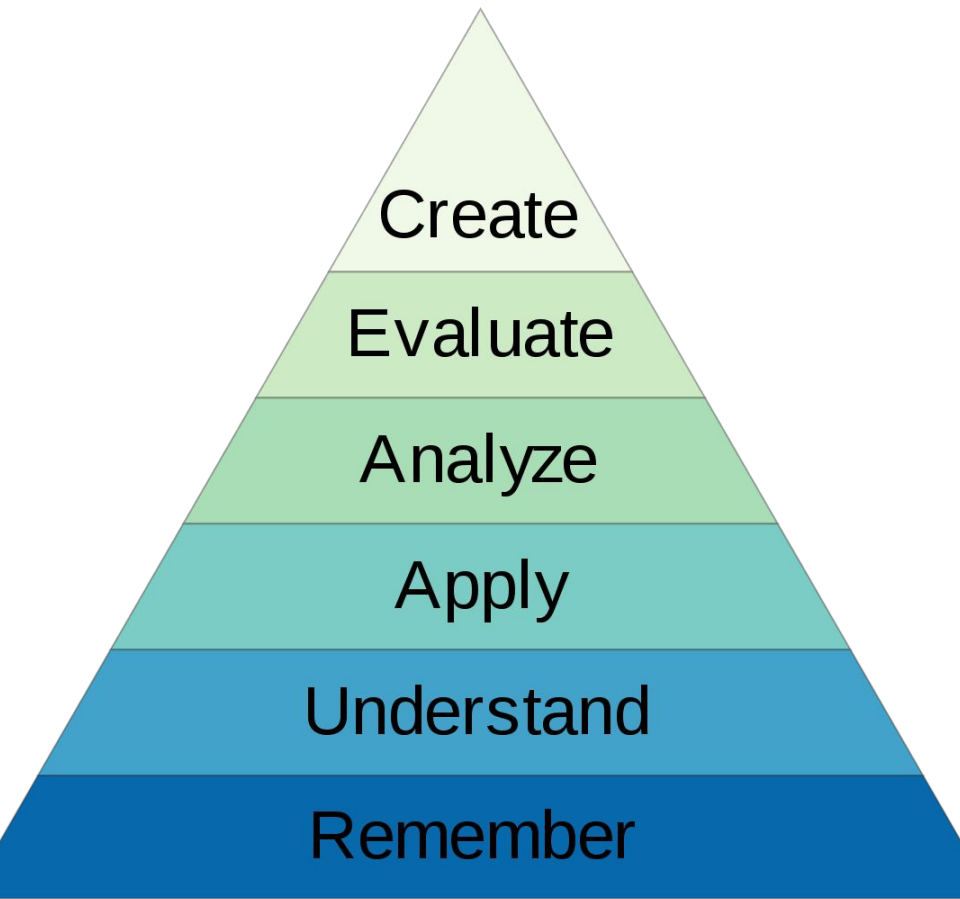
# Criticism

Some educators may place too much emphasis on the importance higher-order thinking—at the expense of lower-order skills—despite the fact that acquiring a strong foundation of knowledge, information, and facts is essential in the application of higher-level thinking skills.



BLOOM'S TAXONOMY





## Criticism

Some educators suggest that the taxonomy should be interpreted as a non-hierarchical continuum in which no one form of cognition is more or less important.

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