**BLOOM’S TAXONOMY OF EDUCATIONAL OBJECTIVES**

Objectives state what we want our students to learn and be able to do. A statement of an objective contains a noun (type of knowledge) and a verb (type of cognitive process using the knowledge).

General form of a learning objective: Students will be able to *verb* *noun phrase*.

Examples: Students will be able to *design an experiment to test a hypothesis*. Students will be able to *distinguish among confederal, federal, and unitary systems of government*. Students will be able to *differentiate between rational and irrational numbers*.

### The Knowledge Dimension

<table>
<thead>
<tr>
<th></th>
<th>Factual</th>
<th>Conceptual</th>
<th>Procedural</th>
<th>Metacognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINED</strong></td>
<td>The basic elements students must know to be acquainted with a discipline or solve problems in it</td>
<td>The interrelationship among the basic elements within a larger structure that enables them to function together</td>
<td>How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods</td>
<td>Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition</td>
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</tbody>
</table>
| **SUBTYPES** | Terminology
Symbols
Specific details
Specific elements | Classification
Categories
Principles
Generalizations
Theories
Models | Skills
Algorithms
Techniques
Methods
Criteria for judgment | Strategies for learning
Knowledge about cognitive tasks
Self-knowledge |
| **EXAMPLE** | Works by an artist
Historical events
Components of a cell | Periods of geologic time
Models of government
Theory of evolution | Skills to paint a watercolor
Skills to analyze an injury
Methods of literary criticism | Use of mnemonic strategies
Use of organizing techniques
Knowing one’s understanding of and motivation for a task |

The general form for writing a learning objective: **Students will be able** to *verb* noun phrase.

An example of a learning objective: **Students will be able to** write a learning objective that is clear and specific.

### The Cognitive Dimension

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<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
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<td>Retrieve relevant knowledge from long-term memory</td>
<td>Construct meaning by connecting “new” to “prior” knowledge</td>
<td>Use a procedure to perform exercises or solve problems</td>
<td>Break material into its constituent parts and relate parts to whole</td>
<td>Make judgments based on criteria or standards</td>
<td>Put elements together to form a coherent whole</td>
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**QUESTIONS**

- What happened after ..
- How many ..
- What is ..
- Who did ..
- Where did .. occur?

- How would you explain ..
- Who do you think ..
- Why did ..
- How would you graph ..
- Which .. corresponds to ..
- What are examples of ..
- How could you group ..
- How would you solve ..
- How would you do ..
- What would you say to ..
- How would you work a case of ..
- What was the turning point?
- How is .. similar to ..
- Why did .. occur
- What is needed to ..
- What were some of the motives for ..
- Is there a better solution to ..
- What do you think about .. and why?
- Do you think .. is a good thing and why?
- What are possible solutions to ..
- How would you design an ..
- What would happen if ..
- How many ways can you ..

**ACTIVITIES**

- Make a list showing ..
- Make a time line
- Make a chart showing ..
- Write a summary of ..
- Prepare a flow chart of ..
- Write an explanation of ..
- Make a taxonomy of ..
- Draw a map/model of ..
- Draw a graph of ..
- Write possible outcomes of Retell an event
- Solve a problem Write a response to a case study Perform a lab experiment
- Write a biography Make a map showing interrelationships Write an analysis of .. Write an essay examining bias in .. Construct a chart to organize related data
- Conduct a debate (or a mock trial) Write a critique Prepare a case Write an opinion piece
- Design an experiment Create a new product Plan a marketing campaign Create art Design a building