

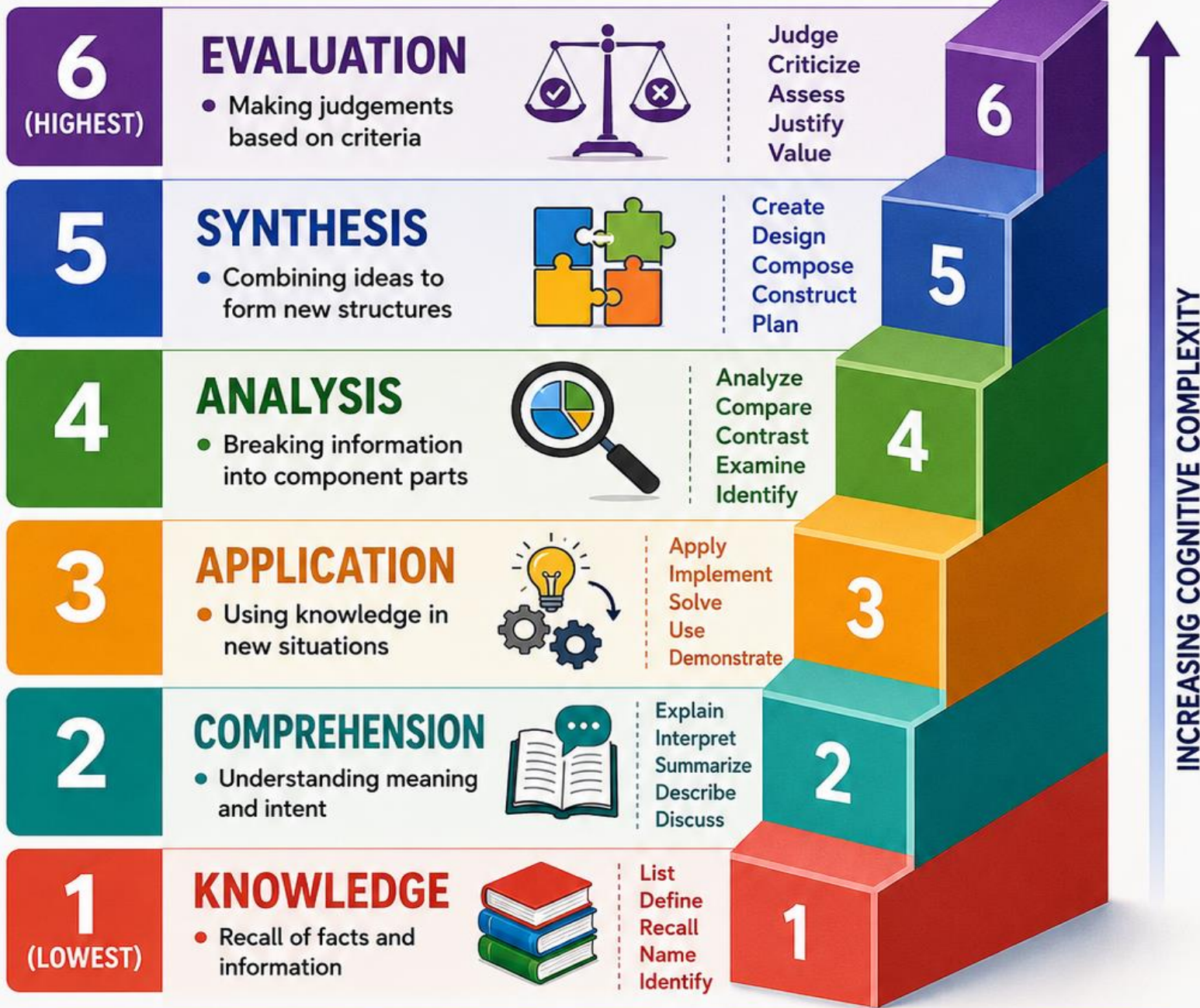


BLOOM'S ORIGINAL TAXONOMY

(1956)



Developed by **Benjamin Bloom** and colleagues;
arranged thinking skills in ascending order:



⇒ *From Recall to Judgement* ⇐



A progression of thinking skills from remembering facts to making informed and value-based judgements.



This taxonomy forms the foundation for designing learning objectives, instruction, and assessment.



