

Simplifying Bloom's Taxonomy

Bloom's and others' taxonomies of educational objectives are detailed and sometimes do not do service to the complexity of collegiate learning. For some faculty, who are authorities in a subject area, the complexity and detailed nature of the levels of learning in each of Bloom's domains (cognitive, affective and psychomotor) is too much to be mastered in a short period of time. As faculty have several responsibilities besides responding to the requests of QEP Directors, (such as teaching students, developing courses and advising to name just a few), a simplified process of organizing student learning outcomes for our assessment program was deemed necessary. To do this, I studied the objectives of learning in each domain to determine if simplification was possible. The categories lend themselves nicely to an organization of three levels of learning for each domain. (See table below.)

	COGNITIVE		AFFECTIVE		PSYCHOMOTOR
LEVEL 1, RECALL	Knowledge	LEVEL 1, AWARENESS	Receiving phenomena Responding to phenomena	LEVEL 1, ACTION	Perception Set
LEVEL 2, UNDERSTANDING	Comprehension Application	LEVEL 2, PARTICIPATION	Valuing	LEVEL 2, PROFICIENCY	Guided response Mechanism
LEVEL 3, CRITICAL THINKING	Analysis Synthesis Evaluation	LEVEL 3, CRITICAL THINKING	Organization Internalizing values	LEVEL 3, CRITICAL THINKING	Complex overt response Adaptation Origination

*Note that the nouns in the original taxonomy, (cognitive domain), were revised as verbs by Anderson & Krathwohl in 2001

After this step, I developed color-coded templates for faculty to use to guide them through the process of writing, classifying, and reporting measurable student learning outcomes. This plan and the corresponding templates have been well received by faculty. Providing effective and efficient tools for the development and reporting of course level student learning outcomes, I can remain on stand-by, at the ready to assist with the next stage: measuring student learning outcomes.

***Lessons learned:** 1. Never ask faculty to implement a change for which they believe they are unprepared to professionally carry out. 2. Faculty self-confidence is essential to gaining commitment. 3. Didactic, focused and repeated faculty development is a significant ingredient for successful academic change. 4. Permanent and significant changes usually require the acquisition of new resources.

*D.W. Farmer, "Enhancing Student Learning: Emphasizing Essential competencies in academic Programs" Kings College. 1992.

*"This assessment stuff is becoming more familiar and therefore, more useful."
-Anonymous faculty*