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Dr. Pragati Dubey
Assistant professor
Department of Education

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Benjamin Bloom :-

- **Benjamin Samuel Bloom** (February 21, 1913 September 13, 1999) was an American educational psychologist who made contribution to classification of educational objectives and to the theory of mastery learning.



Benjamin H. Bloom

Bloom Taxonomy :-

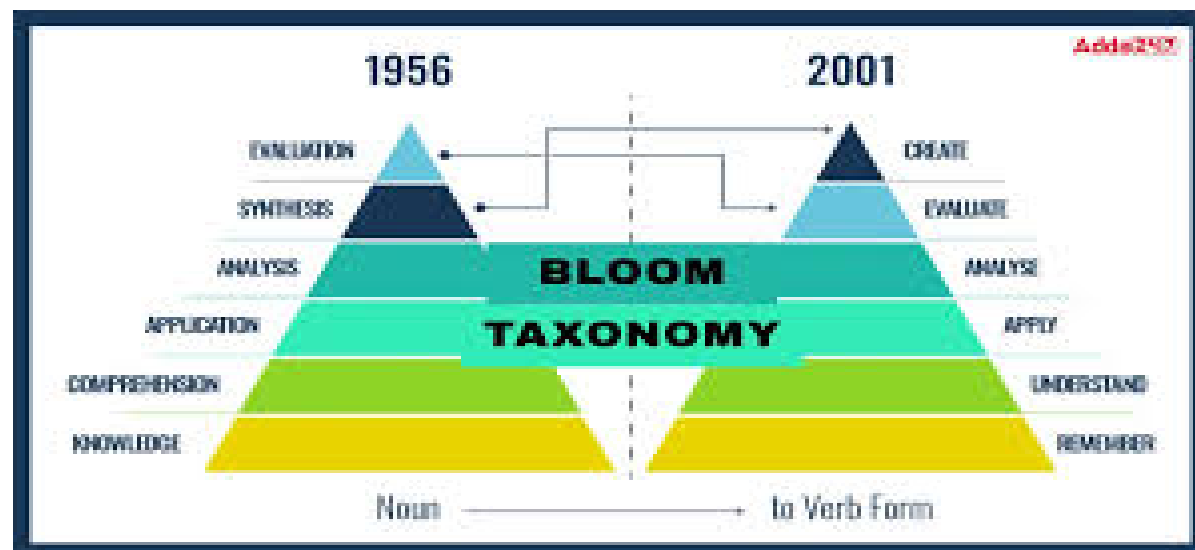
comes from two Greek word: **Taxis**: arrangement
Nomos : science of arrangement

Bloom taxonomy was created in 1948 by psychologist Benjamin Bloom and his colleagues. It was originally developed in 1956 as a method of classifying educational goal for student performance evaluation . This frame work has been applied by generations of teacher and college instructors Bloom taxonomy revised in 1990 then in 2001 and still utilized in education to day.



Definition :-

- Bloom s taxonomy is a classification system used to define And distinguish different level of human cognition –i ,e, thinking learning and understanding.
- Purpose:- Bloom taxonomy is to help educators to Inform or guide the development of assessment and other learning activities and instructional methods such equation strategies.

