Bloom' s taxonomy of learning pdf

I'm not robot

reCAPTCHA

Continue

Bloom's taxonomy was created in 1956 under the guidance of education psychologist Dr Benjamin Bloom to promote higher forms of thinking in education, such as analyzing and assessing concepts, processes, procedures and principles, rather than simply remembering facts (rote learning). It is most often used in the development of educational, educational and educational processes. Three areas of study The Committee identified three areas of educational activity or learning (Bloom, et al. 1956): Cognitive: mental skills (knowledge) Affective: growing feelings or emotional areas (attitudes or I) Psychomotor: manual or physical skills (skills) Since the work was produced by higher education, words tend to be little more than we normally use. Domains can be considered categories. Training designers, coaches and educators often refer to these three categories as KSA (Knowledge [Cognitive], Skills [Psychomotor], and Attitude [Affective]). This taxonomy of learning behavior may be considered the goals of the learning process. That is, after the training episode, the students had to acquire new skills, knowledge and/or attitudes. While the committee released a complex compilation for cognitive and affective domains, they mistrofouled the psychomotor domain. Their explanation for this oversight was that they have little experience teaching manual skills at the college level. However, there were at least three psychomotor models created by other researchers. Their compilation divides three domains into divisions, ranging from the simplest cognitive process or behavior to the most complex. The outlined units are not absolutes, and there are other systems or hierarchies that have been developed, such as the Structure of the Observed Learning Outcome (SOLO). However, Bloom's taxonomy is easily understood and probably most widely applied today. Cognitive Domain Cognitive Domain involves knowledge and development of intellectual skills (Bloom, 1956). This includes withdrawing or acknowledging specific facts, procedural models and concepts that serve in the development of intellectual abilities and skills. There are six main categories of cognitive processes ranging from the simplest to the most complex (see table below for in-depth coverage of each category): The assessment of the synthesis of application analysis of the Category's knowledge understanding can be comprehended as degrees of hardship. That is, the former usually have to be mastered before the next one can happen. Bloom's revamped taxonomy of Lauryn Anderson, Bloom's former pupil, and David Katwole revised the cognitive domain in the mid-nineties and made some changes to perhaps three of the most prominent of them (Anderson, Kratvol, Ayrazian, Kruixank, Mayer, Pintrich, Raty, Wittrok, The chart shown below compares the original taxonomy to the revised one: this new taxonomy reflects a more active form of thinking and perhaps more accurate. A new version of Bloom's taxonomy, with examples and keywords, is shown below, while an older version can be found here Table of revised cognitive domain Memorization: Recall or receive previously learned information. Examples: Quote a policy. Quotes prices from the client's memory. Quote security rules. Keywords: defines, describes, identifies, knows labels, lists, matches, names, contours, revocations, recognizes, reproduces, selects, states Technologies: book labeling, flash cards, rote learning based on repetition, reading Understanding: Understanding meaning, translation, interpolation and interpretation of instructions and problems. Learn the problem in your own words. Examples: rewrite the principles of writing the test. Explain in your own words. Keywords: comprehends, transforms, protects, distinguishes, evaluates, evaluates, expands, summarizes, gives an example, gives an example, gives conclusions, interprets, rephraws, predicts, rewrites, summarizes, translates Technology: creates an analogy, participates in collaborative learning, takes notes, storytelling, internet search Applications: Using the concept in a new situation or uninformed use of abstraction. Applies what has been learned in the classroom to new workplace situations. Examples: Use the guide to calculate employee leave time. Apply statistics laws to assess the reliability of a written test. Keywords: applies, modifies, calculates, constructors, demonstrates, detects, manipulates, modifies, modifies, predicts, prepares, produces, connects, shows, solves, uses technology: collaborative learning, process creation, blog, practice Analysis: divides material or concepts into component parts so that its organizational structure can be understood. Distinguishes between facts and conclusions. Examples: Troubleshoot part of your hardware by using a logical deduction. Admit logical failures in considerations. Collects information from the department and selects the necessary tasks for training. Keywords: analyzes, splits, compares, contrasts, charts, decontrues, differentiates, discriminates, distinguishes, identifies, illustrates, displays, outlines, refers, selects, shares