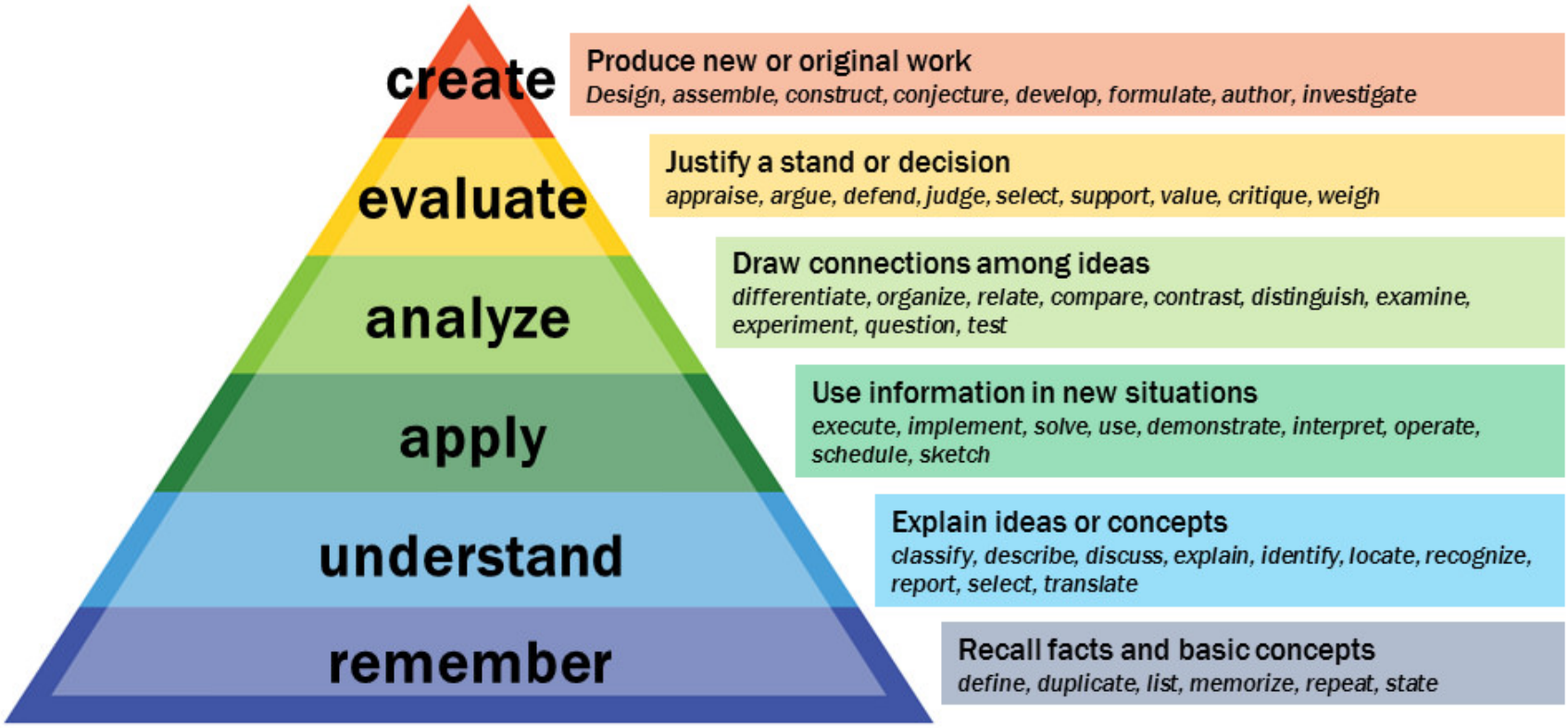
Bloom's Taxonomy



Vanderbilt University Center for Teaching

Complexity	Active Learning Strategy	Description
Low Complexity	Question and Answer	Students orally respond to a question, comment, etc. either voluntarily or by cold calling.
	One Minute Paper/Focused Listing/One Sentence Summary	Short writing task designed to allow students to focus attention on a single important item, name, or concept from a particular lesson/session.
	Think/Pair/Share	Short, individual written response to a prompt/ question, then instructed to share and discuss briefly with partner, then asked to share with larger group.
	Brain Dump/Free Write	Short write in which students write down everything they know about an announced topic.
	Muddiest Point	At some point during or after an in-class presentation, students write a quick response to the prompt, "What was the muddiest point in __?"
	Misconception/ Preconception Check	Simple technique for gathering information on what students perceive they already know.
	Application Activity	Written activity in which students apply 1-2 principles and concepts in real life situation.
	Student-Generated Questions	Students create questions for quizzes of exams that are crafted to capture central elements in the course.
	Formative Quizzes/ Surveys	Ungraded quizzes/ surveys to determine comprehension.
	Personal Response System	Students participate in lecture by responding to questions/statements via computers/ wireless technology.
	Self/Peer Formative Assessments	Activities that require students to assess performance against applicable criteria; extend to offer specific suggestions for improvement.

Complexity	Active Learning Strategy	Description
Moderate Complexity	Small Group Presentations/Discussions	Presentations/discussions of course material.
	Role Playing/Simulations/Games	Students and/or faculty performing specific roles for demonstration purposes. Simulations/games include guiding principles, specific rules and structured relationships.
	Categorizing Grid/Pro-Con Grid	Students are presented with 2-3 important categories along with scrambled subordinate terms, images, equations or other items that belong in one or another of the subordinate categories.
	Defining Features Matrix/Memory Matrix	Students categorize concepts presented according to presence/absence of defining features.
	Debates	Small or large group structured exploration of central concepts, data, beliefs, values.
	Peer Teaching	Students teaching each other basic and/or intermediate levels of course materials or needed skills.
	Concept Maps	Drawings or diagrams that show the mental connections that students make between a major concept presented and other concepts they have learned.
High Complexity	Cases	Scenarios that require students to integrate their skills to solve problems that relate to course materials.
	Cooperative Cases	Scenario-based problem-solving activity using small groups to tackle specific questions/issues from larger list.
	Jigsaw	Team-based: each member becomes subject matter expert in 1 or 4 areas selected from current course material. Each member teaches their subject matter.
	Cooperative Learning/ Problem Based Learning	Students work together to learn course knowledge and to develop course skills.

Adapted from Van Amburgh et al, 2007. American Journal of Pharmaceutical Education. 71(5).

Small Group Breakout Session Activity

1.Identify a learning objective from one of your classes.

2.What level of Blooms is the learning objective?

3.Looking at the Active Learning Inventory, what type of activities could match well with this learning objective?

4.How might you go about applying that activity in your class?

5.How could this activity be delivered online?