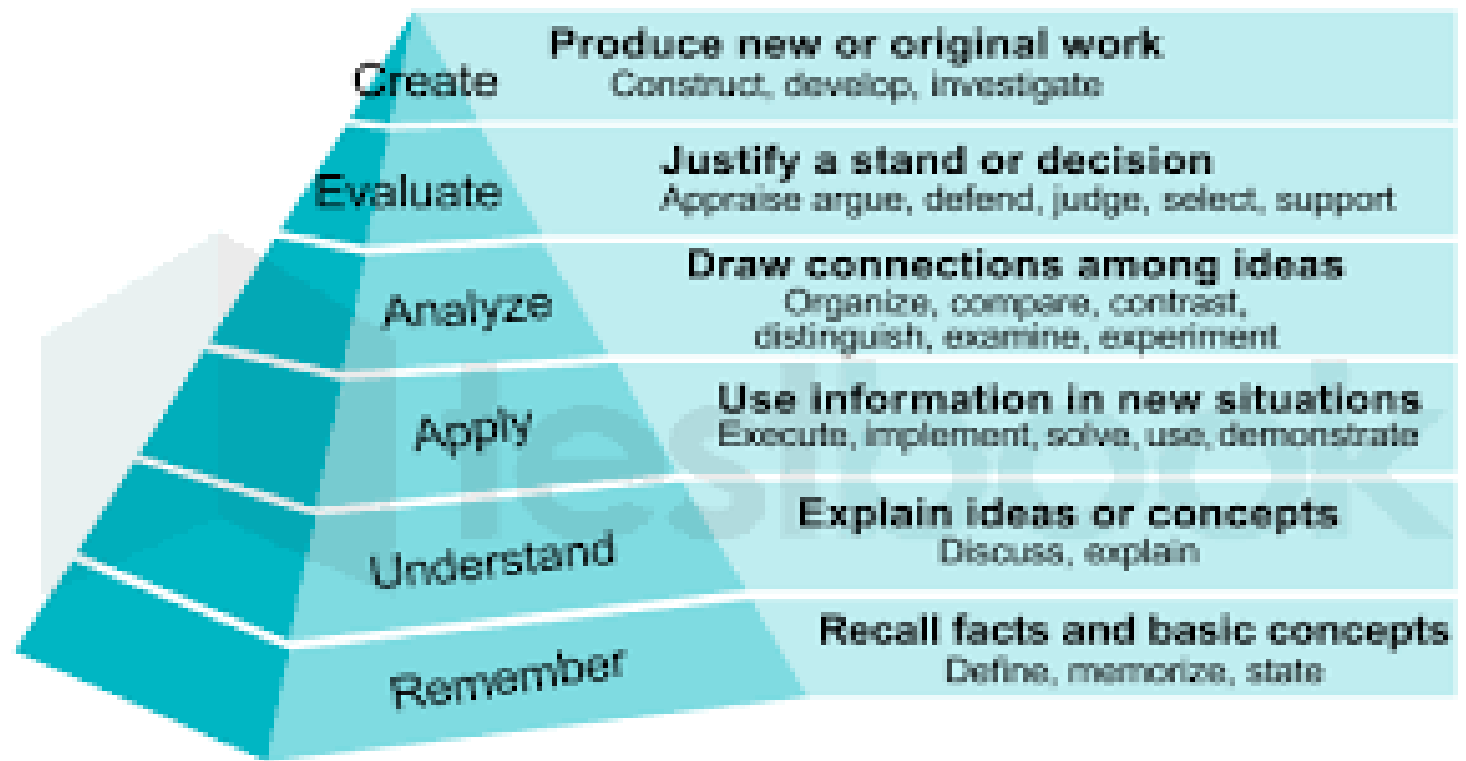


The original taxonomy :-

- The original intent in creating the taxonomy was to focus on three major domain of learning cognitive, affective and psychomotor .
- Despite of creator's intent to address all three domains of learning bloom taxonomy applies only to acquiring knowledge in the cognitive domain which in involves intellectual skill development.



- The terminology has been recently updated to include the following six level of learning. These six level can be used to structure the learning objectives , lessons and assessment of course.

