

Learning Taxonomies

Knowledge Acquisition- (Bloom)

6.0 Create	Putting elements together to form a novel, coherent whole or make an original product.	6.1 Generate 6.2 Plan 6.3 Produce
5.0 Evaluate	Making judgements based on criteria and standards	5.1 Check 5.2 Critique
4.0 Analyse	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose	4.1 Differentiate 4.2 Organise 4.3 Attribute
3.0 Apply	Carrying out or using a procedure in a given situation.	3.1 Execute 3.2 Implement
2.0 Understand	Determining the meaning of instructional messages, including oral, written and graphic communication.	2.1 Interpret 2.2 Exemplify 2.3 Classify 2.4 Summarise 2.5 Infer 2.6 Compare 2.7 Explain
1.0 Remember	Retrieving relevant knowledge from long-term memory	1.1 Recognise 1.2 Recall 1.3 List

Skill Acquisition (Dreyfus)

Expert	No Longer Relies On Rules, Guidelines Or Maxims; Operates From A Deep Understanding Of The Total Situation; Analytical Approaches Are Used Only In Novel Situations Or When A Problem Occurs; Vision Of What Is Possible.
Proficient	See Situations Holistically And Identifies Goals Or Salient Aspects Intuitively; Perceives Deviations From The Normal Pattern And Possesses Perspectives On A Situation; Decision-Making Is Less Laboured.
Competent	Perceives Actions At Least Partially In Terms Of Longer-Term Goals; Conscious Procedures; Makes Reasoned Decisions About New Situations Without Being Sure Of Appropriateness Of Decision.
Advanced Beginner	Minor Adjustment To Rules Or Plans Can Be Carried Out In Some Situations Under Supervision.
Novice	Rigid Adherence To Taught Rules Or Plans; No Story Of Contingency Plans For When Circumstances Vary From The Expected.

Affective Domain (Krathwohl)

Level	Characteristic	Some Verbs
Receiving	Developing awareness of ideas and phenomena	Ask Follow Reply Accept Prefer
Responding	Committing to the ideas etc by responding to them	Answer Recite Perform Report Select Follow Explore Display
Valuing	Being willing to be seen as valuing certain ideas or material	Justify Propose Debate Relinquish Defend Initiate
Organization and Conceptualisation	To begin to harmonise internalized values	Arrange Combine Compare Balance Theorize
Characterisation by Value	To act consistent with the internalised values	Discriminate Question Revise Change

“Significant Learning” (Fink)

	Description	Some Verbs
Foundational Knowledge	Understand and remember	name list describe
Application	Critical, creative and practical thinking; problem solving	Analyse interpret apply
Integration	Make connections among ideas, subjects, people	Describe integrate
Human Dimensions	Learning about and changing one's self; understanding and interacting with others	Reflect assess
Caring	Identifying/changing one's feelings, interests, values.	Reflect interpret,
Learning to learn	Learning how to ask and answer questions, becoming a self-directed learner	Critique analyze

Psychomotor Domain (Simpson)

Level	Characteristic	Some Verbs
Perception / Observing	Here the student is simply observing the procedure	Observe Listen Detect
Guided Response / Imitation	The student can follow instructions but needs to be instructed	Copy React Follow Reproduce
Mechanism	This is an intermediate stage where proficiency and confidence are growing	Organise Manipulate
Complex response	Proficiency has grown and performance is quick and accurate with little or no hesitation	The verbs are essentially the same as Mechanism, but modified by 'accurately' or 'quickly'
Adaptation	The student has such ability that they can combine and integrate related aspects of the skill without guidance	Reorganise Alter Rearrange Vary Internalise
Origination	The student has internalized automatic mastery of the skill	Compose Construct Design Initiate Create

Solo Taxonomy (Biggs)

	Characteristic	Some Verbs
Pre-Structural	Incompetent, nothing known about the area	-
Uni-Structural	One relevant aspect is known	List, Name Memorize
Multi-structural	Several relevant independent aspects are known	Describe Classify Combine
Relational	Aspects of knowledge are integrated into a structure	Analyse, Explain, Integrate
Extended Abstract	Knowledge is generalised into a new domain	Predict, Reflect, Theorise

5. Extended abstract	There is recognition that the given principle is an instance of a more general case. Hypotheses about examples <i>not</i> given are entertained, and the conclusions are held open.	
4. Relational	Most or all of the evidence is accepted, and attempts are made to reconcile. Conflicting data are placed into a system that accounts for the given context.	
3. Multi-structural	Several consistent aspects of the data are selected, but any inconsistencies or conflicts are ignored or discounted so that a firm conclusion is reached.	
2. Uni-structural	An answer based on only one relevant aspect of the presented evidence so that the conclusion is limited and likely dogmatic.	
1. Pre-structural	Cue and response confused. Student avoids the question, repeats the question, a firm closure based on 'guesstimate'.	

Cognitive (Anderson et Al.)

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Metacognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualise