**Putting Classroom Concepts into Clinical Practice**

**Bloom’s Taxonomy**

Bloom’s Taxonomy takes 3 of the most common domains of learning and describes a hierarchy of learning acquisition for each learning domain.

When teaching students, it’s helpful to remember that students will more easily gain knowledge when you create learning experiences that introduce the student to progressively higher levels of learning.

The 3 Learning Domains are:

1. Cognitive Domain—this is the mental aspect of gaining knowledge
2. Affective Domain—this is how students grow emotionally in the learning process
3. Psychomotor Domain—this is how students progressively gain physical skills

What follows is the hierarchical levels that coincide with each of the 3 domains, and examples of how to help your student to progressively move through the levels of learning.

**Cognitive Domain**—improving critical thinking

 **Level 1: Remembering**

**Sample Questions to Engage This Level of Learning:**

 Can you recall…?

 List….

 What is…? Where is…? How is…?

 **Level 2: Understanding**

**Sample Questions to Engage This Level of Learning:**

 Compare and contrast…

 Describe in your own words…

 What is the main idea…?

 Explain what is happening…what it means…

 Which is the best answer…?

 **Level 3: Applying**

**Sample Questions to Engage This Level of Learning:**

 How can you use…?

 What approach can you use to…?

 What might happen if…?

 What facts can you select to show…?

 **Level 4: Analyzing**

**Sample Questions to Engage This Level of Learning:**

 How is \_\_\_\_ related to…?

 How can you categorize…?

 What is the relationship between…?

 What inferences can you make…?

 What conclusions can you draw…?

 How can you distinguish between…?

 **Level 5: Evaluating**

**Sample Questions to Engage This Level of Learning:**

 Do you agree with the actions…? With the outcome…?

 What is your opinion of…?

 How can you prove or disprove…?

 What can you cite to defend these actions…?

 How can you determine…?

 Can you prioritize…?

 What information can you use to support…?

 How can you justify…?

 **Level 6: Creating**

**Sample Questions to Engage This Level of Learning:**

 Can you rewrite…?

 Can you categorize….?

 Design….

 Can you revise this process…?

 Try to reconstruct your plan…

**Affective Domain**

 **Level 1: Receiving**—Being aware of the learning experience

 **Examples of Learning Behaviors**

 Listening to others

 Remembering and describing what was heard

 Asks questions

 **Level 2:** **Responding**—Actively participating in the learning experience

 **Examples of Learning Behaviors**

 Answering questions

 Assisting

 Questions new concepts to fully understand them

 Performs activities / practices skills

 Presents, recites, writes, or reports

 **Level 3: Valuing**—Placing a worth on the learning experience

**Examples of Learning Behaviors**

 Identifies a particular belief

 Shows sensitivity toward others

 Initiates activities / learning experiences

 Defends or explains a particular thought process

**Level 4: Organizing**—Prioritizes values

**Examples of Learning Behaviors**

 Compares value systems

 Relates values to each other

 Synthesizes and accepts particular values by integrating what has been learned

**Level 5: Internalizing**—Value system controls behavior

**Examples of Learning Behaviors**

 Shows self-reliance

 Uses an objective approach

 Revises judgments and changes behavior in light of new evidence.

 Displays professional commitment to ethical practice

**Psychomotor Domain:**

 **Level 1: Awareness**—Ability to use sensory cues to guide motor activity

 **Samples of Activities Utilized at This Level**

 Identifying non-verbal cues

 Detecting abnormalities

 Making adjustments based on perceptions

 Differentiating between two similar things

 **Level 2: Mindset**—Readiness to act

 **Samples of Activities Utilized at This Level**

 Shows desire to learn a new process

 Knows and acts upon a sequence of steps

 Begins to perform actions previously observed

 **Level 3: Guided Response**—Early stage of learning that includes imitation and trial and error

 **Samples of Activities Utilized at This Level**

Copies what has been demonstrated

 Follows instructions to complete a task

 Responds to cues while performing an activity

 **Level 4: Basic Proficiency**—Intermediate stage of learning

 **Samples of Activities Utilized at This Level**

Learned responses are habitual

 Activity can be performed with some confidence and proficiency

 **Level 5: Expert**—Skillful performance

 **Samples of Activities Utilized at This Level**

 Complex movement patterns used

 Quick, accurate, highly coordinated performance, with minimal energy

 Automatic performance

 **Level 6: Adapter**—Can modify movements to fit special requirements

 **Samples of Activities Utilized at This Level**

Effective response to unexpected experiences

 Modifies activities to meet the needs of the learner

 **Level 7:** **Originator**—Creates new movement patterns to fit a particular situation

 **Samples of Activities Utilized at This Level**

Creativity utilized in performance of activity

 Develops a new activity