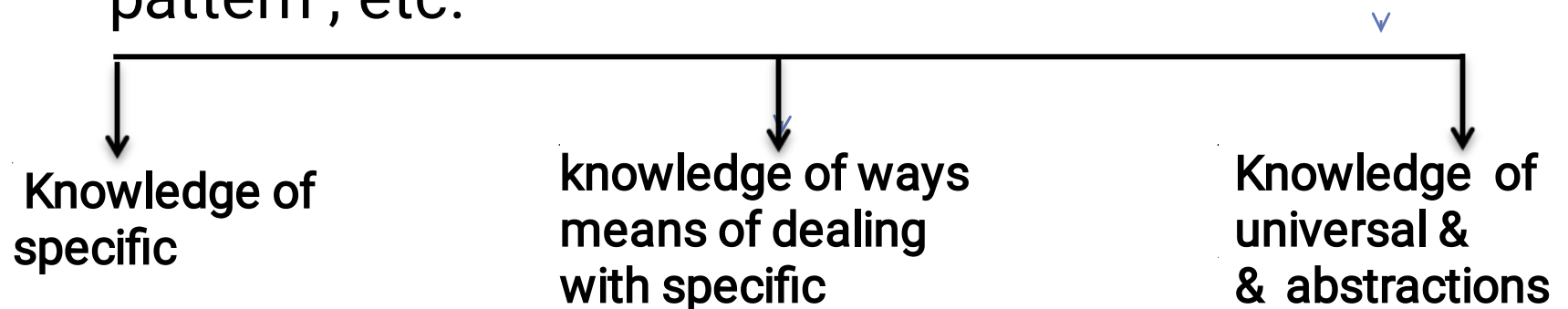


Bloom's Taxonomy

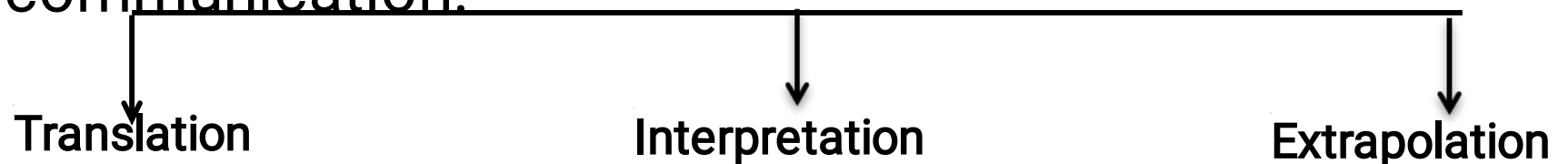
Cognitive Domain

Categories in Cognitive Domain

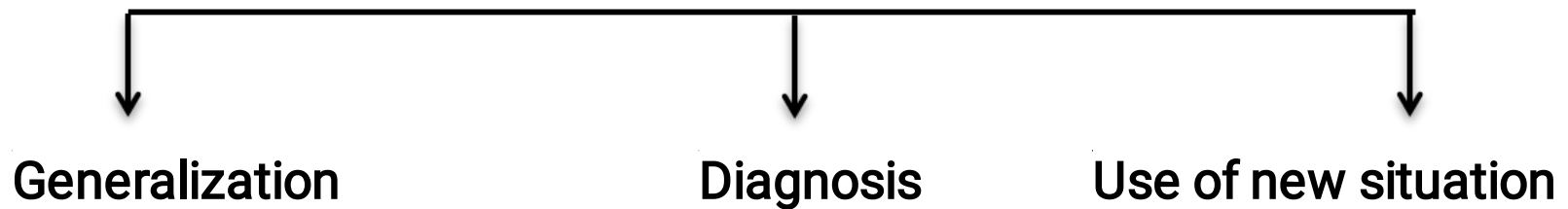
1. **knowledge**:-It include recall of information such as specifics ,fact methods ,processes ,generalization , pattern , etc.



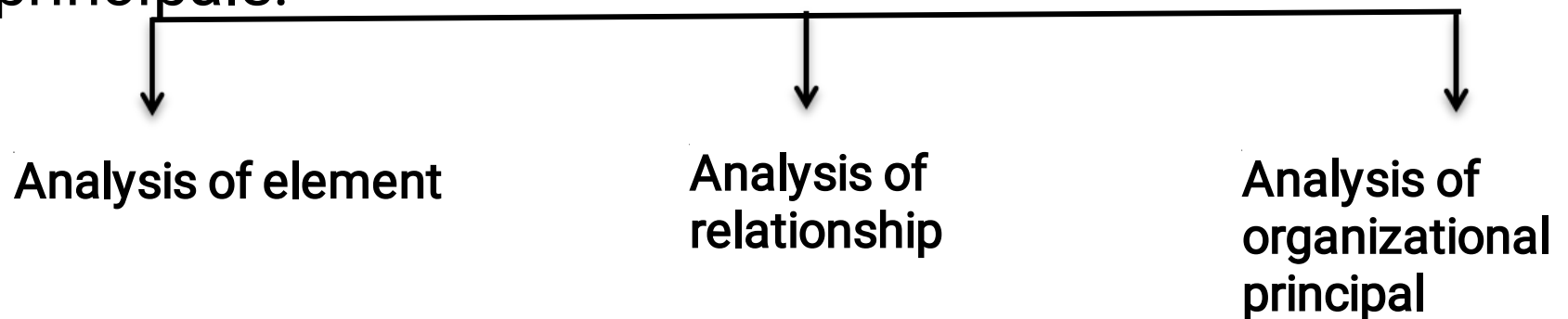
2. **Comprehension**:-This category include translation , interpretation and extrapolation .This is also related to the use of ideas . It refers to a type of understanding of materials or literal message contained in a communication.



