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RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

Presentation Given to DOD-Instructional Systems Designer's COP 3/28/07

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Workshop OBJECTIVES –

1. To Differentiate Bloom's Levels
2. To Comprehend Competencies
3. To Apply Bloom's Taxonomy to Competencies

INTRODUCTION:

- What is Bloom's Taxonomy?
- What are competencies?
- How are these two issues related?

LEVELS of Bloom's Taxonomy:

1. **Knowledge**—recall
2. **Comprehension**—understand
3. **Application**—use, practice
4. **Analysis**—dissect, generalize
5. **Synthesis**—create, combine
6. **Evaluation**—appraise, value

Definition of Competencies:

"Competencies encompass the clusters of skills, knowledge, abilities, and behaviors required for success across all professional jobs"

The American Society of Training & Development
Mapping the Future, 2004

RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

- Bloom's LEVELS are a way of categorizing competencies - pieces – KNOWLEDGE, SKILLS, ABILITIES and BEHAVIOR
- Let's see just how Bloom defines these terms

RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

<u>KNOWLEDGE</u>	<u>COMPREHENSION</u>	<u>APPLICATION</u>	<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
Define	Restate	Interpret	Distinguish	Compose	Judge
Repeat	Discuss	Apply	Analyze	Plan	Appraise
Record	Describe	Employ	Differentiate	Propose	Evaluate
List	Explain	Use	Appraise	Design	Rate
Recognize	Express	Calculate	Calculate	Formulate	Compare
	Identify	Estimate	Experiment	Arrange	Value
		Illustrate	Test	Collect	Revise
		Operate	Compare	Construct	Score
		Schedule	Contrast	Create	Select
		Sketch	Criticize	Set up	Choose
			Diagram	Organize	Assess
			Inspect	Manage	Estimate
			Debate	Prepare	Measure
			Inventory		Justify
			Question		Defend
			Relate		

BLOOM-- from “KNOWLEDGE to ASSESSMENT”

METHODS

Projects
Problems
Case studies
Creative exercises
Develop plans
Constructs
Simulations

Case studies
Projects
Exercises
Critiques
Simulations
Appraisals

EVALUATION

Judge
Appraise
Evaluate
Rate
Compare
Value
Revise
Score
Select
Choose
Assess
Estimate
Measure
Justify
Defend

SYNTHESIS

Compose
Plan
Propose
Design
Formulate
Arrange
Collect
Construct
Create
Set up
Organize
Manage
Prepare

ASSESSMENT

Essay/Reports/Paper
Practical Exercise
Case Studies
Role Play
Learning Portfolio
Simulations

Problems
Exercises
Case studies
Critical incidents
Discussion
Questions
Test

ANALYSIS

Distinguish
Analyze
Differentiate
Appraise
Calculate
Experiment
Test
Compare
Contrast
Criticize
Diagram
Inspect
Debate
Inventory
Question
Relate

Exercises
Practice
Demonstrations
Projects
Sketches
Simulations
Role play
Micro teach

APPLICATION

Interpret
Apply
Employ
Use
Calculate
Estimate
Illustrate
Operate
Schedule
Sketch

Questions
Discussion
Review
Test
Assessment
Reports
Learner
Presentations
Writing

COMPREHENSION

Restate
Discuss
Describe
Explain
Express
Identify

Lecture
Visuals
Video
Audio
Examples
Instructions
Analogies

KNOWLEDGE

Define
Repeat
Record
List
Recognize

BLOOM'S LEVELS

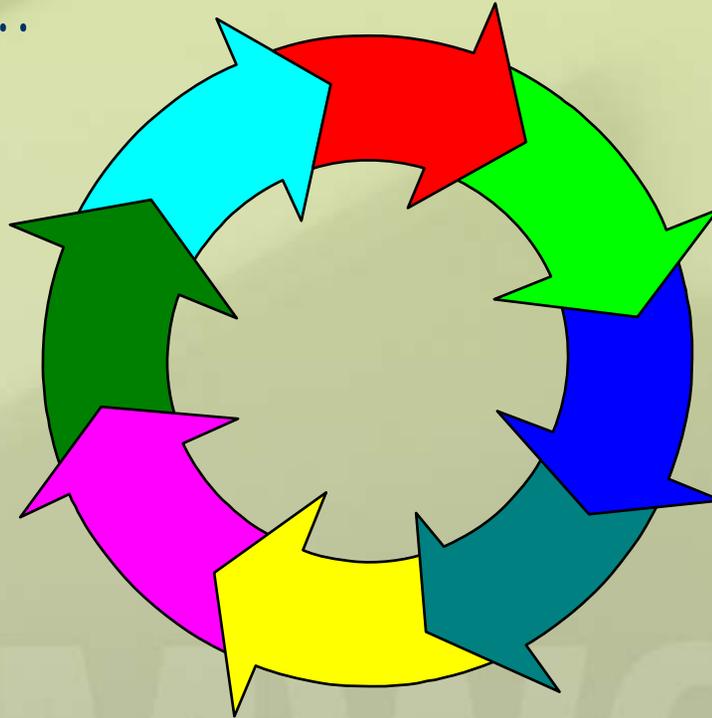
RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

SUMMARY of Key Points:

- Competencies are KSAs and Behaviors
- Bloom Categorized these into levels and identified behaviors for each level along with methods to Test or Achieve the Level
- Knowing the relationship of Bloom to Competencies will help all trainers build the right curriculum for the appropriate objective

RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

- It is all related...



RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

- OPM has provided a definition of most major core competencies
- Within that definition lies a type of behavior that needs to be performed
- For each level of Bloom there is a level of mental challenging behavior and from the questions listed under each of Bloom's mental category – we can see how they relate to competencies

RELATIONSHIP OF BLOOM'S TAXONOMY TO COMPETENCIES

- **KNOWLEDGE** – Who, What, When, Where, and How/ **DESCRIBE**
- **COMPREHENSION**– Retell
- **APPLICATION**– How is... an example of...?/How is ... related to...?/
Why is ... significant?
- **ANALYSIS**– What are the parts or features of...?/ Classify... according to.../ Outline and/or Diagram.../ How does... compare/contrast with ...?/ What evidence can you list for...?
- **SYNTHESIS**– What would you predict/infer from... ?/ What ideas can you add to...?/ How would you create/design a new...? What might happen if you combined...?/ What solutions would you suggest for...?
- **EVALUATION**– Do you agree...?/ What do you think about...?/ What is the most important...?/ Place the following in order of priority.../ How would you decide about...?/ What criteria would you use to assess...?

QUESTIONS?

- Any Questions or Comments Someone Wants to Share on The Topic of Competencies?
- Thank you for your participation and attention. Dr. Grunin