When you have a reading something, try and determine what level of Bloom’s Taxonomy you are functioning at? At what level is your braining functioning? And thus, at what level is it changing you?

Below is Bloom’s Taxonomy for the Knowledge domain. The “higher up” the table you go, the more complex the cognitive thinking, processing and functioning. The deeper the learning.

|  |  |  |
| --- | --- | --- |
| **Level of Thinking** | **Comprehension Statement** | **Focusing Question** |
| **Creating** | I have created new knowledge. | How has this author changed what I understand? |
| **Evaluating** | I can critically examine this authors message. | How has the author’s perspective influence what he/she tells me? |
| **Analysing** | I can take my understanding to deeper level. | how is this similar to (or different from) other material I’ve read? |
| **Applying** | I can use my understanding in some meaningful way. | How can I connect what this author is telling me to understand something better? |
| **Understanding** | I can understand what the author is telling me. | What does this author want me to understand? |
| **Remembering** | I can recall specific details, information and ideas from this text. | What do I need to remember to make sense of this text? |

**Self-Questioning Chart for Learners (Bloom’s Taxonomy)**

The deeper and complex the learning

Doug Buehl (2007)