- **3.Application:-**This level include the ability to apply abstract ideas to a concrete situation The abstraction may be in the form of a general ideas. rules or procedures or generalized method.



- **4. Analysis:-** It means break down of the materials into the constituent parts and detection of the relationship of part and they are organized . Analysis include analysis of element ,analysis of relationship and principals.



5. Synthesis:- This category is just opposite to analysis synthesis is putting together of elements and parts so as a whole. This involves the process of working with pieces ,parts , elements and arranging and combining them in such a way as to c o n s t i t u e n t .

6.Evauation:-It is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon.

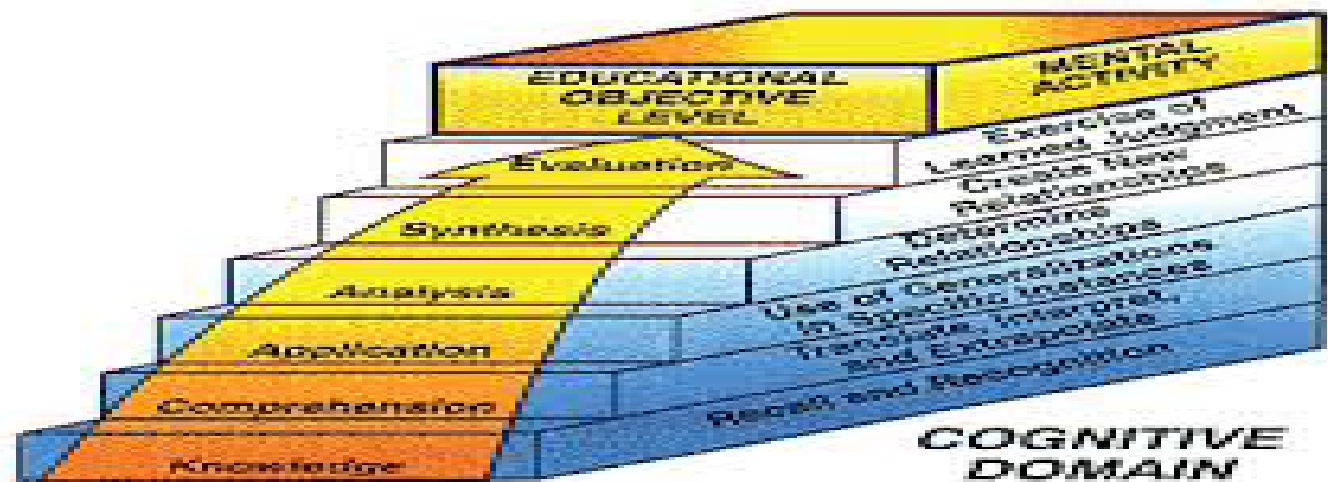
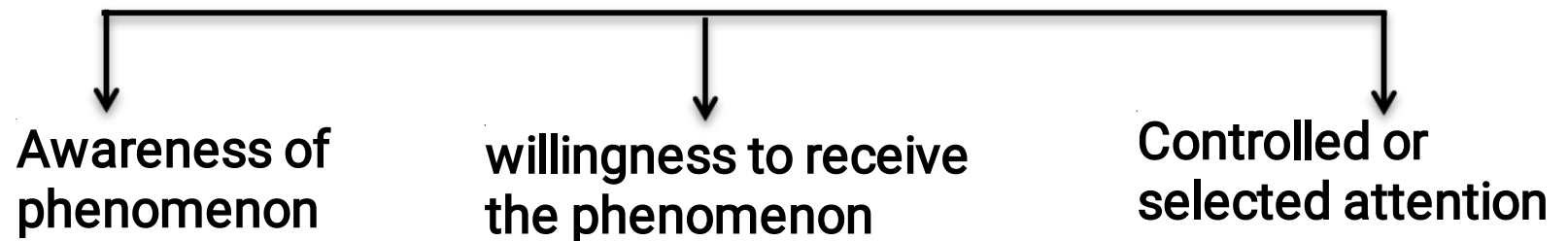