Technology: Fishbowls, deducing, asking questions about what happened, run the Evaluation test: Make judgments about the value of ideas or materials. Examples: Choose the most effective solution. Hire the most qualified candidate. Explain and justify the new budget. Keywords: evaluates, compares, concludes, contrasts, criticizes, criticizes, defends, describes, discriminates, evaluates, explains, interprets, makes excuses, is related, summarizes, Technologies: surveys, surveys, Creation: Builds a structure or pattern from different elements. Put the details together to form an integer, with a focus on creating a new meaning or structure. Examples: Write company transactions or process manually. Create a machine to perform a specific task. Integrates multi-source learning to solve the problem. Reviews and processes to improve the result. Keywords: categorizes, combines, compilations, compositions, creates, develops, develops, develops, explains, modifies, modifies, organizes, plans, rearranges, reconstructs, reconstructs, reorganizes, reviews, rewrites, summarizes, tells, writes Technology: Create a new model, write essays, network with other cognitive processes and levels of knowledge Bloom's Revised Taxonomy has not only improved usability using words of action, but added cognitive While Bloom's original cognitive taxonomy mentioned three levels of knowledge or products that could be processed, they didn't really discuss and remained one-dimensional: Factual teaching - The main elements students need to know to familiarize themselves with discipline or solve problems. Conceptual – relationships between the main elements within a larger structure that allow them to function together. Procedural – How to do something, methods of investigation, and criteria for the use of skills, algorithms, methods and methods. In an updated version of Krathwohl and Anderson, the authors combine cognitive processes with the above three levels of knowledge to form a matrix. In addition, they added another level of knowledge - metacognitive: Metacognitive – Knowledge of knowledge in general, as well as awareness and knowledge of their own knowledge. When cognitive and knowledge measurements are located in the matrix, as shown below, it makes a nice performance assistance to create performance goals: Cognitive dimension Dimension knowledge Remember that underdogivables apply analysis Create actual conceptual procedural metacognytive However, others have identified five content or artifacts (Clark, Chopet, 2004; Clark, Mayer, 2007): Facts - Specific and unique Concepts - a class of elements, words or ideas known by a common name, includes several specific examples, shares common features. There are two types of concepts: specific and abstract. Processes - a stream of events or activities that describe how things work, not how to do things. There are usually two types: business processes that describe work flows and technical processes that describe how everything works in equipment or nature. They may be thinking, as big a picture, about how something works. Procedures - A series of step-by-step actions and solutions that lead to the achievement of the task. There are two types of actions: branched out. Principles - Guidelines, rules and parameters that govern. It includes not only what you need to do, but also what you shouldn't do. Principles allow you to make predictions and draw consequences. Given the effect, it is possible to issue the cause of the phenomena. The principles are the main building blocks of cause-and-effect models or theoretical models (theories). Thus, the new matrix will look like this: Cognitive dimension Dimension knowledge Remember that under-stand Apply Rate Evaluate Fact-Making Concept Processes Procedures Principles Metacognitive Example matrix that was filled, May look like this: Dimension knowledge Remember that under-stand Apply Analyze Rate List facts para-phrase categorize outline rank classify concept recall explain shows contrast criticize change processes outline score to defend design procedures reproduce by example link identify criticism plan The principles of the condition turns to solve the various iates conclusion to review meta-cognitive proper use interpret reveal infer predict to actualize the following steps Overview Useful Links Learning Strategies: Using Bloom's Taxonomy Teaching Tools Link Anderson, L.V., Kratwall, D.R., Erasian, P.W., Kruikshank, C.A., Mayer , R.E., Pintrich, P.R., Ratch, J., Wittrok, M.S. (2001). Taxonomy for learning, teaching and evaluation: reviewing the taxonomy of Bloom's educational goals. New York: Pearson, Astin and Bacon. Bloom, B.C. (Ed.). Engelhart, D.D., Furst, E.J., Hill, W.H., Kratwall, D.R. (1956). Taxonomy of educational goals, Handbook I: Cognitive Domain. New York: David McKay Co. Clark, R., Chopeta, LB (2004). Graphics for learning: Proven recommendations for planning, designing and evaluating visual effects in educational materials. San Francisco: Yossi Bass/Pfeiffer. Yossi Bass/Pfeiffer.