Understanding Bloom's Taxonomy: A Parent's Guide to Supporting Your Child's Learning

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Discussion Topics

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- The History of Bloom's Taxonomy
- The Six Levels of Bloom's Taxonomy
- Bloom's Supporting Child Development
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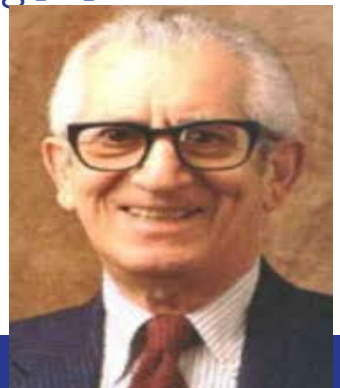
Introduction to Bloom's Taxonomy

- Developed by educational psychologist, Benjamin Bloom, and his colleagues in 1956

- Bloom's Taxonomy is a hierarchical model that categorizes learning objectives by levels of complexity and specificity. It's used to describe and classify observable knowledge, skills, attitudes, behaviors, and abilities and ensure that they become progressively more challenging.

- The purpose of Bloom's Taxonomy in the educational setting is to provide educators with the ability to enhance their lessons through the use of various, leveled question stems.



Introduction to Bloom's Taxonomy (cont'd)

Bloom's Taxonomy is useful to parents because it helps to understand your child's current cognitive level.

It also aides parents in promoting active learning for their children, as it encourages activities that promote higher-level thinking.

Bloom's Taxonomy is a tool that parents can use to help their children build a strong foundation for critical thinking and problem solving.

BLOOM'S TAXONOMY

CREATING
USE INFO TO CREATE SOMETHING NEW

design, build, plan, construct, produce, devise, invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS

judge, critique, test defend, criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS

categorize, examine, organize, compare/contrast

APPLYING
USE INFO IN A NEW (BUT SIMILAR) FORM

use, diagram, make a chart, draw, apply, solve, calculate

UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFO

interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING
FIND OR REMEMBER INFO

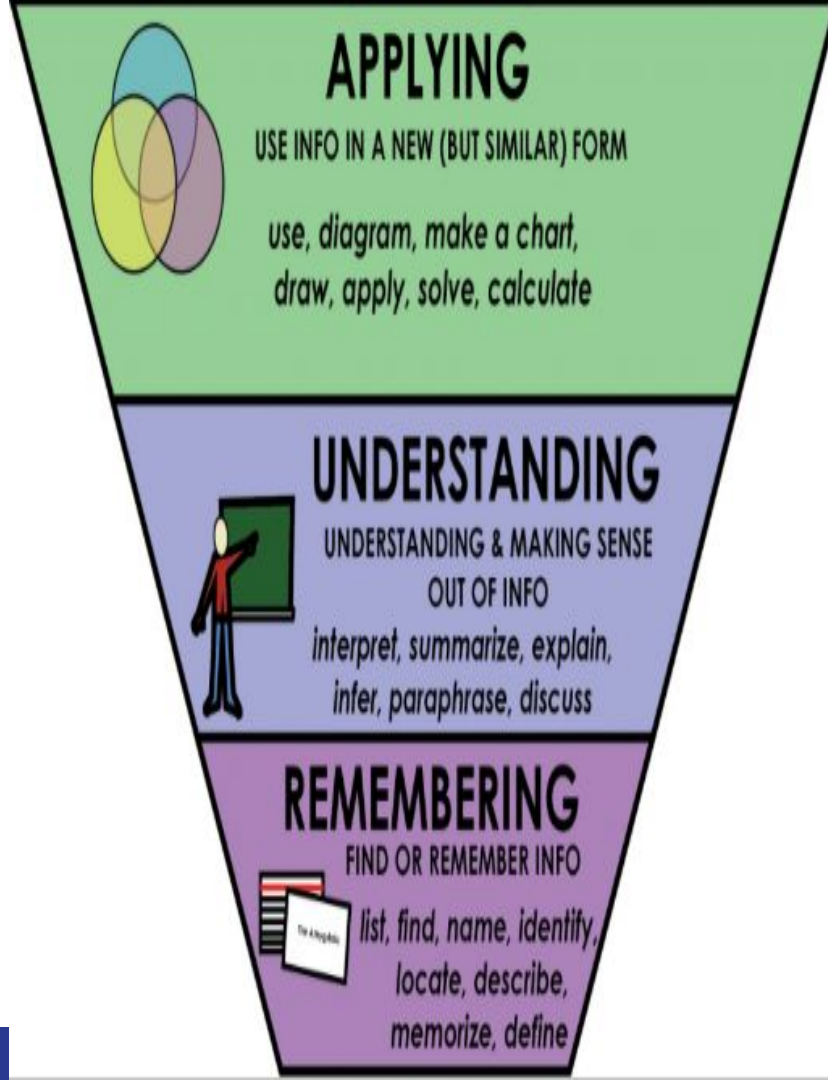
list, find, name, identify, locate, describe, memorize, define