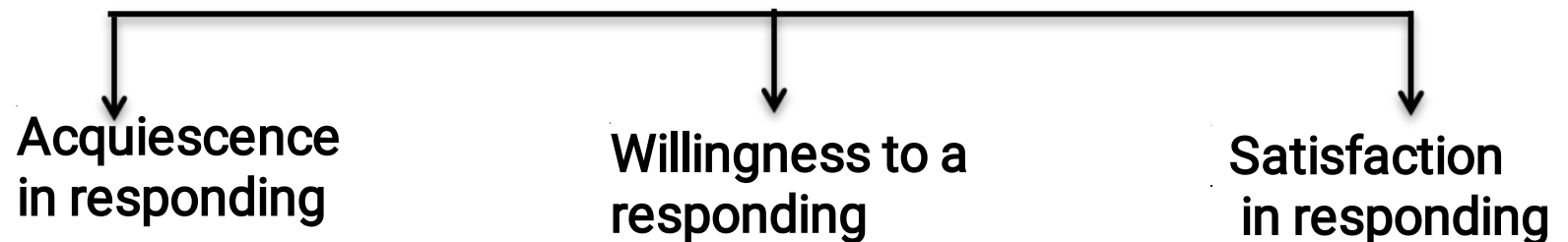
Figure 1-4. Dr. Bloom's Hierarchical taxonomy for the cognitive domain (knowledge) includes six educational objective levels.

Affective Domain :-

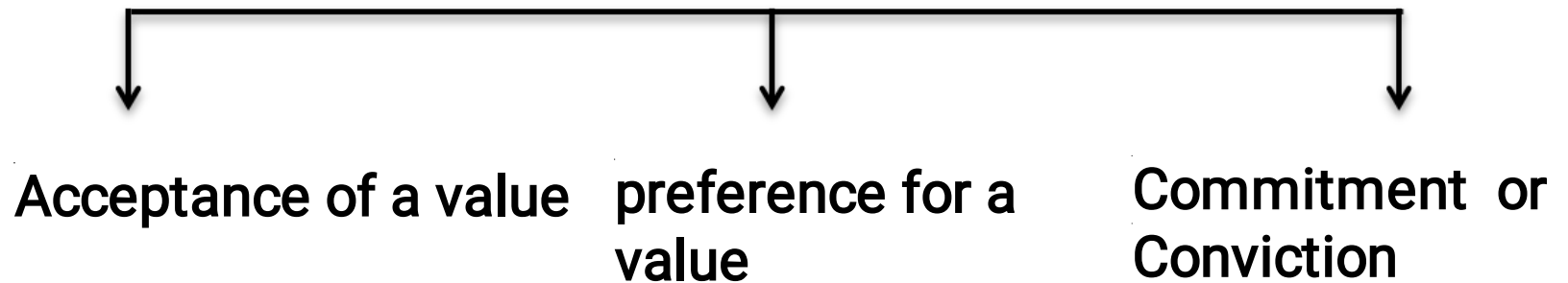
- **Receiving:** Receiving may be define a" sensitivity to the existence of certain phenomenon and stimuli ,that is the willingness to receive or attend to them.
- **Categories in Affective domain:-**



- **Responding :**Responding refers to a behavior which goes beyond merely attending to the phenomenon ;it implies active attending doing some thing with or about phenomenon ,and not merely perceiving them.



Valuing: Valuing implies 'perceiving them as having worth of value . The three sub –categories of the objective are acceptance of value ,preference for a value and commitment.



Conceptualization:- The basis of construction of concept or thinking similarity or dissimilarity. Due to diversity of value ,the concept formation for problem solving is include under it.

