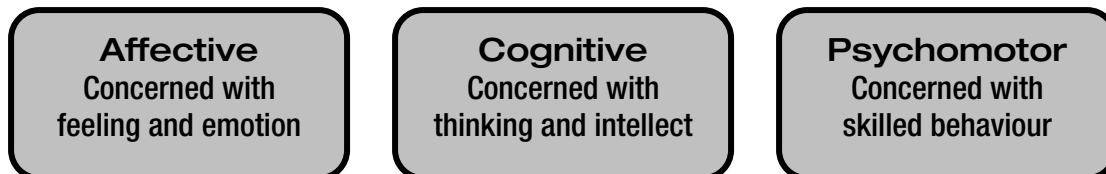


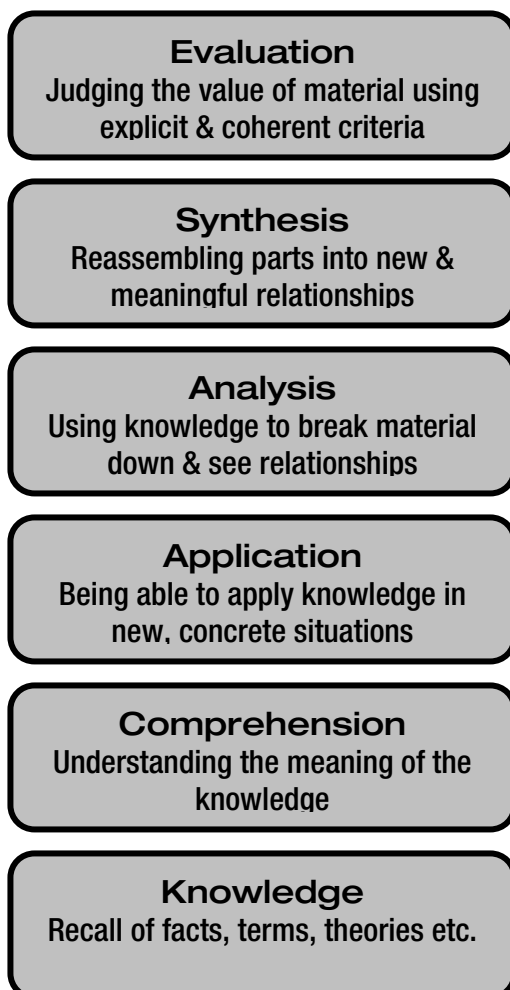
Creating Resources Using Bloom's Theory

Bloom's theory helps us to plan more effective resources by helping us to consider the different types of learning we might want to stimulate.

Bloom's approach starts by pointing out that that nature of the learning process used in any situation depends on the nature of the material to be learned. Broadly, the material to be learned falls into one of three domains:



Within each domain, learning can take place at a number of levels ranging from simple to complex. Paying attention to how the material we want to teach corresponds to the different domains and levels within Bloom's taxonomy allows us to set clear objectives and consequently to choose the most appropriate ways of stimulating the appropriate learning. Within the cognitive domain, Bloom presents the following hierarchy:



Bloom's hierarchy can be useful in resource design in a number of ways.

- It draws our attention to the fact (often ignored) that there is far more to learning than being able to recall something later. Bloom's hierarchy suggests that this is a fairly low level of learning and consequently directs us towards more complex types of outcome.
- It suggests that different types of outcome demand different types of learning **process**. Analysis and synthesis must be approached differently from recall. This helps us to avoid the trap of producing repetitive 'tell-question-tell-question' learning resources.
- It helps us to **sequence** activities within a resource package. Learners can't comprehend what they don't know and they can't apply what they don't comprehend. This should be reflected in the way the package is put together and experienced by the learner.
- Because the same material can often be approached at several different levels it helps us to plan differentiation into our resources by specifying outcomes that **all**, **most** or **some** of the learners will be able to attain through using the resource.

Briefly outline the material that you want to teach to the learners. Then identify three levels of Bloom's hierarchy (or the corresponding ones for the affective or psychomotor domains) at which the material can be approached. Then identify what the learning at each level will actually involve.

Material	Levels	Learning

Now translate the learning at each level into one or more outcomes. You can differentiate your outcomes by distinguishing between the learning that all, most and some of the learners will be able to achieve. For each set of outcomes, briefly outline how you will assess whether it has been met by each learner.

	Outcome(s)	Activities/assessment
All		
Most		
Some		