BLOOM'S TAXONOMY
(... levels of information mastery)

KNOWLEDGE (MEMORIZATION) [Remembering]
- Facts, conventions, definitions, jargon, classifications, & criteria
- Recall of methods, procedures, abstractions, principles, & theories
- Shows the ability to define, describe, label what is taught

COMPREHENSION (UNDERSTANDING) [Understanding]
- Understand and grasp the meaning of knowledge
- Speak or write about knowledge in alternative ways (paraphrase)
- Articulate connections between different items of knowledge
- Shows the ability to explain, generalize, give examples of, paraphrase what is taught

APPLICATION (USING) [Applying]
- Use of abstract ideas in particular concrete situations
- Remembering and applying technical ideas, principles, & theories
- Shows the ability to use, compute, demonstrate what was taught

ANALYSIS (TAKING APART) [Analyzing/Recognizing]
- Breaking down a complex problem into parts
- Determining connections and interactions between parts
- Shows the ability to outline, separate, subdivide, illustrate, distinguish what is taught

SYNTHESIS (PUTTING TOGETHER) [Creating / Integrating]
- Putting many parts together to make a new whole
- A professional activity referred to as design
- An open-ended process with more than a single correct answer
- Shows the ability to formulate new classifications of objects, ideas, events; to combine, create, and design what is taught

EVALUATION (JUDGING) [Assessing / Judging]
- Making a judgment about the validity (adequacy) and reliability (consistency) of what is taught; to critically assess material, or a solution, design or report
- Shows the ability to judge the value of work by internal & external criteria; this includes the ability to conclude, appraise, contrast and interpret what is learned
  - Internal criteria: best models, logical, free of errors
  - External criteria: environmental, legal, economic, & sociological
Bloom’s Taxonomy

**Knowledge**

**Comprehension**

**Application**

**Analysis**

**Synthesis**

**Evaluation**

**Cognitive Domain**
(levels of knowledge acquisition; learning as an action - ‘doing’)

**Active/Internally-motivated Learning**
(High value placed on learning / may show motivation to teach material or engage in research)

**Organizing / Conceptualizing**
(Prioritization/Organizing material in a way that is personally relevant - “owning” the material)

**Valuing**
(Learning considers/values multiple perspectives)

**Responding**
(Interactive)

**Receiving**
(Passive learning approach)

**Affective Domain**
(how you feel about the material being learned - based on attitude, how much you value the material, or are motivated to learn it)

**Judging / Assessing**

**Creating / Integrating**

**Analyzing**

**Applying**

**Understanding**

**Remembering**

**Knowledge**

**Comprehension**

**Application**

**Analysis**

**Synthesis**

**Evaluation**
Self-efficacy
(The degree of) Confidence that if you have a goal, you will achieve it

“Growth”

A ‘Recipe’ for Self-efficacy Support

1. Practice, practice, practice
2. Mentorship, tutoring, coaching, guidance
3. Encouragement, support, ‘normalization’ of experience

Confidence
Competence
Certainty
Comfort
Self-Efficacy = High

Doubt
Incompetence
Uncertainty
Inadequacy
Self-Efficacy = Low