

Course : 1.2.7 A

Semester : II

Topic : Revised Bloom's
Taxonomy

Teacher

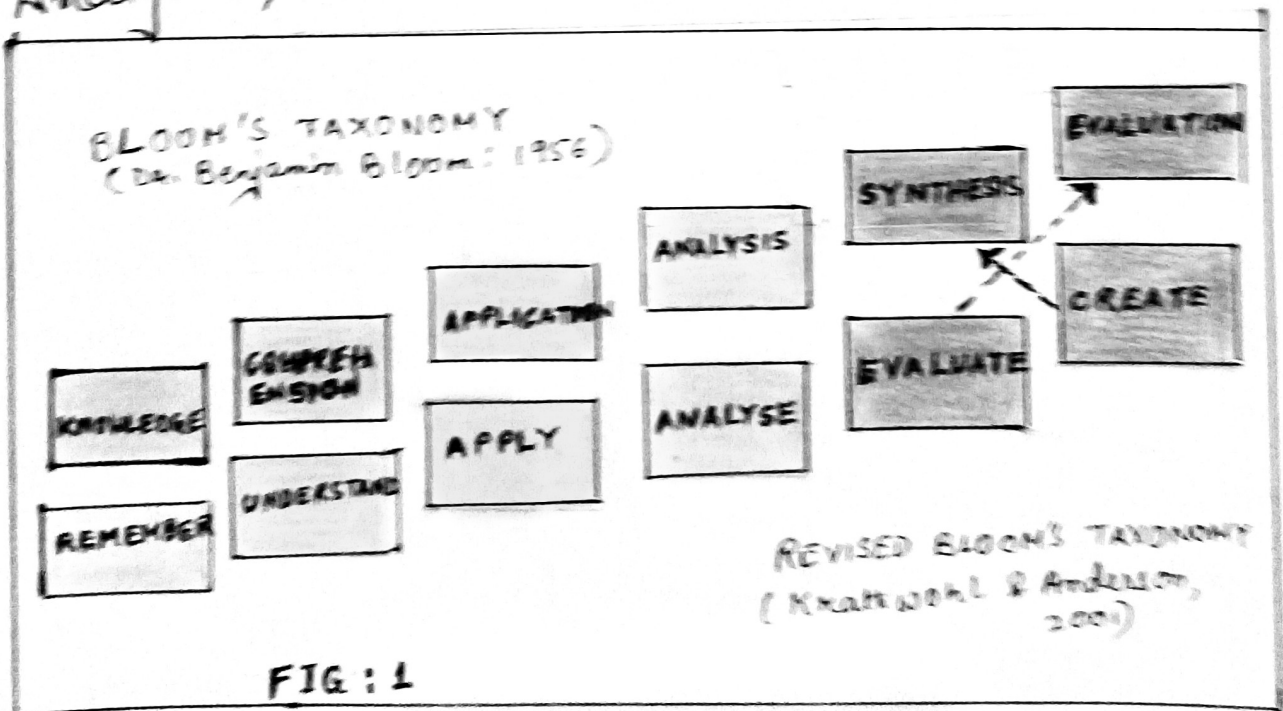
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Revised Bloom's Taxonomy

Benjamin Bloom and his associates developed a framework to classify learning objectives using appropriate verbs called "Action Verbs". Bloom's Taxonomy helps to organise cognitive skills in order of hierarchy signifying basic to complex levels of thinking.

Original taxonomy was developed by Benjamin Bloom in 1956 where the six-level hierarchy of cognitive domain included - Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

In 2001, after Bloom's death the taxonomy was revised by one of his associates David Krathwohl. In this taxonomy the six tiers of cognitive process which were in "noun form" was transformed into "verbs" as - Remember, Understand, Apply, Analyze, Evaluate and Create.



