Bloom's Taxonomy

Bloom's Taxonomy is a framework that classifies educational objectives into different cognitive levels. It was developed by Benjamin Bloom and his colleagues in the 1950s and has since been widely used in instructional design and education. The taxonomy consists of six cognitive levels, each associated with specific verbs that describe the type of thinking or action a learner should demonstrate after completing a learning experience. These verbs are often used when crafting learning objectives:

1. **Remember**: This level involves recalling facts, concepts, or information. Verbs associated with this level include "define," "list," "recall," and "identify." For IAAPA EduSessions, you might use this level when you want learners to remember key industry terms or safety regulations.

2. **Understand**: Understanding requires the ability to explain ideas or concepts in one's own words. Verbs such as "explain," "describe," "summarize," and "interpret" are appropriate at this level. In EduSessions, you might use this level to ensure participants understand the principles behind attraction design.

3. **Apply**: Application involves using knowledge in new situations or solving problems. Verbs like "apply," "solve," "demonstrate," and "illustrate" are relevant here. For IAAPA EduSessions, you might want attendees to apply their knowledge of safety protocols to real-world scenarios.

4. **Analyze**: At this level, learners are expected to break down information into parts and examine relationships. Verbs like "analyze," "compare," "contrast," and "differentiate" are used. In EduSessions, this might involve analyzing the impact of new technologies on the attractions industry.

5. **Evaluate**: Evaluation entails making judgments or assessments based on criteria and standards. Verbs like "evaluate," "assess," "critique," and "justify" are suitable here. For IAAPA EduSessions, learners might evaluate the effectiveness of different customer service strategies in attractions.

6. **Create**: The highest level of Bloom's Taxonomy involves synthesizing information to generate new ideas or products. Verbs like "design," "create," "compose," and "generate" are used at this level. In EduSessions, participants might be tasked with creating innovative attraction concepts based on their knowledge.

When creating learning objectives for IAAPA EduSessions, you can select the appropriate level of Bloom's Taxonomy based on your desired outcomes. This helps ensure that your learning objectives align with the cognitive skills you want participants to develop during the EduSession.

Cognitive Domain Verbs

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Verbs in boldface appear in more than one row.

Creating

Animate	**Consolidate**	Develop	Format	Integrate	Overhaul	**Report**
Arbitrate	Construct	Devise	Formulate	Interface	Plan	**Revise**
Arrange	Cope	Dictate	Frame	Join	Portray	**Rewrite**
Assemble	Correspond	Enhance	**Generalize**	Lecture	**Prescribe**	Specify
Code	Create	Exchange	Generate	Model	**Produce**	**Summarize**
Collect	Cultivate	Expand	**Handle**	**Modify**	Program	Synthesize
Combine	Debug	**Explain**	Import	Network	Rearrange	Unify
Compile	Depict	Facilitate	Improve	Organize	Reconstruct	**Write**
Compose	Design	Forecast	Incorporate	**Outline**		

Evaluating

Advise	Conclude	**Determine**	Hire	**Predict**	**Reconcile**	**Summarize**
Appraise	**Consolidate**	**Discriminate**	Judge	**Prescribe**	Release	Support
Argue	Counsel	**Estimate**	Justify	Preserve	**Resolve**	Uphold
Assess	Criticize	Evaluate	Measure	Rank	**Review**	Validate
Authenticate	**Critique**	**Explain**	Mediate	Rate	**Revise**	Value
Compare	**Defend**	Grade	Motivate	Recommend	**Select**	Verify

Analyzing

Accept	**Chart**	Diagnose	Extract	**Investigate**	Order	**Select**
Administer	Check	Diagram	Extrapolate	Isolate	**Outline**	Separate
Allow	Chunk	**Differentiate**	**Factor**	Lay out	Point out	Size up
Analyze	**Classify**	**Discriminate**	Figure out	Limit	Prioritize	Subdivide
Anticipate	**Compare**	Dissect	File	Link	Proofread	**Summarize**
Appraise	Confirm	**Distinguish**	Group	Manage	**Prove**	Systematize
Audit	**Contrast**	Document	**Identify**	Maximize	Query	Test
Blueprint	Correlate	Ensure	**Illustrate**	Minimize	Question	Train
Breadboard	Corroborate	**Examine**	**Infer**	Moderate	**Reconcile**	Transform
Break down	**Critique**	Experiment	**Interpret**	Monitor	**Relate**	**Translate**
Categorize	Delegate	**Explain**	Interrupt	Negotiate	Reorganize	Troubleshoot
Characterize	Detect	**Explore**	Inventory	Optimize	**Resolve**	