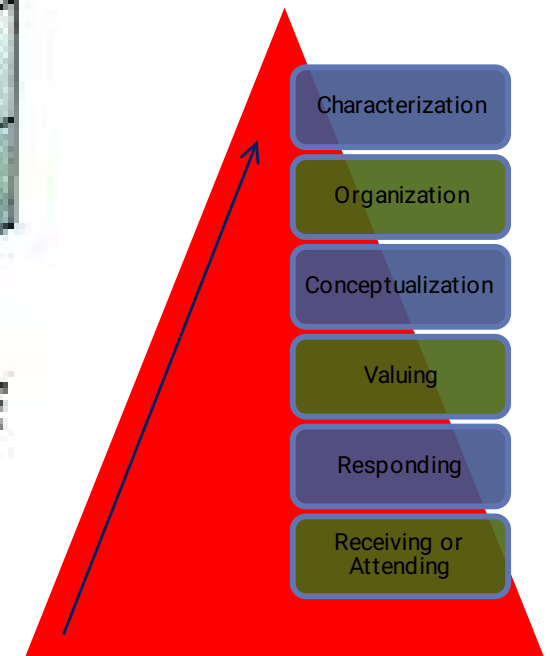
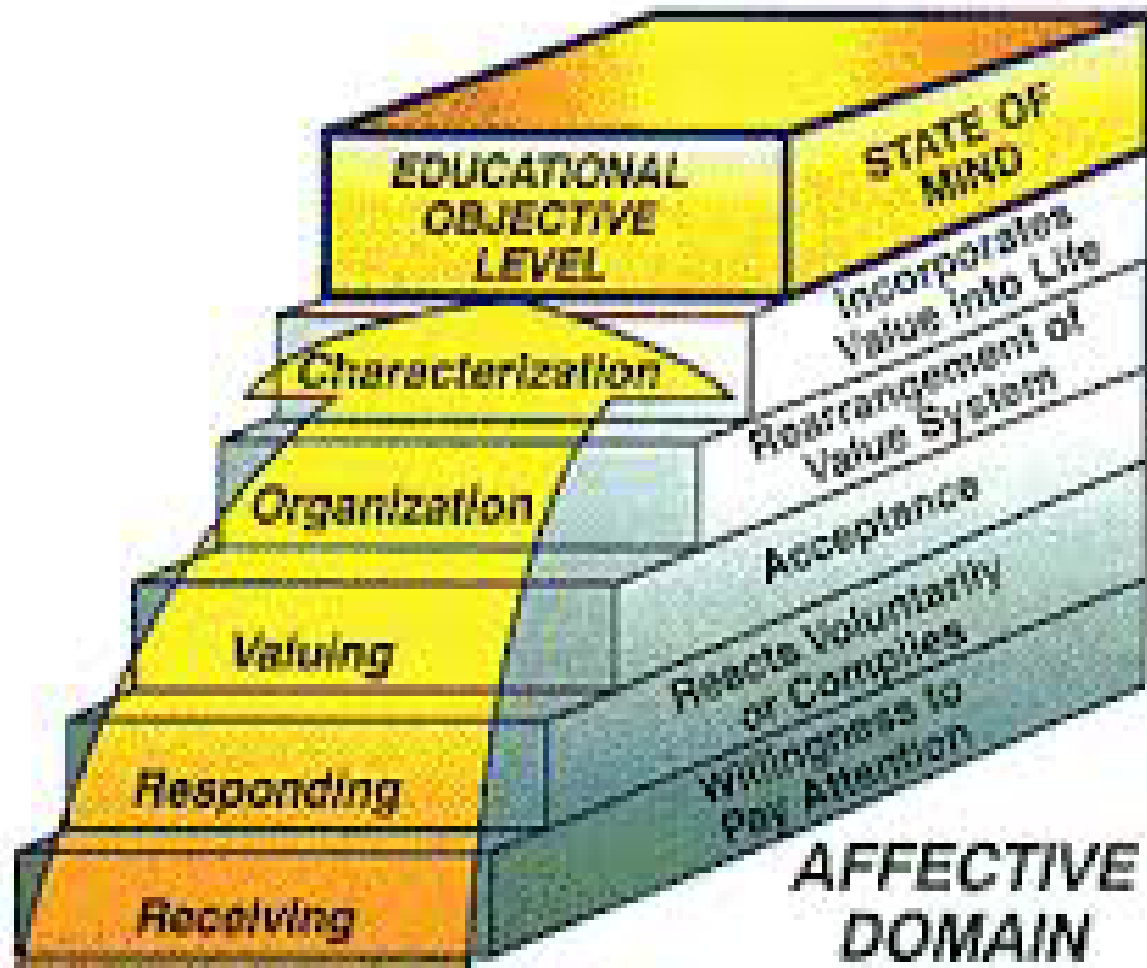
- **Organizing:** This involves building up of organized system of value . The individual organizes a set of values of such as truth ,goodness and helping ,in determining their relationship and deciding their need and priority.