Lower-Order Thinking Skills (LOTS)

The lower half of the Bloom's Taxonomy Pyramid contains the lower-order thinking skills stems.
(Remember, Understand, Apply)

These skills focus on basic and simple application of knowledge that lends itself to allowing students to only recall information.

These types of questions only have a single correct answer and can be easily assessed.



Examples of Low-Order Question Stems

What is…?

Who is…?

When did…?

Where is… ?

Explain why your answer is correct.

Infer the setting for the scene.

These stems allow for immediate recall of information and do not provide an opportunity for more complex thinking.

Remembering (Knowledge Recall)

*The ability to recall facts, terms, basic concepts, or answers.

* Examples of activities that foster remembering are memorizing a poem, multiplication tables, identifying states on a map, etc.

* Parent tip: encourage your child to review flashcards, make lists, or quiz them on basic facts to strengthen recall.

Understand (Comprehension)

- The ability to explain ideas or concepts in your own words.

- Examples of understanding, or comprehension, are summarizing a story or explaining the meaning of the scientific process.

- Parent tip: ask your child to explain their homework or a topic that they just learned about in simple terms. This reinforces their understanding of the content.

Apply (Application)

- Using knowledge and understanding to solve problems or complete tasks.

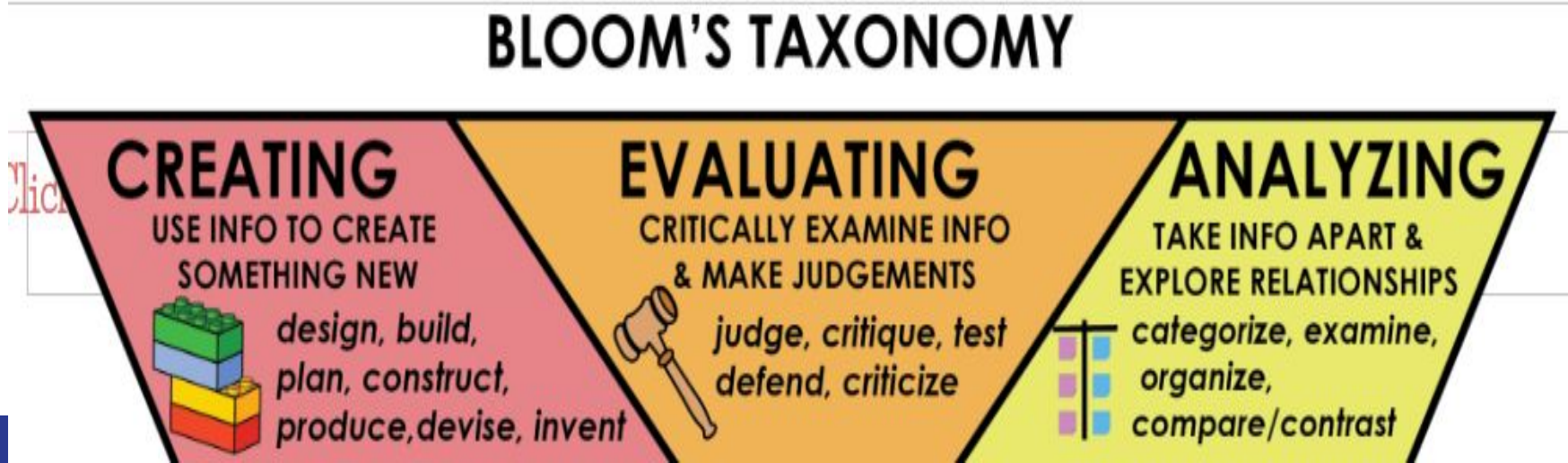
- Some example of application are applying math formulas to solve problems, or using vocabulary terms in sentences or speaking.

