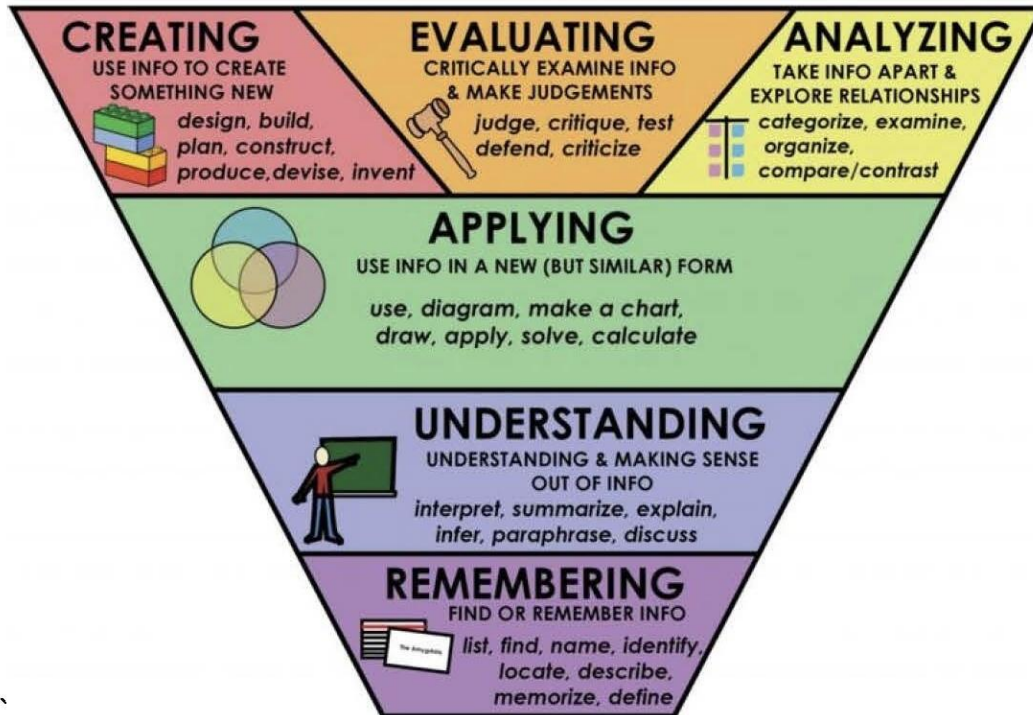


Instructional Guidelines

BLOOM'S TAXONOMY



Rawia Inaim / Kwantlen Polytechnic University

Blooms Taxonomy

At WCP it is important that instructional methods and strategies are driven by empirically sound practices. Bloom's taxonomy is described as "The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice (Vanderbilt University, 2020).

REMEMBERING

- List, find, name, identify, locate, describe, memorize, define
Recognize, recall

UNDERSTANDING

- Interpret, summarize, explain, infer, paraphrase, discuss, exemplify, compare

APPLYING

- Use, diagram, make a chart, draw, apply, solve, calculate, execute, implement

ANALYZING

- Categorize, examine, organize, compare/contrast, differentiate, attribute

EVALUATING

- Judge, critique, test, defend, criticize, check

CREATING

- Design, build, plan construct, produce, devise, invent, generate

- Design, build, plan construct, produce, devise, invent, generate

The Following Instructional Strategies are Implemented at WCP:

- Differentiated Instruction
- Direct Instruction
- Experiential Learning
- Individualized Learning
- Inquiry Based Learning
- Internship Based Learning
- Kinesthetic & Movement Based Instruction
- Lectures
- Metacognitive Strategies
- Multisensory Approaches
- Scaffolding
- Service Learning
- Student Centered Learning
- The Student Teacher Alliance
- Task Analysis
- Teaching Centered Learning
- Technology Based Instruction