**Bloom's Taxonomy**

| | | |
|---|---|---|
| EVALUATION | CREATE | **Produce new or original work** — Design, assemble, construct, conjecture, develop, formulate, author, investigate |
| SYNTHESIS | EVALUATE | **Justify a stand or decision** — Appraise, argue, defend, judge, select, support, value, critique, weigh |
| ANALYSIS | ANALYSE | **Draw connections among ideas** — differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test |
| APPLICATION | APPLY | **Use information in new situation** — Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch |
| COMPREHENSION | UNDERSTAND | **Explain ideas or concepts** — Classify, discribe, discuss, explain, identify, locate, recognize, report, select, translate |
| KNOWLEDGE | REMEMBER | **Recall facts and basic concepts** — define duplicate, list, memorise, repeat, state |

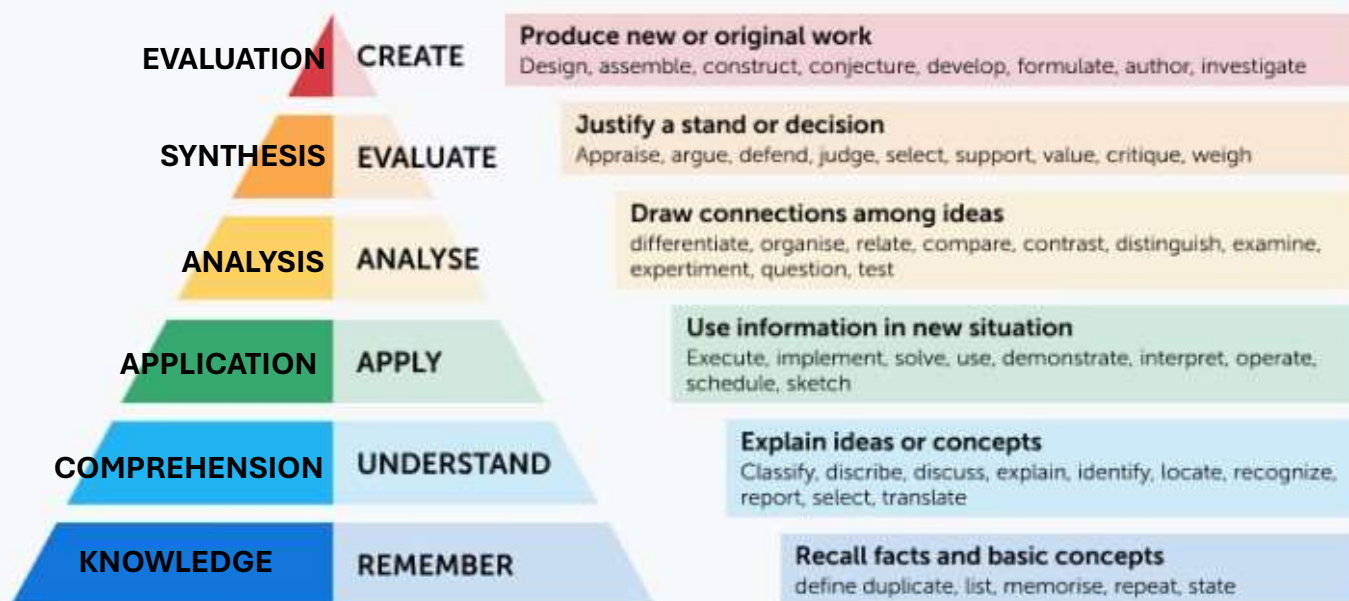## 1. Remember

This stage of learning is about memorizing basic facts, dates, events, persons, places, concepts and patterns.

In corporate training, remembering is about memorizing key company facts, product details, compliance rules, or standard operating procedures. For example, learners might be asked to recall:

The core values of the company.
Safety protocols for their work environment.
Key product features and benefits.
This stage involves recognizing (product names, or safety signs from memory) and recalling (memorizing and retrieving important company policies or product information).

