Writing Instructional Objectives
Implementing Higher Levels of Bloom’s Taxonomy
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Bloom’s Taxonomy of Educational Objectives
Knowledge

- Knowledge is defined as ____________________

This may involve the ______ of a wide range of material, from _____________ to complete theories, but all that is required is the ______ to ______ of the appropriate information. Knowledge represents the ______ ______ of learning outcomes in the cognitive domain.
Knowledge (___)
The student is expected to learn specific ___,
________, _____ _____ _______ and ________
them in __________.

- Name
- Recall
- Identify
- Relate
- Match
- List
- Recite
- Know
- Memorize

- Label
- Quote
- Sequence
- Write
- Locate
- Define
- Group
- Repeat
- Record
Comprehension

- Comprehension is defined as _______
  ____________________________. This may be shown by _______ _______
  from one form to another (words to numbers), by _________ material
  (explaining or summarizing), and by _______ _______ _______ (predicting
  consequences or effects).
Comprehension

The student is expected to ________

- Identify
- Review
- Demonstrate
- Explain
- Reorganize
- Restate
- Predict
- Tell
- Express
- Locate
- Conclude
- Paraphrase
- Translate
- Outline
- Discuss
- Extend
- Describe
- Recognize
- Report
Application

- Application refers to _______________.
  This may include the application of such things as _____, ______, ________, ________, ________, _____, and _______.
- Learning outcomes in this area require a _____ level of understanding than those under comprehension.
Application (___)
The student is expected to use _______ _________, _______ and _________ in _______ _________.

- Chart
- Apply
- Try
- Use
- Produce
- Demonstrate
- Translate
- Interpret
- Employ

- Interview
- Select
- Dramatize
- Show
- Compute
- Practice
- Illustrate
- Operate
- Schedule
Analysis

- Analysis refers to ________________
  ________________
  ________________
  ________________.

- This may include the ________________ of the parts, __________ of the __________ between parts, and recognition of the __________ __________ involved.
Analysis (____ ______)
The student is expected to take apart or break down a thing or idea into its parts and to _______________ ______

- Compare
- Examine
- Distinguish
- Deduce
- Contrast
- Analyze
- Sort
- Discover
- Classify
- Differentiate
- Appraise
- Calculate
- Solve
- Inventory

- Debate
- Separate
- Discriminate
- Research
- Dissect
- Divide
- Search
- Screen
- Experiment
- Test
- Diagram
- Inspect
- Criticize
Synthesis

• Synthesis is a type of ________ ________.
• Synthesis refers to the ability to ________ ________ ________. This may involve the production of a ________ ________ (theme or speech), a ________ ________ (research proposal), or a set of ________ ________ (scheme for classifying information).
• Learning outcomes in this area stress ________ ________, with major emphasis on the ________ of new ________ or structures.
Synthesis (_____ ____)
The student is expected to ____________________

- Create
- Formulate
- Develop
- Propose
- Make
- Construct
- Perform
- Formulate
- Plan
- Design
- Assemble
- Integrate
- Originate
- Compose
- Invent
- Pretend
- Combine
- Conceive
- Constitute
- Set up
- Organize
- Manage
Evaluation

- Evaluation is concerned with __________
  __________________________________________.
- The judgments are to be based on _______ ______. The student may determine the criteria or be given them.
- Learning outcomes in this area are _________ in the cognitive hierarchy because they ____________
  __________________________________________
  __________________________________________.
Evaluation (____________________)
The student is expected to ____________________.

- Appraise
- Justify
- Evaluate
- Decide
- Choose
- Prioritize
- Prove
- Predict

- Rank
- Assess
- Argue
- Appraise
- Justify
- Criticize
- Rate
Identify level of these questions:

- Define "musculoskeletal."
- Explain the relationship between frontal lobe injury and decision-making.
- Develop a rehab program for the described client.
- Evaluate and prioritize treatment options under the described circumstances.
Practice

- Write a learning outcome for your lesson using a higher level on Bloom’s Cognitive Taxonomy.
- Share and evaluate with a neighboring colleague.