Characterization:- Specification of controlled value , concepts and loyalties in relation to human behavior of are include under it .This category is concerned with one's view of the universe and one's philosophy of life.



Affective Domain :-



Psychomotor Domain :-

The skill describe the ability to physically manipulate a tool or instrument like a hand or hammer.

Psychomotor objectives usually focus on change and /or development in a behavior and skill.

Bloom never sub-categories the skill in a psychomotor domain .But in 1972 Simpson proposed Seven level of the skill:

Perception :- The ability to use sensory cues to guide motor activity .This ranges from sensory stimulation ,cue selection ,translation and so on .



- **Set** : It include mental, Physical and emotional set. It shows the readiness to act. All the three set predetermine a person's response to different situation or mind set. This is closely related to 'responding to phenomena'



What is readiness?

ACT defines it as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a 2- or 4-year college, trade school, or technical school) without the need for remediation.

How does ACT measure college readiness?

By measuring the empirical minimum scores needed on the ACT subject area tests to indicate:



a **50%**
chance of
obtaining a
B or higher.

or about a **75%**
chance of obtaining
a C or higher in
corresponding
credit-bearing
first-year college
courses.

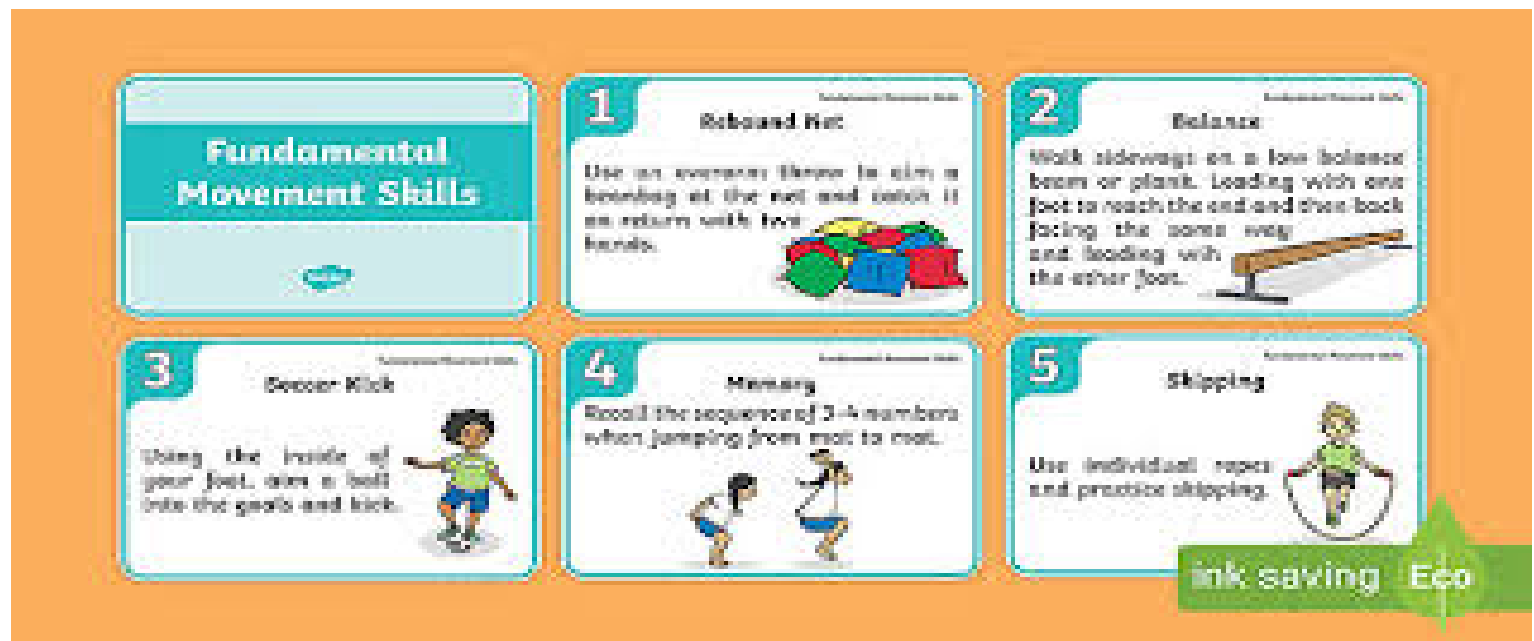
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Guided Response :-

- The stage of learning complex skill begins by imitation trial and error etc. By practicing again and again adequate proficiency is achieved.

