

Bloom's Taxonomy in Instructional Design: Applications Beyond Learning Objectives

Allison Gardner, PhD, CHCP

What works in CME?

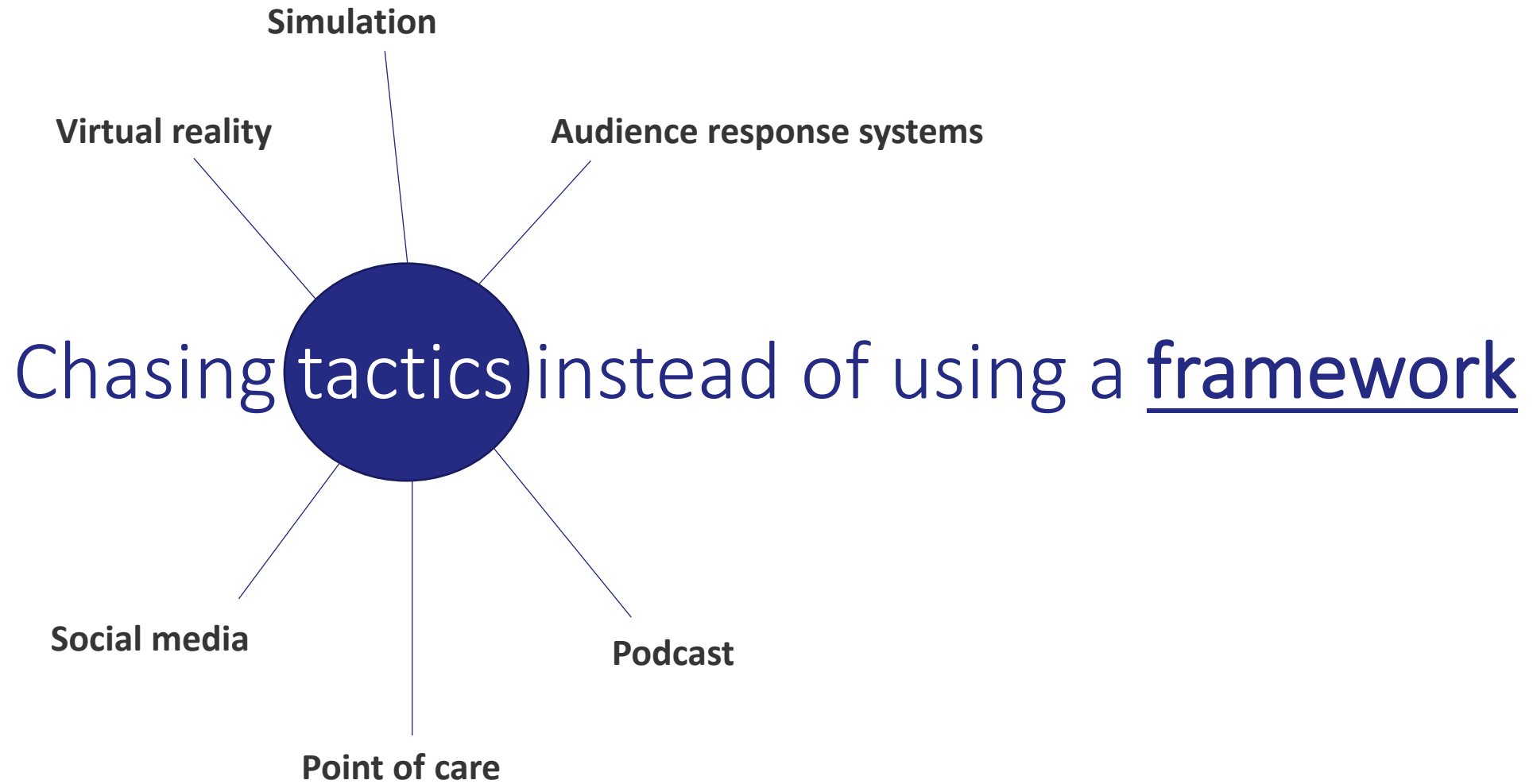
Interactive

Relevant

Multi-modal

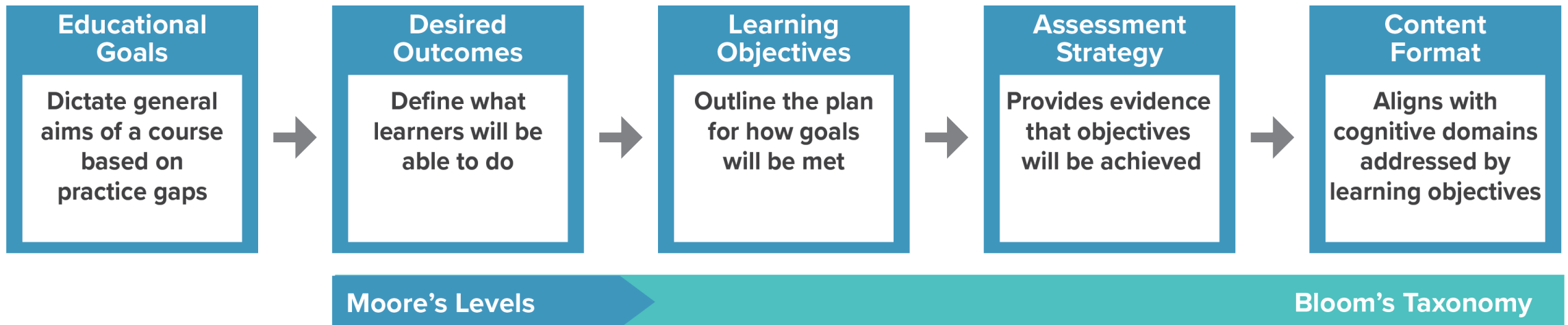
Longitudinal

Case-based



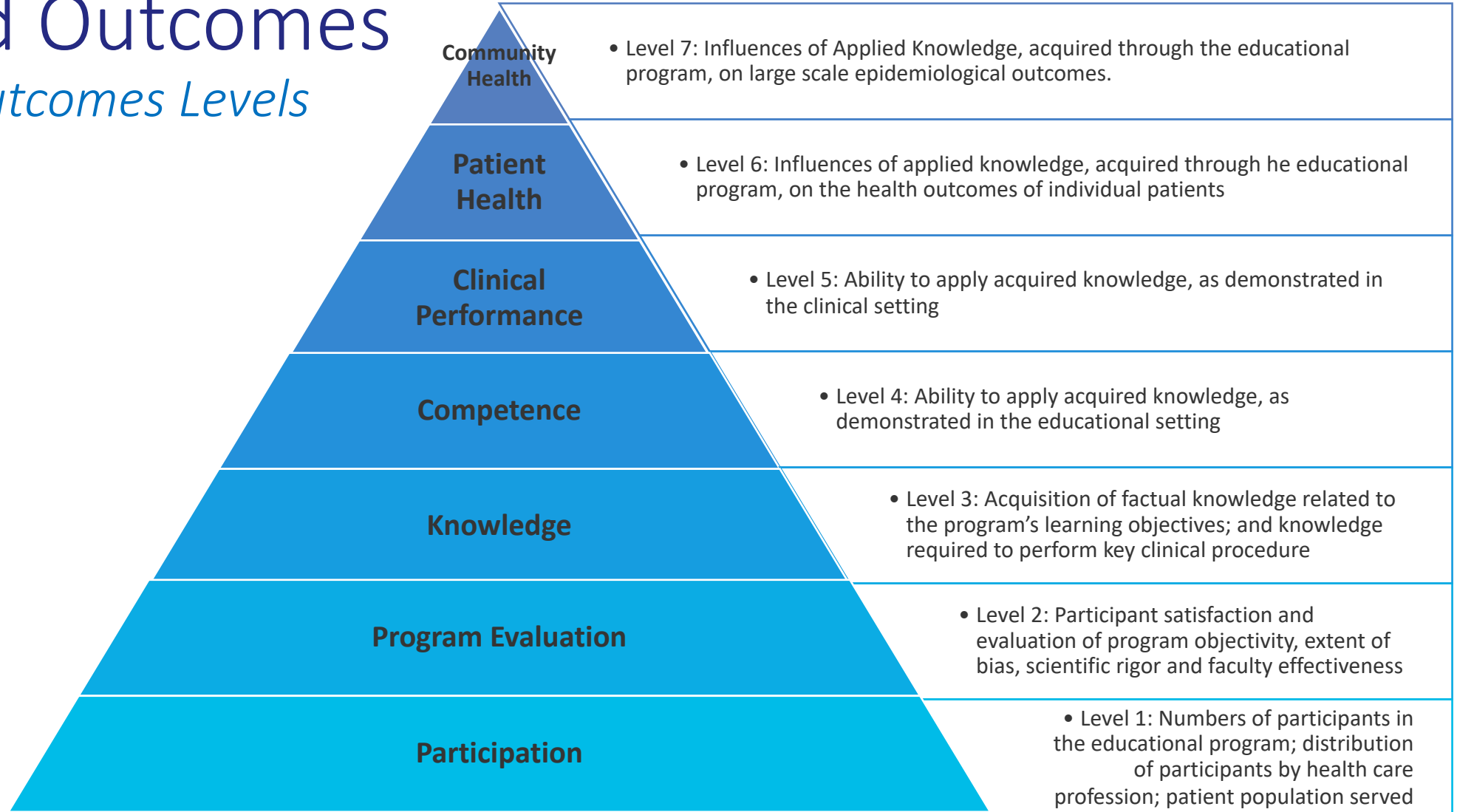
Planning for Education: Go in Reverse

Backward Design Approach



Desired Outcomes

Moore's Outcomes Levels



Selecting Action Verbs for Learning Objectives

Bloom's Taxonomy



