

# Teaching Bloom's Taxonomy to students

## A four-step winning formula

### 1 Ask: What's the difference between studying and learning?

Every student will have a different answer because everyone experiences different levels of learning. This paves the way for them to intuitively accept Bloom's Taxonomy.

### 2 Ask: Would you study harder to make an A on a test or teach the material to the class?

Most students will say option 2 is harder. Being able to teach the material proves full understanding of it. We want to go from make-an-A mode to teach-the-material mode.

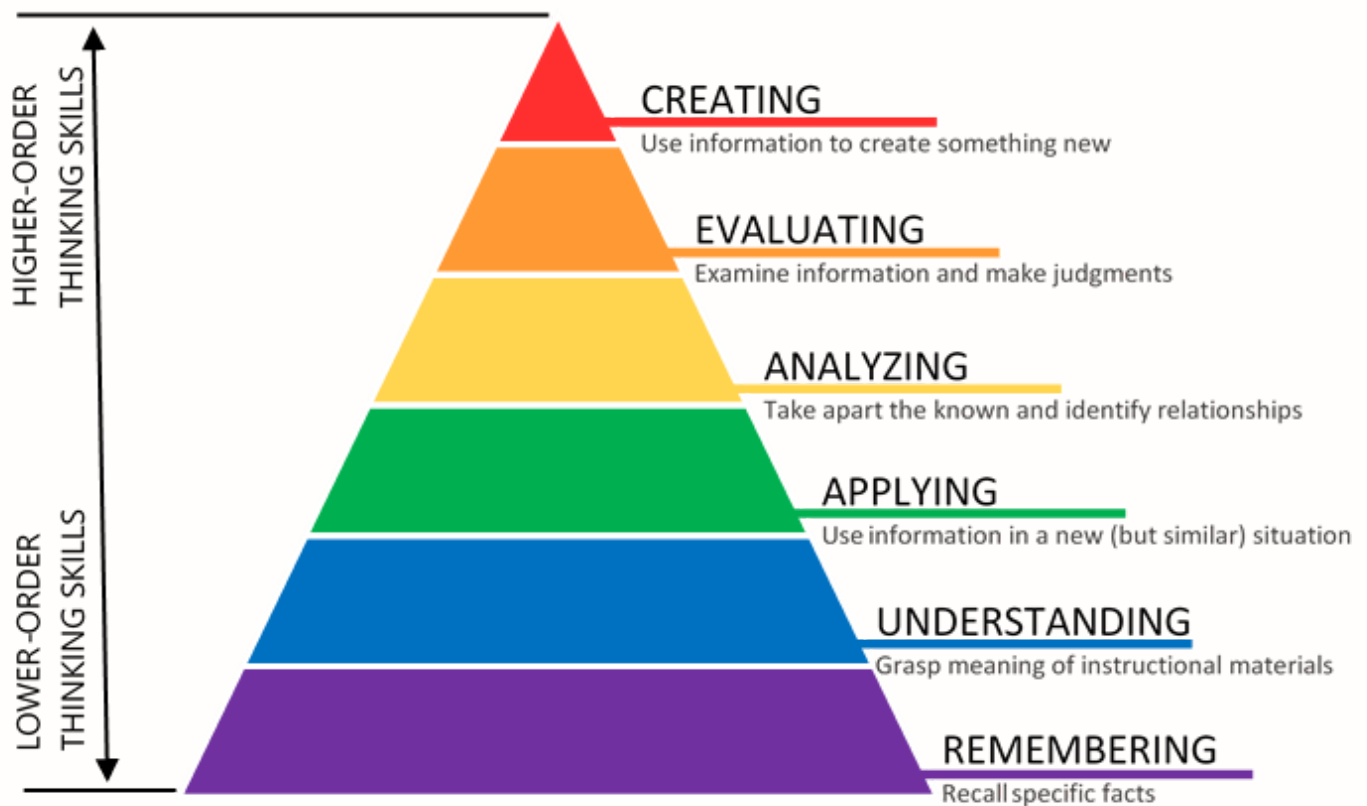
### 3 Present: Bloom's Taxonomy (view back of handout)

### 4 Ask: At what level of Bloom's have you been operating? At what level do you need to be operating now?

By making this comparison, students can begin to have learning goals instead of GPA goals. Urging them to express their learning goals in terms of Bloom's levels positively impacts their study habits and academic performance.



## BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



Reference: McGuire, S., N. (2015). Teach Students How To Learn. Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation. Stylus Publishing, LLC. Sterling, Virginia.