## 2. Understand

Understanding in a corporate setting moves learners beyond rote memorization, encouraging them to explain concepts in their own words or interpret data. Examples include:

Describing the impact of a new policy on daily operations.
Interpreting a sales graph to summarize quarterly performance.
Key processes here include:

interpreting data,
exemplifying through case studies,
classifying types of customer feedback,
summarizing project reports,
inferring conclusions from meeting discussions,
comparing different leadership styles,
and explaining the rationale behind strategic decisions.

## 3. Apply

Now, it's time to use learned information in new but related contexts, such as solving problems or executing tasks based on training.

Corporate learners might be tasked with:

Applying a new sales technique in a role-play scenario.
Using a software tool to manage customer relationships.
This stage emphasizes executing (following a procedure for a familiar task) and implementing (applying a procedure in a new context).

## 4. Analyse

Analysis in corporate training entails breaking down complex information or processes to understand their components and relationships.

Learners might:

Analyse sales data to identify trends.
Examine a project's failure to pinpoint contributing factors.
Activities focus on differentiating between relevant and irrelevant data, organizing parts of a project to outline its structure, and attributing causes to an outcome, such as determining the factors leading to a successful product launch.

## 5. Evaluate

Evaluation requires judgment and critical thinking to assess the value or effectiveness of something, based on criteria and standards. In a corporate environment, this could involve:

Assessing the feasibility of a new market expansion plan.
Critiquing a proposed project management approach.
Learners engage in checking (evaluating the consistency of an argument) and critiquing (judging a proposal against set criteria).

## 6. Create

Creation, the pinnacle of Bloom's Taxonomy, entails producing something new or original. This stage is vital for innovation within the company. Examples include:

Designing a marketing strategy for a new product.
Developing a training program for new hires.
Key cognitive processes are generating (coming up with a new business strategy), planning (outlining a project plan), and producing (creating a new product design).

In the table, there's also a description for each level. You'll see verbs that represent a certain level in the knowledge dimension and examples of how a particular one can be implemented in real life.

