Bloom's Taxonomy

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes. Lorin Anderson, a former student of Bloom, revised the taxonomy in 2001 and selected creating as the highest form of thinking in education.

It is important to remember that each phase builds upon the previous. For example: in order to create (top phase) one must evaluate information; in order to evaluate information one must analyze it, and so on.

**Creating**: the highest component of Bloom's Taxonomy. Challenges people to design, construct, or invent a solution or answer for a specific situation. Creative thinking is one of the most sought after skills employers are looking for today in new hires.

**Evaluating**: the ability to judge, assess, or critique information and data in order to produce a creative solution to the situation at hand. Critical thinking is one of the top five skills employers are looking for today.

**Analyzing**: in order to evaluate one must organize, structure, and outline information gathered from research. It is important in this phase to include as much information as possible in order to organize it accordingly.

**Applying**: using and implementing the information gathered from research into different categories prior to analysis.

**Understanding**: having the ability to summarize, comparing, and interpreting the information is required if one wants to apply it in the next phase of the taxonomy.

**Remembering**: the foundation of Bloom's is to recognize, list, and identify the types of information found during research.