Applying

Acquire	Calculate	Depreciate	Execute	**Interpret**	Price	Simplify
Adapt	Capture	Derive	Exercise	**Investigate**	Process	Simulate
Allocate	Change	**Determine**	Expand	Manipulate	**Produce**	Sketch
Alphabetize	**Chart**	Diminish	**Explore**	**Modify**	Project	Solve
Amend	Choose	Direct	Expose	Multiply	Protect	Subscribe
Apply	Complete	Discover	**Express**	Obtain	**Prove**	Subtract
Ascertain	**Compute**	Divide	Figure	Operate	Provide	**Tabulate**
Assign	Conduct	Dramatize	Graph	Personalize	Refer	**Tally**
Attain	Consult	**Draw**	Guide	Plot	Round off	Transcribe
Avoid	Convey	Employ	**Handle**	Practice	Schedule	Use
Back up	Coordinate	Engineer	**Illustrate**	**Predict**	Sequence	Utilize
Brief	Customize	**Examine**	Implement	**Prepare**	Show	**Write**
Budget	Demonstrate					

Understanding

Add	Example	Detail	**Express**	Interact	Picture	**Review**
Approximate	**Compare**	**Differentiate**	Extend	Interpolate	graphically	**Rewrite**
Articulate	**Compute**	Discuss	**Factor**	**Interpret**	**Predict**	**Select**
Associate	**Contrast**	**Distinguish**	**Generalize**	Locate	**Recognize**	**Summarize**
Characterize	Convert	Elaborate	**Identify**	Observe	**Relate**	**Translate**
Clarify	**Defend**	**Estimate**	**Infer**	Paraphrase	**Report**	Visualize
Classify	**Describe**	**Explain**				

Remembering

Cite	**Duplicate**	Indicate	Memorize	Recall	Reproduce	**Tabulate**
Count	Enumerate	Label	Name	Recite	**Select**	**Tally**
Define	Give	List	**Outline**	**Recognize**	State	Trace
Describe	**Identify**	Match	Quote	Record	Study	**Write**
Draw	Index	Meet	Read	Repeat		

Psychomotor Domain Verbs

Psychomotor learning objectives are typically associated with action verbs that describe the specific physical or motor skills learners should acquire. When creating psychomotor learning objectives, it's crucial to be specific and action oriented. These objectives should clearly outline the physical or motor skills that participants are expected to develop and demonstrate by the end of the training. Additionally, consider incorporating hands-on activities, simulations, or practical exercises to help participants achieve these objectives effectively.

Accept	Cut	Handle	Plant	Scan
Access	Delegate	Heat	Plot	Schedule
Activate	Delete	Hook	Preserve	Send
Adjust	Delivery	Hook up	Pre-set	Serve
Administer	Demonstrate	Import	Press	Set
Admit	Design	Increase	Pressure wash	Set up
Aim	Desk-check	Inflate	Print	Settle
Align	De-solder	Input	Process	Sew
Apply	Dictate	Insert	Produce	Shampoo
Arbitrate	Dimension	Inspect	Program	Sharpen
Arrange	Direct	Install	Pull	Shut down
Assemble	Disassemble	Invoke	Push	Sign on/off
Balance	Disinfect	Isolate	Point	Simulate
Bathe	Dismantle	Join	Point out	Sing
Bend	Dispatch	Keep	Point to	Size
Bisect	Dispense	Keyboard	Polish	Sketch
Bleed	Dispose	Launch	Position	Solder
Blend	Distribute	Launder	Power up	Sort
Block out	Draw	Lengthen	Post	Spell-check
Break down	Drill	Link	Raise	Start
Bring	Dust	Load	Rearrange	Stir
Buff	Edit	Locate	Reassemble	Store
Build	Eliminate	Loosen	Rebuild	Straighten
Calibrate	Empty	Make	Recharge	Strip
Call	Enter	Maneuver	Reconcile	Subdivide
Capture	Exchange	Manipulate	Recondition	Substitute
Carve	Expand	Manufacture	Reconstruct	Take
Change	Extract	Mask	Record	Talk
Chunk	Face	Meet	Reduce	Test
Clean	Fasten	Melt	Re-glue	Time
Clear	Feed	Mend	Regulate	Tint
Close	Figure	Merge	Relax	Trace
Coach	File	Mix	Release	Transfer
Collect	Find	Moderate	Remove	Trim
Combine	Fit	Mold	Reorganize	Tune
Compose	Fix	Monitor	Repair	Turn off/on
Conduct	Flare	Motivate	Replace	Type
Connect	Flush	Move	Reset	Upgrade
Conserve	Fold	Nail	Restore	Use
Consolidate	Follow	Navigate	Restrain	Utilize
Construct	Format	Obtain	Resurface	Wash
Control	Frame	Open	Resuscitate	Wear
Convey	Function	Operate	Retrieve	Weave
Coordinate	Fuse	Originate	Reverse	Weight
Copy	Greet	Output	Rotate	Weld
Correct	Grind	Overhaul	Run beads	Wire
Correlate	Grip	Pace off	Sand	Wrap
Create	Grow	Paint	Sanitize	
Crop	Hammer	Pass	Save	
Cultivate	Hand wax	Perform	Saw	