| Level | Description | Verbs | | | | Examples |
|---|---|---|---|---|---|---|
| | | **Knowledge dimension** | | | | |
| | | **Factual** | **Conceptual** | **Procedural** | **Metacognitive** | |
| **Creating** | Using diverse elements to build a completely new structure. It also involves putting various parts together to form a whole. | **Generate** (a daily activity log). **Write** (a short story). **Combine** (the components). | **Gather** (an experts team). **Devise** (a classification system). **Plan** (the activities). | **Design** (a workflow project). **Develop** (an approach to solve the problem). **Compose** (poetry). | **Produce** (a theory of learning style). **Create** (a portfolio). **Actualize** (the plan). | Turn a "regular" recipe for lasagna into a "healthy" recipe by finding replacements for certain ingredients. Explain why the chosen substitutes are better than the original ingredients. |
| | | Invent, categorize, compile, compose, explain, modify, organize, plan, arrange, summarize, tell, build, choose, construct, estimate, formulate, imagine, invent, make up, originate, predict, propose, solve, discuss, modify, change, improve, adapt, minimize, maximize, elaborate, test, improve. | | | | Write a working manual for a company's employees. |
| **Evaluating** | Defending your own opinion, or presenting a new one. Judging the value and quality of work, information and ideas. The judgment is based on certain criteria and standards. | **Check** (the consistency of sources). **Criticize** (an article). **Rank** (the current issues). | **Define** (the relevance of an outcome). **Review** (the objectives). **Assess** (the likeliness of a result). | **Judge** (the efficiency of a process). **Evaluate** (the rightness of a technique). **Conclude** (the system's working mechanism). | **Reflect** (on the progress). **Rate** (the effectiveness of a strategy). **Prioritize** (the use of programs). | Choose the best blogging platform for beginners. Explain the reasons for such a choice. Judge the effectiveness of a learning style and select an option that is more efficient. |
| | | Appraise, compare, conclude, defend, describe, discriminate, explain, justify, relate, summarize, support, award, decide, determine, dispute, measure, mark, recommend, select, agree, prove, perceive, value, estimate, influence, deduct. | | | | |
| **Analyzing** | Examining the information and separating it into component parts. Determining and understanding the organizational structure and relation between those parts. Distinguishing facts and hypothesis. | **Choose** (the fullest activity list). **Classify** (the words). **Order** (the importance of the events). | **Distinguish** (the attitudes). **Identify** (the levels of awareness). **Explain** (the importance of understanding the rule). | **Integrate** (the approved framework). **Compare** (the opposing approaches). **Differentiate** (the related terms). | **Match** (the learning styles). **Analyze** (one's prejudice). **Achieve** (a level of understanding). | List 4 apps for keeping notes and talk about the advantages of each one. Add references. Gather the information about the new students and select the best studying program for them. |
| | | Break down, contrast, deconstruct, illustrate, infer, outline, select, separate, categorize, discover, dissect, divide, examine, inspect, simplify, survey, list, assume, conclude. | | | | |
| **Applying** | Solving problems and dealing with issues by using acquired knowledge. Applying the rules, facts and techniques to new situations and scenarios. | **Use** (a certain algorithm). **Answer** (the common question). **Classify** (the principles of fundraising). | **Give** (the advice). **Set** (the objectives). **Experiment** (with the reactions between components). | **Carry out** (the laboratory trials). **Employ** (the method). **Calculate** (the amount of possible damage). | **Select** (the matching solution). **Enhance** (the professional skills). **Construct** (the section of a site). | Deciding whether or not increased the consumption of carrots improves eyesight. Measure the reliability of a test using statistics laws. |
| | | Apply, change, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, show, solve, build, choose, develop, interview, make use, organize, experiment, plan, utilize, model, identify. | | | | |
| **Understanding** | Delivering the main ideas, as well as translating, comparing, interpreting, organizing, and describing information. Stating a problem, idea, or a fact in your own words to demonstrate your comprehension. | **Interpret** (a paragraph). **Categorize** (a product's features). **Summarize** (an article in your own words). | **Categorize** (the species). **Describe** (the rule in your own words). **Consider** (the connection between structure and its function). | **Paraphrase** (the definition for better understanding). **Clarify** (the given instructions). **Predict** (the future of an industry). | **Foresee** (the experiment's outcome). **Explain** (the working principles). **Execute** (a particular technique). | Compare the main characteristics of two devices with different types of processors. Make a step-by-step explanation of how to use a tool for gathering statistics. |
| | | Comprehend, convert, distinguish, estimate, extend, generalize, translate, compare, contrast, demonstrate, illustrate, outline, rephrase, show, classify, infer, exemplify, tag, comment, annotate. | | | | |
| **Remembering** | Answering the questions, as well as describing terms, facts and basic concepts through retrieving or recalling previously learned information. This doesn't necessarily involve a complete understanding of the meaning. | **Label** (routes on the map). **Spell** (a difficult word). **List** (the European capitals). | **Recognize** (the author of a composition). **Name** (the levels of Bloom's taxonomy). **Describe** (the history of a nation). | **Recall** (how to research keywords). **Recap** (the steps in reaching the agreement). **Tabulate** (the elaborate process). | **Outline** (the process of finding an inspiration). **Identify** (the downsides of a learning method). **Omit** (the irrelevant terminology). | Recite a poem or a passage from a novel. Name the prices for the products and services of a company from memory. |
| | | Retrieve, state, define, know, match, reproduce, select, omit, choose, find, show, relate, tell, locate, point out, highlight, bookmark, search. | | | | |