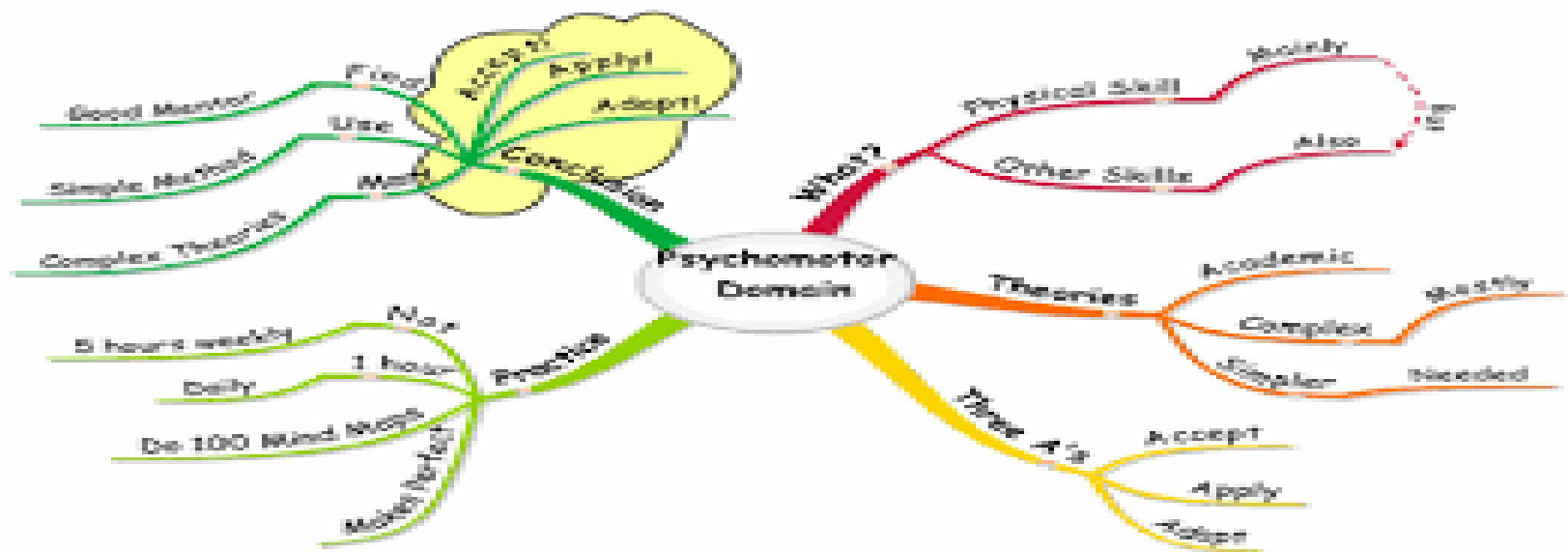


Complex overt response:- It is the level involving complex skillful movement or performance with minimum energy. This level involves uninhibited performance ,i. e., without hesitation.



Mechanism:- It is the intermediate stage wherein the learn response have habitual and the movement or performance with some confidence and proficiency.

- **Adaptation** :- When required in any specific situation an individual can modify movement pattern
- **Origination** :- On the basis of adaptation new creative movement patterns are generated to fit in a specific situation



Blooms Revised taxonomy:-

- In 2000 Lorin Anderson and David Krathwohl revised the cognitive domain given by Bloom and his colleagues.
- These changes were Changing the name in categories from noun to verb forms.
Rearranging them as given in name .
creating a process and level of knowledge matrix.

Effective Learning

Bloom's Taxonomy: levels of understanding