- Parent tip: Help your child apply concepts to real-world situations. You could have them calculate the total cost of an order while shopping or measure ingredients for a recipe.

Higher-Order Thinking Skills (HOTS)

The upper half of the Bloom's Taxonomy Pyramid that contains more complex question stems of analyze, evaluate and create.

These skills emphasize the importance of critical thinking, opportunities for problem solving and complex reasoning, in addition to allowing for opportunities to break down information and combine ideas to foster deeper critical understanding.



Importance of Higher-Order Thinking

Aside from challenging students in the classroom, higher order thinking allows for students to develop critical thinking abilities, assists in problem solving, prepares students for real-world challenges and provides opportunities for creativity and innovation.

Analyze (Analysis)

- Breaking information into parts to explore relationships and patterns.
- Examples include comparing two characters in a book, or analyzing the causes of a historical event.
- Parent tip: encourage your child to break down complex word problems into smaller pieces or compare and contrast ideas.

Question Stems for Analysis

- What are the parts or features of…?
- How does … compare/contrast with…?
- What evidence can you list for…?
- What is the theme/main idea of…?
- What inferences can you make from…?

Evaluate (Evaluation)

- Making judgements based on criteria and standards, often with a justification.

- Examples of evaluation are critiquing a story, or debating the pros and cons of an idea.

- Parent tip: engage your child in discussions when they express their opinions and support them with reasons. For example, discuss the best approach to complete a project and why one method might be preferred over another.

Question Stems for Evaluation

- Do you agree with the actions/outcomes...?
- What is your opinion of...?
- How would you prove/disprove...?
- What data was used to make the conclusion...?
- What choice would you have made...?

Create (Synthesis)

- Using knowledge to design new ideas, processes, or solutions

- Examples of creating, or synthesizing could be creating a short story, building a model or creating a piece of artwork.

- Parent tip: foster creativing by encouraging your child to invent something new, whether it's a science experiment, a drawing, or story.

Question Stems for Synthesis

- What would happen if…?
- Can you propose an alternative…?
- How would you design a new…?
- What solutions would you suggest for…?
- How would you integrate… to create…?

How Bloom's Taxonomy Supports Child Development

Bloom's Taxonomy allows for cognitive growth and helps students progress from more simplistic recall to complex critical thinking. It assists the students with the ability to process information, analyze it, and apply it creatively.

Using Bloom's Taxonomy also assists children with fostering a greater sense of independence. As children develop cognitively, they learn to think for themselves and solve problems, rather than relying on recalling memorized information.

By utilizing higher order thinking, children build their confidence in their ability to tackle new challenges, which better prepares them for real world situations.

Using Bloom's Taxonomy from Home

- Remembering and Understanding
  - Have your child keep a daily journal, where they summarized what they learned each day.
  - Use flashcards to help them with vocabulary words or math facts

- Applying Knowledge
  - Take field trips to museums, parks, or local landmarks, asking your child to apply knowledge from their studies to the real world.
  - Practice word problems that involve real-world scenarios, such as budgeting or calculating distance.