| Remember / Knowledge | Understand / Comprehension | Apply / Application | Analyse / Analysis | Evaluate / Synthesis | Create / Evaluation |
|---|---|---|---|---|---|
| Cite | Add | Acquire | Analyse | Appraise | Abstract |
| Define | Approximate | Adapt | Audit | Assess | Animate |
| Describe | Articulate | Allocate | Blueprint | Compare | Arrange |
| Draw | Associate | Alphabetize | Breadboard | Conclude | Assemble |
| Enumerate | Characterize | Apply | Break down | Contrast | Budget |
| Identify | Clarify | Ascertain | Characterize | Counsel | Categorize |
| Index | Classify | Assign | Classify | Criticize | Code |
| Indicate | Compare | Attain | Compare | Critique | Combine |
| Label | Compute | Avoid | Confirm | Defend | Compile |
| List | Contrast | Back up | Contrast | Determine | Compose |
| Match | Convert | Calculate | Correlate | Discriminate | Construct |
| Meet | Defend | Capture | Detect | Estimate | Cope |
| Name | Describe | Change | Diagnose | Evaluate | Correspond |
| Outline | Detail | Classify | Diagram | Explain | Create |
| Point | Differentiate | Complete | Differentiate | Grade | Cultivate |
| Quote | Discuss | Compute | Discriminate | Hire | Debug |
| Read | Distinguish | Construct | Dissect | Interpret | Depict |
| Recall | Elaborate | Customize | Distinguish | Judge | Design |

| Recite | Estimate | Demonstrate | Document | Justify | Develop |
|---|---|---|---|---|---|
| Recognize | Example | Depreciate | Ensure | Measure | Devise |
| Record | Explain | Derive | Examine | Predict | Dictate |
| Repeat | Express | Determine | Explain | Prescribe | Enhance |
| Reproduce | Extend | Diminish | Explore | Rank | Explain |
| Review | Extrapolate | Discover | Figure out | Rate | Facilitate |
| Select | Factor | Draw | File | Recommend | Format |
| State | Generalize | Employ | Group | Release | Formulate |
| Study | Give | Examine | Identify | Select | Generalize |
| Tabulate | Infer | Exercise | Illustrate | Summarize | Generate |
| Trace | Interact | Explore | Infer | Support | Handle |
| Write | Interpolate | Expose | Interrupt | Test | Import |
|  | Interpret | Express | Inventory | Validate | Improve |
|  | Observe | Factor | Investigate | Verify | Incorporate |
|  | Paraphrase | Figure | Layout |  | Integrate |
|  | Picture graphically | Graph | Manage |  | Interface |
|  | Predict | Handle | Maximize |  | Join |
|  | Review | Illustrate | Minimize |  | Lecture |
|  | Rewrite | Interconvert | Optimize |  | Model |
|  | Subtract | Investigate | Order |  | Modify |

| | | | | |
|---|---|---|---|---|
| | Summarize | Manipulate | Outline | | Network |
| | Translate | Modify | Point out | | Organize |
| | Visualize | Operate | Prioritize | | Outline |
| | | Personalize | Proofread | | Overhaul |
| | | Plot | Query | | Plan |
| | | Practice | Relate | | Portray |
| | | Predict | Select | | Prepare |
| | | Prepare | Separate | | Prescribe |
| | | Price | Subdivide | | Produce |
| | | Process | Train | | Program |
| | | Produce | Transform | | Rearrange |
| | | Project | | | Reconstruct |
| | | Provide | | | Relate |
| | | Relate | | | Reorganize |
| | | Round off | | | Revise |
| | | Sequence | | | Rewrite |
| | | Show | | | Specify |
| | | Simulate | | | Summarize |
| | | Sketch | | | |
| | | Solve | | | |
| | | Subscribe | | | |

|  |  | Tabulate |  |  |  |
|  |  | Transcribe |  |  |  |
|  |  | Translate |  |  |  |
|  |  | Use |  |  |  |