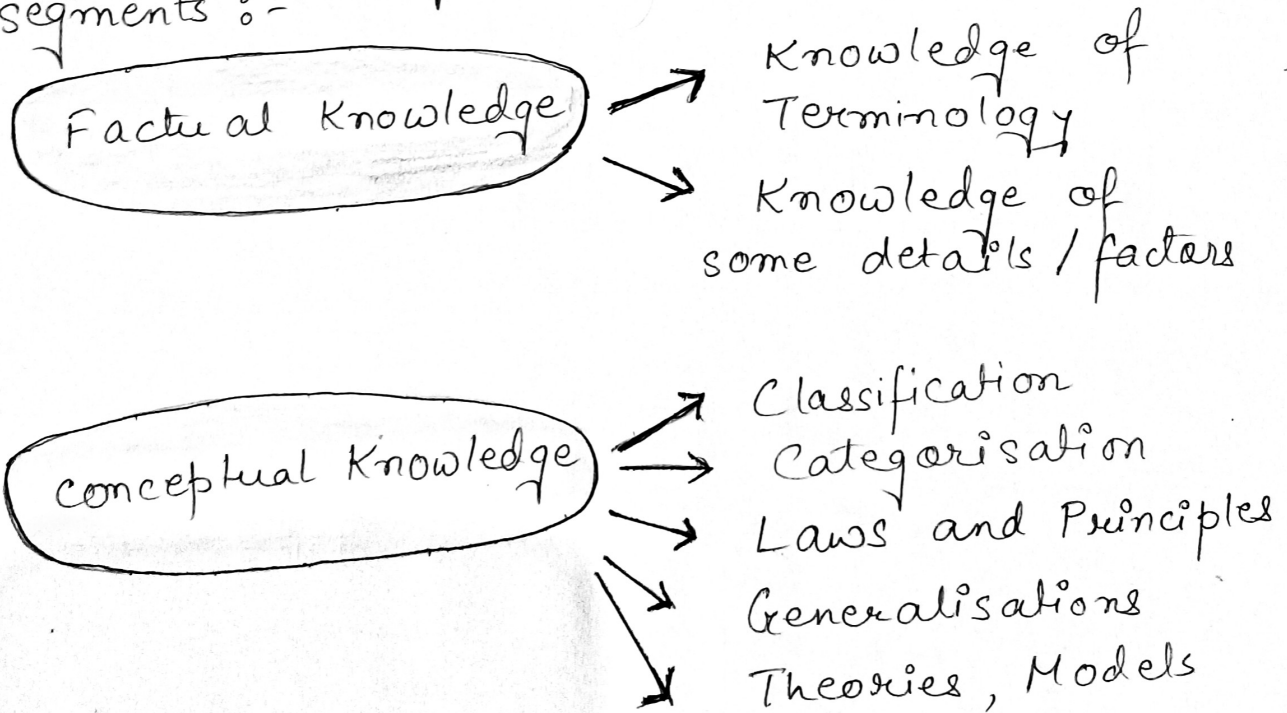
Revised Bloom's Taxonomy

KNOWLEDGE DIMENSION	Meta-cognitive	4.	8.	12.	16.	20.	24.
	procedural	3.	7.	11.	15.	19.	23.
	conceptual	2.	6.	10.	14.	18.	22.
	factual	1.	5.	9.	13.	17.	21.
		REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
							PROCESS DIMENSION

FIG: 2

The list of instructional objectives given later acc to numbers in cells.

In Revised Bloom's Taxonomy, The six cognitive processes indicate the hierarchical process of knowledge acquisition. The knowledge dimension is again divided into four segments :-



