

Bloom's Taxonomy

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Module 2: Intended Learning Outcomes

- Understand the variety of learning domains within health professions education
- Apply Bloom's Taxonomy to cognitive learning outcomes
- Understand Miller's pyramid as it relates to clinical competence outcomes
- Apply Dreyfus' model of skill acquisition to your context of medical education

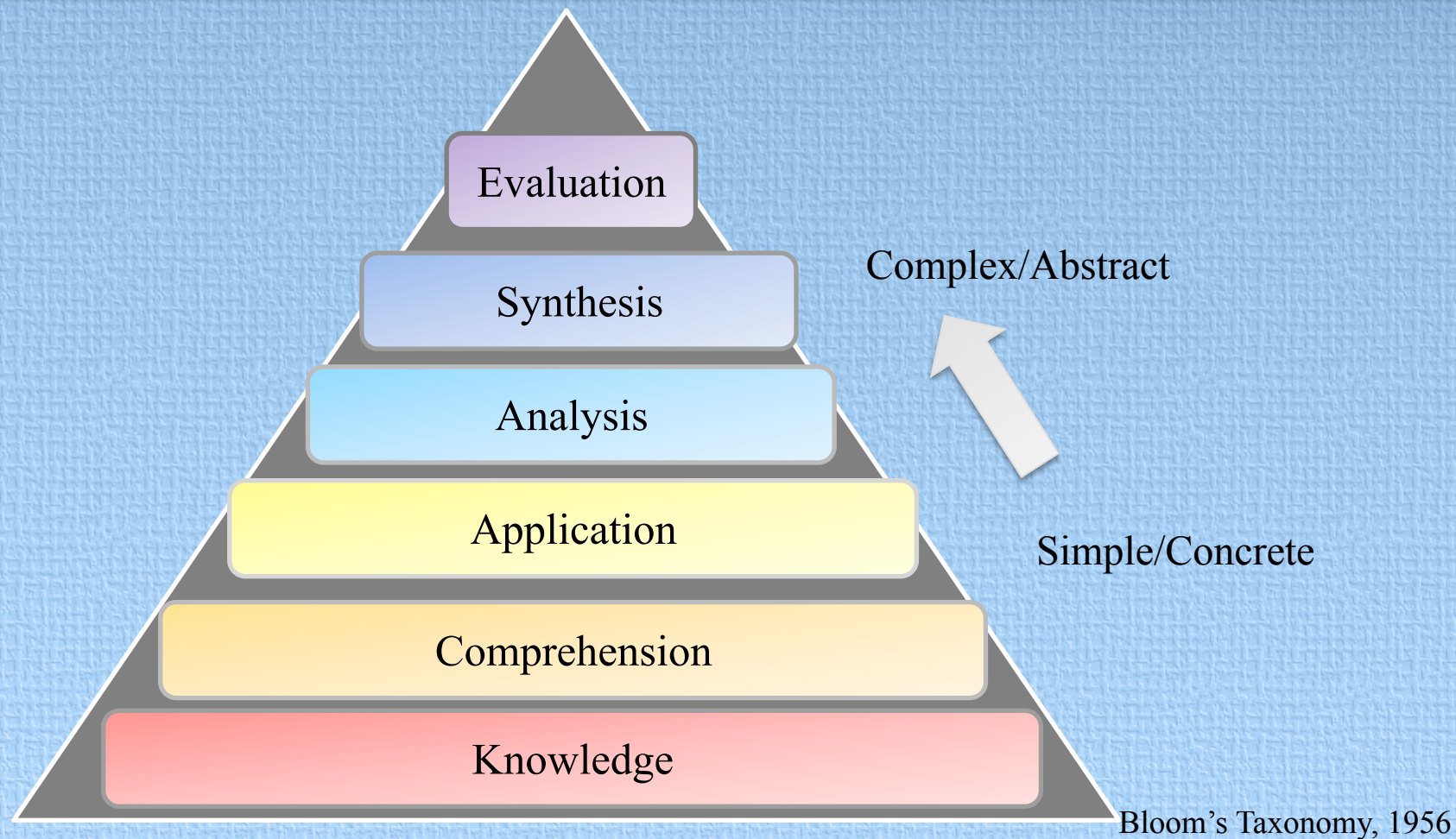
Learning Domains

- Cognitive
 - Knowledge
- Psychomotor
 - Skills
 - Behavior
- Affective
 - Attitudes

Bloom's Taxonomy

Hierarchical domains

- Knowledge: data recall
- Comprehension: understands for meaning
- Application: uses learning in a novel situation
- Analysis: understands elements and relationships
- Synthesis: formulates new knowledge
- Evaluation: judge information or ideas



Knowledge

Define, describe, identify, know, label, list, match, outline, recall, select, state

Comprehension

Comprehend, convert, describe, discuss, explain, give example(s), paraphrase, recognize

