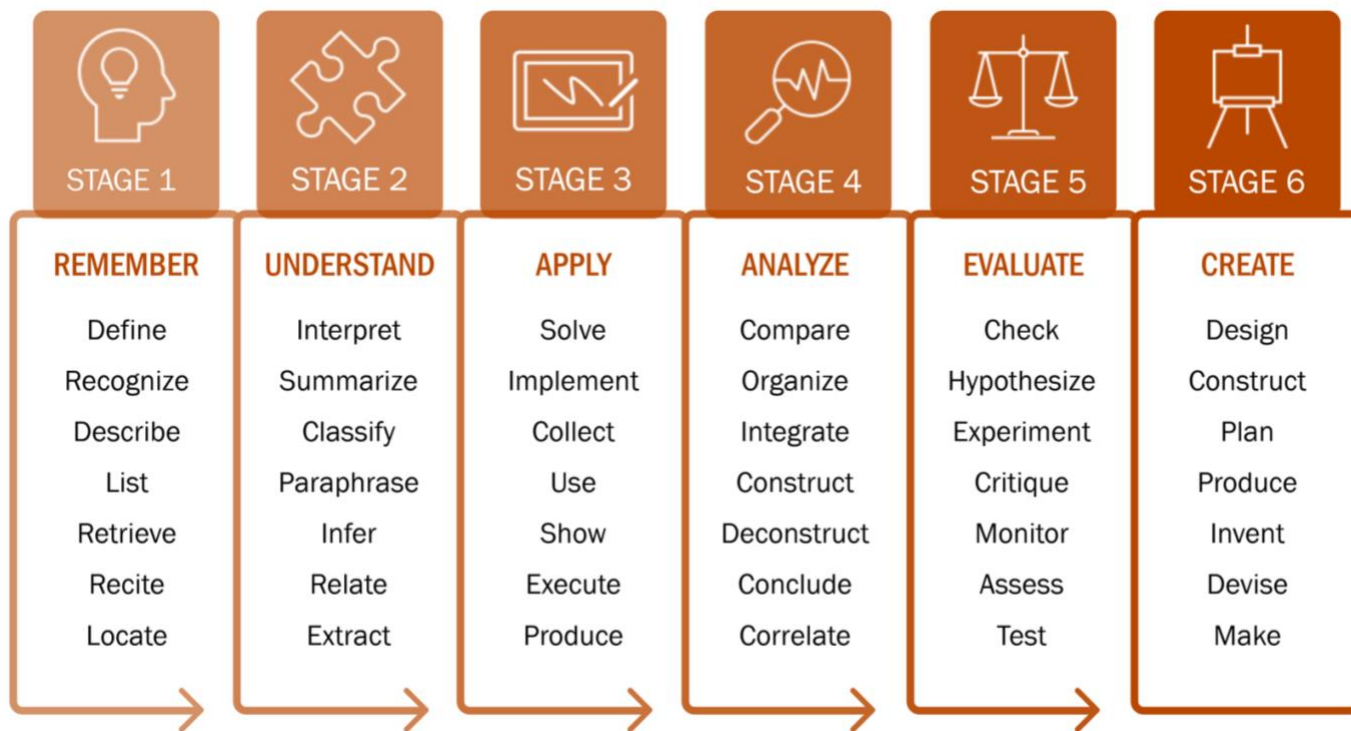


Bloom's Taxonomy & How We Learn

Bloom's Taxonomy provides a framework for how our brains learn in stages that build upon one other as we continue to gather information.



STAGES

Consider how each of the stages of Bloom's Taxonomy build on each other and how you might utilize the key concepts of each stage to support your learning.



Stage 1: Remember

We're often asked to define, recognize, describe, list, retrieve, recite, and/or locate information. This occurs on quizzes, tests, worksheets, and when labeling diagrams. In this stage, you're being asked to reproduce the content that was just explained to you.

Examples:

- History Course: When was the Fourth Amendment ratified?
- Math Course: What is the difference quotient definition of the derivative?
- Biology Course: What is DNA?



Stage 2: Understand

We're often directed to explain concepts in more detail by interpreting, summarizing, classifying, or paraphrasing information. In this stage, you may be asked to summarize an idea, explain key terms, outline content, and/or provide an example.

Examples:

- History Course: What is the meaning of the Fourth Amendment?
- Math Course: What does the derivative represent with respect to the graph of the original function?
- Biology Course: Explain the role of DNA in protein synthesis.



Stage 3: Apply

Key words in this stage include implement, solve, collect, use, show, execute, and produce. In this stage, you're asked to apply information you remember and understand to a situation. You may present, demonstrate, solve, and/or illustrate your knowledge of the information.

Examples:

- History Course: What context contributed to the drafting of the Fourth Amendment?
- Math Course: Find the equation of the tangent line to the graph $f(x)=x^2$ at the point $1,f(1)$.
- Biology Course: What would happen if a point mutation turned an amino acid codon into a stop codon?



Stage 4: Analyze

When you're asked to analyze information, you may find that you're being directed to compare, organize, integrate, construct, deconstruct, and/or correlate ideas. This may occur when you graph, report, chart, outline, and/or explain criteria that certain ideas fulfill.

Examples:

- History Course: What commonalities exist among the Third, Fourth, and Fifth Amendments?
- Math Course: What does each term in the difference quotient definition explain graphically?
- Biology Course: Why does it matter that DNA is antiparallel?



Stage 5: Evaluate

The key words to look for in this stage are check, hypothesize, experiment, critique, monitor, assess, and test. When evaluating, you may be asked to debate, report, form an argument, reach a verdict, and/or explain how an idea was developed.

Examples:

- History Course: Which amendment is most relevant to modern society?
- Math Course: Why is the derivative also said to represent the instantaneous rate of change compared to the slope of the line?
- Biology Course: Develop an argument splicing insecticidal genes into the corn genome.



Stage 6: Create

Key words for this stage include design, construct, plan, produce, invent, devise, and make. You may be asked to create projects during or outside of class, allowing you to make something original while presenting ideas you learned in previous stages. For example, you may be asked to create a video, devise an action plan, construct a model, and/or write a story.

Example:

- Any Course: Can I synthesize this information in an original way?