Using Bloom's Taxonomy from Home

- Analyzing and Evaluating
  - Watch educational tv shows or documentaries together and ask your child to analyze the content (What was the main message? Or Do you agree or disagree?

- Creating
  - Create a poster or video on a topic that your passionate about
  - Encourage creation of stories or poems that apply concepts being learned in school.

Bloom's Taxonomy and Individualized Learning

- Bloom's Taxonomy allows for individualized learning plans based on each child's cognitive development level. Teachers can tailor instruction to meet the students at their instruction levels, them to move to higher levels of thinking.

- By understanding Bloom's Taxonomy, teachers and parents can have more informed conversations with each other about the strengths and areas for improvement for each child.

Bloom's Taxonomy and Text Based Evidence

For elementary students using Bloom's Taxonomy with text-based evidence in reading, question stems can include: "What is the main idea of the story?", "Can you find a sentence in the text that shows...", "Why do you think the character did...", "How would you describe...", "What evidence from the story supports...", "Can you explain what happened when...", and "What does this part of the story make you wonder?".

Levels of Questioning for Reading Skills

Remember (Knowledge):

- Who is the main character?
- Where did the story take place?
- What is the problem in the story?
- When did this event happen?

Levels of Questioning for Reading Skills

Understand (Comprehension):

- Can you retell what happened in your own words?
- How would you explain the meaning of...?
- What is the main idea of this paragraph?
- What does this sentence mean?

Levels of Questioning for Reading Skills

Apply (Application):

- If you were the character, what would you do?
- How would you use what you learned from the story in your own life?
- Can you think of a similar situation from your own experience?
- What other story has a similar theme?

Levels of Questioning for Reading Skills

Analyze (Analysis):

- What are the reasons why the character made that decision?
- How are these two characters different?
- What evidence in the text shows the character's feelings?
- Can you identify the conflict in the story?

Levels of Questioning for Reading Skills

Evaluate (Evaluation):

- Do you agree with the character's actions? Why or why not?
- What was the most important part of the story?
- Would you recommend this book to a friend? Why or why not?
- What could the author have done differently to improve the story?

Levels of Questioning for Math

Remember:

- What is the name of…?
- How many…?
- What does this symbol mean?
- Can you identify…?

Levels of Questioning for Math

Understand:

- Explain what happens when…
- Describe the steps to…
- In your own words, what is a…?
- How would you categorize…?

Levels of Questioning for Math

Apply:

- Solve this problem using…
- Calculate the area of…
- If you had to measure this, what tool would you use?
- Can you draw a picture to represent…?

Levels of Questioning for Math

Analyze:

- Compare and contrast these two numbers…
- What patterns do you see in this sequence?
- How are these shapes related?
- What are the similarities and differences between…?

Levels of Questioning for Math

Evaluate:

- Which strategy is most efficient for solving this problem?
- Justify your answer for choosing…
- Do you think this answer is reasonable? Why or why not?
- What could you improve about this solution?

Levels of Questioning for Math

Create:

- Design a math problem that includes…
- Invent a story problem about…
- Create a different way to represent this data…
- Can you come up with a new pattern using…?

Conclusion and Final Tips

By being aware of the Bloom's framework, parents can support their child's academic journey and foster a love of learning.

Tips:

1. Be Patient-cognitive development is gradual and each child progresses at their own pace.
2. Be Involved- take an active role in your child's learning by using Bloom's to guide conversations and activities.
3. Promote curiosity- encourage your child to ask questions and explore new ideas. Learning is most effective when it's engaging.

References

Lewis, B. (2019, November 10). *Using Bloom's Taxonomy for Effective Learning*. ThoughtCo. https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869

Bloom's Taxonomy - Center for Instructional Technology and Training - University of Florida. (n.d.). https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/

Contact Information

If you would like any further information or resources about this topic, you may email me at pinizzotto@voorhees.k12.nj.us

Thank you!