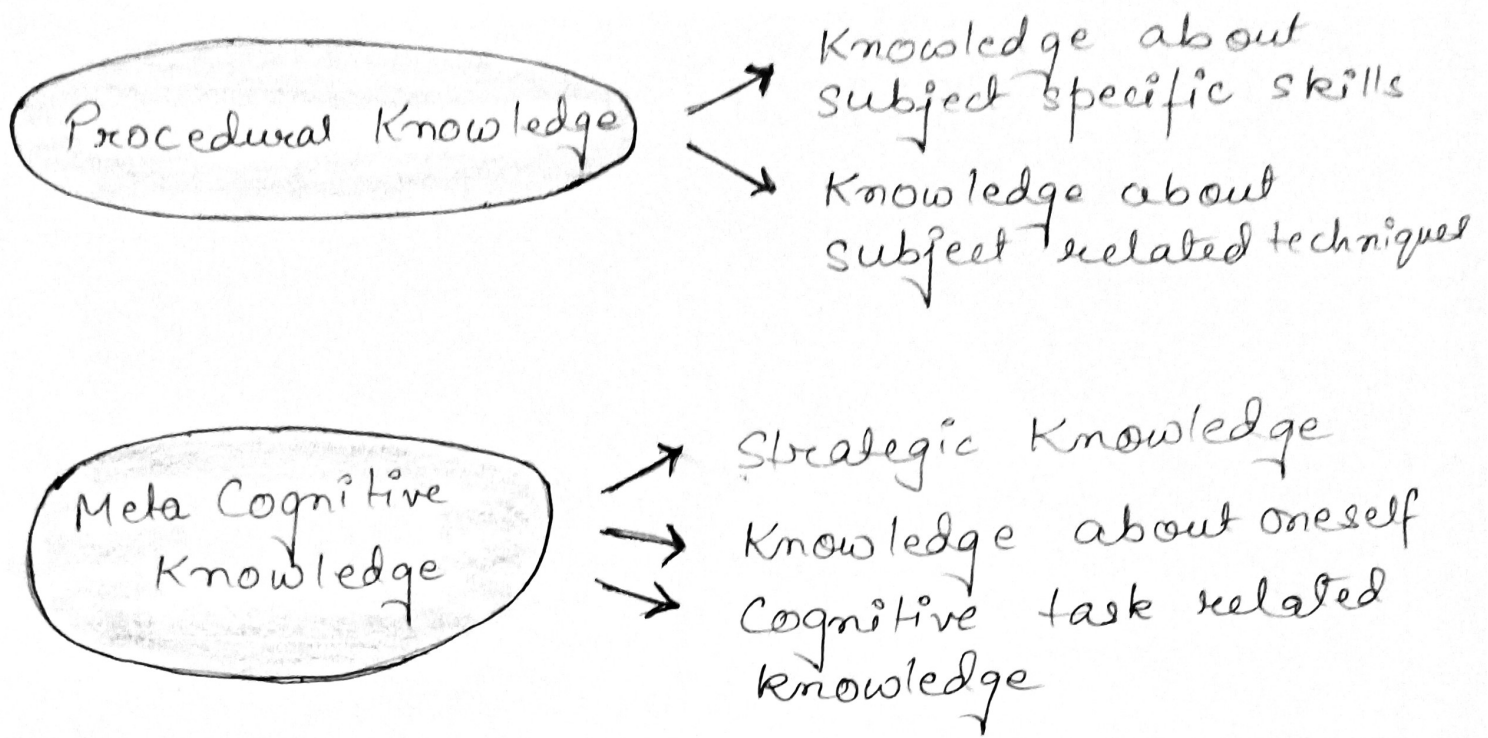


FIG : 3

While formulating the learning outcomes of a course, the teacher should be cautious that all such behaviours should be observable, specific and measurable. Otherwise, it is not possible to accurately judge the learner's performance. Some verbs are used to write the learning outcomes in specific terms. These verbs are known as "Action Verbs" as they signify the action or behaviour change that will occur after the teacher has finished her content. There are specific action verbs for the six cognitive processes, though some overlap is seen but the essence varies as per the cognitive Process.

ACTION VERBS

					Creating
					Compose.
				Evaluating	Construct
			Analyzing	Appraise	create
		Applying	Categorize	Argue	Criticize
	Understanding	Calculate	Compare	Assess	Design
	Associate	Compute	Connect	Conclude	Develop
Remembering	Classify	Execute	Contrast	Estimate	Direct
Define	Compare	Illustrate	Debate	Evaluate	Formulate
Identify	Describe	Implement	Differentiate	Investigate	Generate
Label	Differentiate	Organize	Distinguish	Justify	Produce
List	Distinguish	Present	Examine	Measure	Propose
Match	Estimate	Show	Illustrate	Rank	Revise
Name	Explain	Solve	Inspect	Rate	Rewrite
Outline	Interpret	Use	Predict	Recommend	
Recall	Relate	Utilize	Question	Select	
Recognise	Select		Simplify	Support	
Select	Summarize		Subdivide	Test	
Show	Translate				
State					

FIG. 4

INSTRUCTIONAL OBJECTIVES

Remembering

1. Name different types of Luxury commodities [Factual knowledge]
2. Recognise the causes of Inflation [Conceptual knowledge]
3. Recall and State the process of market equilibrium [procedural knowledge]
4. Identify ways of retaining content of any subject [metacognitive knowledge]

Understanding

5. Summarize the features of Giffen Goods [factual knowledge]
6. Classify taxes according to their nature [conceptual knowledge]
7. Explain the process of National Income calculation [procedural knowledge]
8. Predict reaction of rational consumers in different market situations [metacognitive knowledge]

Applying

9. Use the formula for Consumer Price Index to calculate Inflation Rate [factual knowledge]
10. Illustrate how supply and demand curves interact to determine market equilibrium [conceptual knowledge]
11. Conduct a cost-benefit analysis to determine optimum level of production [procedural knowledge]
12. Use the strategy that will suit one best in economic decision making [metacognitive knowledge]

Analyzing

13. Compare and contrast the effects of different types of market structure [factual knowledge]
14. Examine the relation between consumer surplus, producer surplus, social welfare, in different markets [conceptual knowledge]
15. Integrate supply and demand graphs to analyse the effect of externalities on market equilibrium [procedural knowledge]
16. Deconstruct one's biases regarding strengths and weaknesses of neoclassical economic theory in explaining consumer behaviour [metacognitive knowledge]

Evaluating

17. Check the effectiveness of price controls in achieving economic stability [factual knowledge]
18. Determine whether Green Revolution is a blessing or a boon [conceptual knowledge]
19. Detecting weaknesses of Tax calculation procedures [procedural knowledge]
20. Reflect on the limitations of GDP as a measure of economic well being and consider alternative indicators [metacognitive knowledge]

Creating

21. Design a market structure to allocate resources efficiently using real data [factual knowledge]
22. Develop a new product pricing strategy based on game theory principles [conceptual knowledge]
23. Create a cost-benefit analysis framework to evaluate public goods provision [procedural knowledge]
24. Propose an alternative economic theory to address market failures, critiquing existing theories [metacognitive knowledge]