

# CTEL Course Resource Guide

## Using Bloom's Taxonomy

### Key Concepts & Highlights

This resource explains how to use Bloom's Taxonomy as a foundational framework for designing effective lesson plans, assessments, and active learning activities. The guide emphasizes moving students beyond foundational knowledge, such as remembering and understanding, toward higher-order thinking skills, including applying, analyzing, evaluating, and creating.

### Recommended Strategies & Practices for Implementation

#### 1. Strategy: Scaffold Learning through Tiered Assessments

##### *Why it matters:*

Moving directly into complex analysis can overwhelm students. Beginning with lower-order tasks helps students develop the prerequisite knowledge needed to succeed at higher cognitive levels.

##### *How to implement:*

- Design pre-class assignments, such as quizzes or summaries, that focus on remembering and understanding core concepts.
- Use class time for applying and analyzing through case studies, simulations, or group problem-solving activities.
- Use major summative assessments for evaluating or creating, asking students to defend a position or develop an original response.

#### 2. Strategy: Align Learning Outcomes and Action Verbs

##### *Why it matters:*

Clear alignment between learning outcomes and assignment prompts reduces student confusion and helps ensure that assessments measure the intended cognitive depth.

##### *How to implement:*

- Review assignment prompts and replace vague directions, such as “tell me about,” with specific Bloom’s verbs, such as “critique,” “illustrate,” or “hypothesize.”
- Develop rubrics that reward the cognitive depth requested by the prompt, such as the quality of an analysis rather than a basic definition or description.

- Review course modules to ensure an appropriate balance among the six levels of Bloom's Taxonomy.

### 3. Strategy: Integrate Active Learning Techniques

#### *Why it matters:*

Bloom's Taxonomy is most effective when students actively participate in learning and practice higher-order thinking skills in a supported environment.

#### *How to implement:*

- Incorporate analyzing activities, such as Think-Pair-Share, that ask students to compare and contrast viewpoints or data sets.
- Create evaluating opportunities through structured peer-review activities based on learning objectives and assessment criteria.
- Encourage creating through open-ended projects that require students to develop a solution to a real-world challenge or application.

### Quick Tips

- Audit your objectives: Check that each lesson or module includes one or two objectives connected to a higher-order thinking skill.
- Be transparent with students: Tell students which level of the taxonomy they are practicing and explain the purpose of the task.
- Start small: Revise one existing assignment using a specific Bloom's verb and observe how it changes student responses.

### Additional Resources

[Verbs and Outcomes Based on Bloom's Revised Taxonomy](#): A quick-reference tool for selecting actionable verbs for lessons and assessments.

[A Model of Learning Objectives](#): A visual explanation of Bloom's Taxonomy and its lower- and higher-order thinking skills.

[CTEL Webpage](#): Access additional faculty resources and professional development offerings.

[D2L Rubric Tool](#): Guidance for building digital rubrics that communicate assessment expectations.