**BLOOM’S TAXONOMY OF LEARNING OBJECTIVES (revised)**


---

<table>
<thead>
<tr>
<th>KNOWING or REMEMBERING</th>
<th>COMPREHENDING or UNDERSTANDING</th>
<th>APPLYING</th>
<th>ANALYZING</th>
<th>SYNTHESIZING or EVALUATING</th>
<th>CREATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Arrange</td>
<td>Adapt</td>
<td>Analyze</td>
<td>Assess</td>
<td>Adapt</td>
</tr>
<tr>
<td>Define</td>
<td>Associate</td>
<td>Apply</td>
<td>Appraise</td>
<td>Assemble</td>
<td>Anticipate</td>
</tr>
<tr>
<td>Draw</td>
<td>Classify</td>
<td>Compute</td>
<td>Detail</td>
<td>Build</td>
<td>Collaborate</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Convert</td>
<td>Coordinate</td>
<td>Determine</td>
<td>Choose</td>
<td>Combine</td>
</tr>
<tr>
<td>Find</td>
<td>Describe</td>
<td>Demonstrate</td>
<td>Calculate</td>
<td>Compare</td>
<td>Communicate</td>
</tr>
<tr>
<td>Label</td>
<td>Discuss</td>
<td>Develop</td>
<td>Classify</td>
<td>Contrast</td>
<td>Construct</td>
</tr>
<tr>
<td>List</td>
<td>Explain</td>
<td>Dramatize</td>
<td>Compare</td>
<td>Debate</td>
<td>Create</td>
</tr>
<tr>
<td>Locate</td>
<td>Explain</td>
<td>Employ</td>
<td>Contrast</td>
<td>Estimate</td>
<td>Design</td>
</tr>
<tr>
<td>Match</td>
<td>Identify</td>
<td>Establish</td>
<td>Correlate</td>
<td>Formulate</td>
<td>Facilitate</td>
</tr>
<tr>
<td>Memorize</td>
<td>Interpret</td>
<td>Examine</td>
<td>Critique</td>
<td>Generate</td>
<td>Forecast</td>
</tr>
<tr>
<td>Name</td>
<td>Locate</td>
<td>Extrapolate</td>
<td>Defend</td>
<td>Hypothesize</td>
<td>Generate</td>
</tr>
<tr>
<td>Recall</td>
<td>Match</td>
<td>Illustrate</td>
<td>Detect</td>
<td>Integrate</td>
<td>Initiate</td>
</tr>
<tr>
<td>Recite</td>
<td>Paraphrase</td>
<td>Implement</td>
<td>Dissect</td>
<td>Judge</td>
<td>Model</td>
</tr>
<tr>
<td>Record</td>
<td>Report</td>
<td>Instruct</td>
<td>Distinguish</td>
<td>Justify</td>
<td>Negotiate</td>
</tr>
<tr>
<td>Recognize</td>
<td>Research</td>
<td>Interview</td>
<td>Examine</td>
<td>Manage</td>
<td>Organize</td>
</tr>
<tr>
<td>Select</td>
<td>Sort</td>
<td>Manipulate</td>
<td>Inspect</td>
<td>Predict</td>
<td>Perform</td>
</tr>
<tr>
<td>State</td>
<td>Summarize</td>
<td>Modify</td>
<td>Inventory</td>
<td>Prescribe</td>
<td>Plan</td>
</tr>
<tr>
<td>Tabulate</td>
<td>Translate</td>
<td>Operate</td>
<td>Research</td>
<td>Prepare</td>
<td>Produce</td>
</tr>
</tbody>
</table>

---

**Teaching Strategies**

- Lecture
- Video
- Illustrations
- Examples
- Visuals

- Questions
- Discussion
- Review
- Test
- Exercises

- Practice
- Demonstrations
- Presentations
- Projects
- Role play
- Micro-teach

- Problem solving
- Case Studies
- Critical Incidents
- Discussion
- Questioning
- Test

- Projects
- Problem solving
- Case studies
- Plan development
- Constructing
- Simulation

- Simulations
- Critiques
- Complex case study
- Design and development
- Product generation
- Producing

---

**UNMC faculty development**  www.unmc.edu/facdev

---

**Blooms Taxonomy of Learning Objectives:**

- **Lower order thinking:** Lecture, Video, Illustrations, Examples, Visuals
  - Questions, Discussion, Review, Test, Exercises

- **Higher order thinking:** Practice, Demonstrations, Presentations, Projects, Role play, Micro-teach
  - Problem solving, Case Studies, Critical Incidents, Discussion, Questioning, Test

---

**UNMC faculty development**  www.unmc.edu/facdev