Application

Apply, construct, demonstrate, discover, modify, prepare, show, solve, write

Analysis

Analyze, compare, contrast, diagram, differentiate, illustrate, outline, select, separate

Synthesis

Categorize, combine, compose, explain, organize, relate, revise, summarize

Evaluation

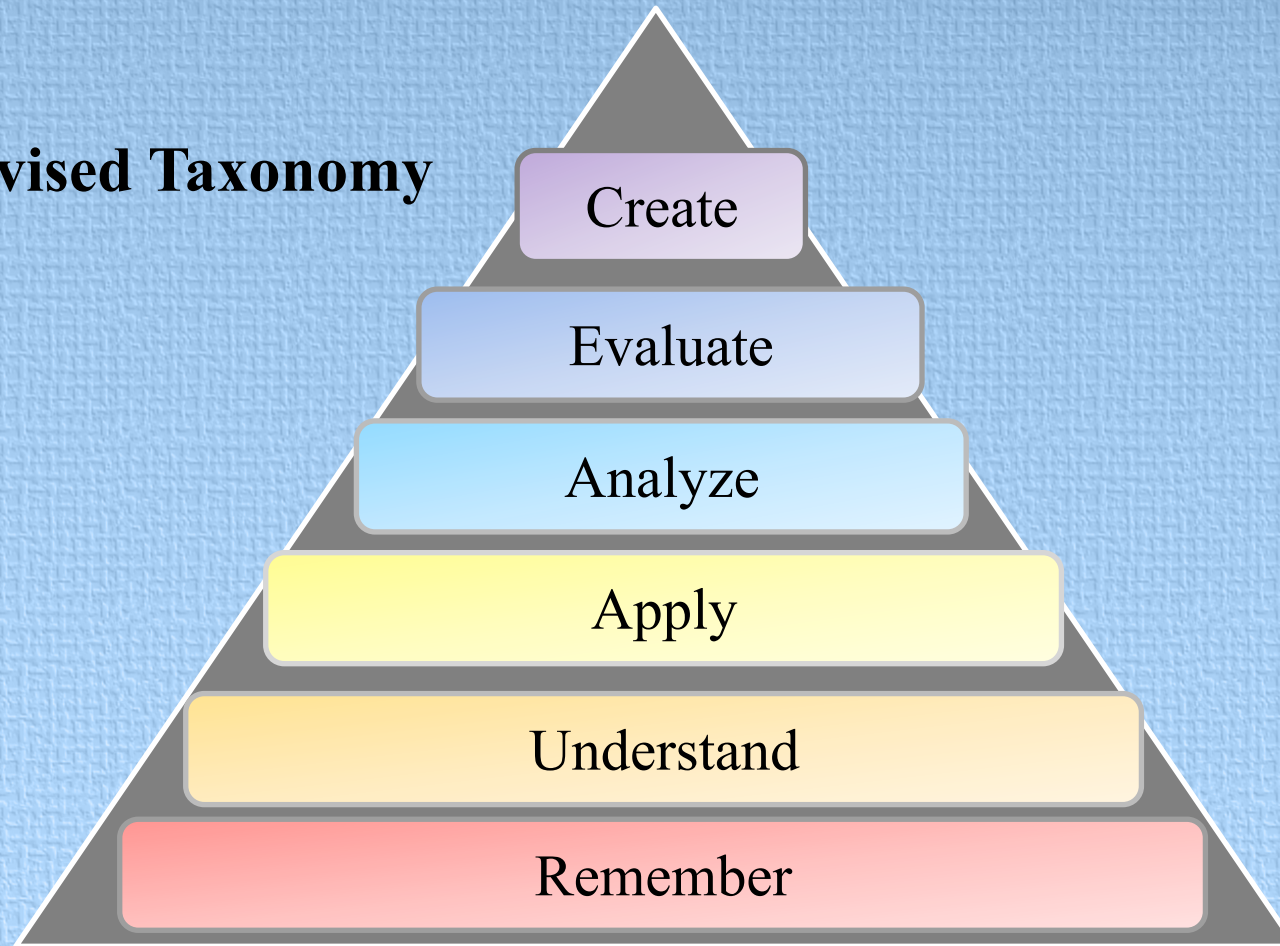
Appraise, compare, conclude, defend, describe, evaluate, judge, interpret, predict, support

Modification to Bloom's

- Factual knowledge
 - Terminology, dates, elements
- Conceptual knowledge
 - Classifications, categories, principles, generalizations, theories, models, structures
- Procedural knowledge
 - Subject specific skills, algorithms, techniques, methods, criteria for use of specific techniques
- Metacognitive knowledge
 - Strategic, contextual and conditional knowledge, self-knowledge

Krathwohl, 2001

Revised Taxonomy



Krathwohl, 2001