Bloom's Taxonomy for Learning Objectives

Mapping Action Verbs to Cognitive Domains

Remember

- Describe
- Identify
- Outline
- Recognize

Understand

- Classify
- Explain
- Paraphrase
- Summarize

Apply

- Apply
- Customize
- Incorporate
- Use

Analyze

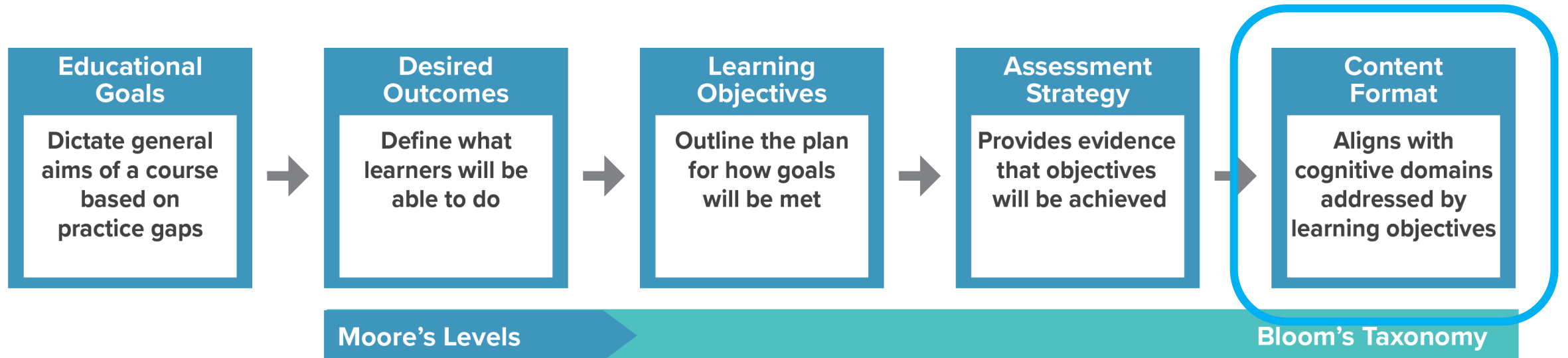
- Differentiate
- Illustrate
- Organize
- Select

Create

- Compose
- Facilitate
- Improve
- Rewrite

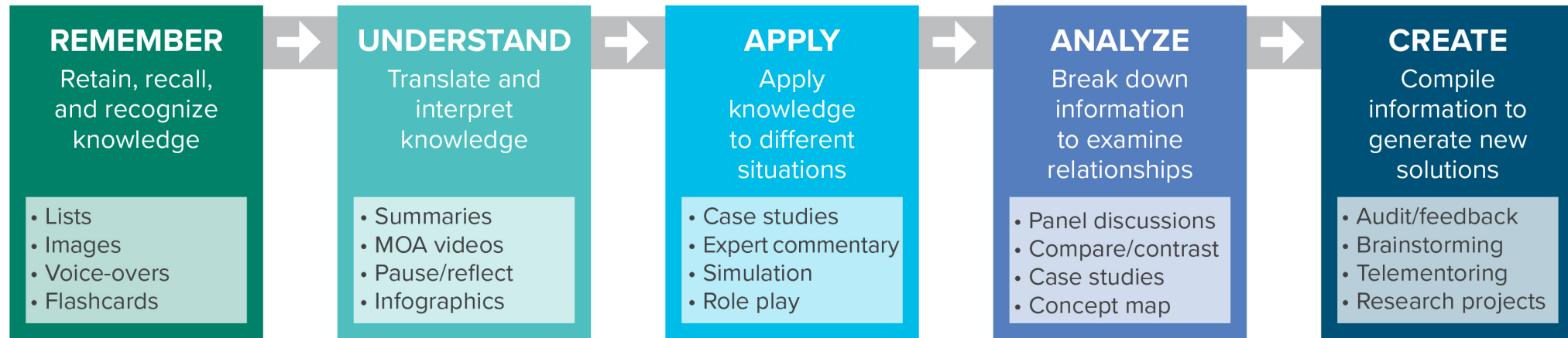
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Pulling the Thread All the Way Through

Bloom's Taxonomy Guides Content Formats



Intentional Instructional Design Framework

Connecting All Course Elements Together

1. Educational goals based on contemporary practice gaps are clearly defined at the outset of planning
2. Learning objectives are designed to meet the desired outcomes
Moore's outcomes levels -> Bloom's cognitive domains
3. Assessments and content formats reflect the complexity of the learning objectives' cognitive domains