Affective Domain Verbs

The Affective Domain focuses on the development of attitudes, values, beliefs, and emotional responses. This domain is particularly relevant where participants may need to develop positive attitudes, ethical values, and emotional responses related to the attractions industry. Affective learning objectives are typically associated with verbs that describe the desired emotional or attitudinal outcomes.

When creating Affective Domain learning objectives, it's important to specify the attitudes, values, or emotional responses you want participants to develop. These objectives should be clear and actionable, providing guidance on how participants should demonstrate these affective outcomes during and after the training. Incorporating discussions, case studies, and real-world scenarios can be effective strategies for fostering the desired attitudes and values among participants.

Internalization	Advocate	Exemplify	**Modify**	Show continual desire to
	Change behaviour	Exhibit	**Perform**	Show devotion to
	Defend	Expose	**Propose**	Show mature attitude
	Develop code of behaviour	Influence	Purpose	Sold
	Develop philosophy	Judge problems/issues	Qualify	Support
	Devote	Justify behaviour	Question	Uphold
	Discriminate	Listen	Revise judgements	Use
	Display	Maintain	Serve	Verify
Organization	Adapt	Combine	Form judgements	Prefer
	Adhere to	**Complete**	Group	Rank
	Adjust	Conceptualize	Identify with	Reveal
	Alter	**Defend**	Integrate Manage	**Select**
	Arrange	Disclose	**Modify**	Synthesize
	Choose	Establish	Order	Weigh alternatives
	Classify	Explain	Organize	
Valuing	Accept	**Describe**	Invite	Seek
	Adopt	Desire	Join	**Select**
	Answer freely	Desire to develop	Justify	Share
	Associate with	Develop a plan	Participate	Show concern
	Assume responsibility	Devoted to idea	Promote	Study
	Be convinced of	Differentiate	**Propose**	Subscribe to
	Be willing to	Exhibit loyalty	Protect	Use resources to
	Believe in	Explain	**Read**	Value
	Believe in importance	Express	Refer	Volunteer
	Comfort	Form	Relate	Work
	Commit	Foster	Rely on	
	Complete	Have faith in	Respect	
Responding	Accept responsibility	Conform	Greet	**Read**
	Acquaint self	Consent	Help	Recite
	Admit	Contribute	Interact	Reply
	Agree to	Cooperate	Label	Respond
	Answer	Deal with	Obey	**Select**
	Assist	Discuss	**Perform**	Talk to
	Be willing to	Dress	Personalize	Tell
	Care for	Enjoy	Practice	Visit
	Communicate	Find pleasure in	Present	Will
	Comply	Follow	Provide	Write
Receiving	Acknowledge	**Describe**	Name	**Select**
	Appreciate	Follow	Notice	Set era
	Ask	Give	Observe	Show awareness
	Be alert to	Hear	Pay attention	Show interest
	Be aware	Hold	Perceive	Tolerate
	Be sensitive to	Identify	Point to	Use
	Choose	Locate	Receive	View