BLOOM'S REVISED TAXONOMY

(Anderson & Krathwohl, 2001)



The revision converted categories from nouns to **action verbs** and reordered the top two levels to reflect modern learning paradigms.

6
(HIGHEST)



CREATE

Design, produce, construct, generate

Put elements together to form a new whole; create original products or ideas.

5



EVALUATE

Judge, assess, critique, justify

Make judgments based on criteria and standards.

4



ANALYSE

Differentiate, organise, compare, examine

Break information into parts and understand the relationships.

3



APPLY

Use, execute, implement, solve

Use knowledge in new situations to complete tasks or solve problems.

2



UNDERSTAND

Explain, interpret, classify, summarise

Construct meaning from information; explain ideas or concepts.

1
(LOWEST)



REMEMBER

Recall, recognise, list, identify

Retrieve relevant knowledge from long-term memory.

2.3 KEY CHANGES IN THE 2001 REVISION



Shift from nouns (categories) to **action verbs**.



'Synthesis' replaced by '**Create**' and elevated to the highest level.



Addition of a **Knowledge Dimension**: Factual, Conceptual, Procedural, and Metacognitive.

KNOWLEDGE DIMENSION (ADDED IN 2001 REVISION)

Knowledge is not a single type; learners interact with different kinds of knowledge.



FACTUAL

Basic elements that learners must know to be acquainted with a discipline.



CONCEPTUAL

Relationships among basic elements within a larger structure that enable them to function together.



PROCEDURAL

How to do something; methods of inquiry and criteria for using skills, algorithms, techniques.



METACOGNITIVE

Knowledge about cognition; awareness and control of one's own thinking processes.



The goal of education is not just to **remember**, but to **understand**, **apply**, **analyse**, **evaluate** and ultimately **create**.





LEVELS OF TEACHING



Levels of Teaching explain the stages through which teaching progresses from simple to complex learning.

The concept was primarily developed by three key theorists —
Herbart (Memory Level), Morais (Understanding Level),
and **John Dewey (Reflective Level).**

1.1 MEMORY LEVEL OF TEACHING (MLT)



LOWEST LEVEL OF TEACHING

- Teacher-centred approach with passive learner role
- Focus on rote learning and recall of facts, definitions, and formulas
- Appropriate for foundational, basic learning content

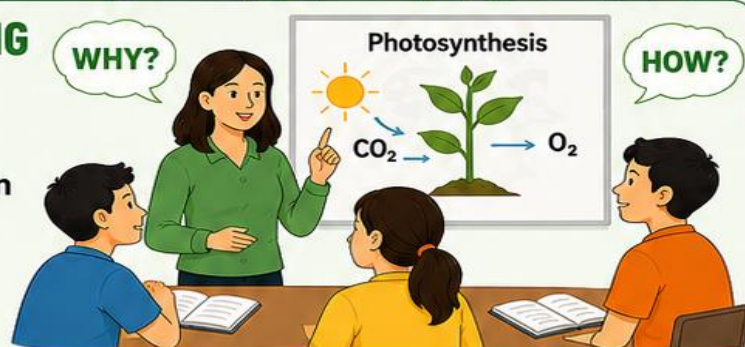


1.2 UNDERSTANDING LEVEL OF TEACHING (ULT)



MIDDLE LEVEL OF TEACHING

- Focus on comprehension and concept clarity
- Learner is active and engaged in the learning process
- Uses examples, explanation, and illustrations



1.3 REFLECTIVE LEVEL OF TEACHING (RLT)



HIGHEST LEVEL OF TEACHING

- Focus on problem-solving, critical thinking, and independent inquiry
- Based on Dewey's principle of reflective thinking
- Builds creativity and deep, lasting learning



1.4 AUTONOMOUS DEVELOPMENT LEVEL (ADT)



BEYOND CLASSROOM TEACHING – REPRESENTS LIFELONG LEARNING

- Focus on self-directed learning
- Learner assumes complete responsibility for their learning journey
- Teacher becomes a mentor or guide only when needed
- Develops ability to plan, monitor, and evaluate one's own learning



“From remembering to reflecting, and from learning in class to learning for life — these levels shape a complete and meaningful education.”

[Attempt Quiz Click Here](#)