

Taxonomy of student learning activities

The taxonomy of learning outcomes is derived from Bloom (1956) and Anderson & Krathwohl (2001). Some examples of learning activities are taken from Horton (2000), although these are supplemented.

Learning outcome	Learning activities		
	Low interactivity	Medium interactivity	High interactivity
Knowledge (<i>describe, recall, define, state, list, identify</i>)	Hear lecture Attend to webcast Read written text Multimedia presentation	Drill and practice exercise	Scavenger information hunt
Comprehension (<i>understand, comprehend, draw, translate, illustrate</i>)		Guided hands-on activity	Guided discussion
Application (<i>apply, show, demonstrate, relate, develop, construct, explain, use, calculate</i>)		Laboratory work	Brainstorm
Analysis (<i>analyse, identify, separate, detect, discriminate, categorise, distinguish</i>)		Guided analysis (data is analysed to evaluate its validity, spot trends and infer principles)	
Synthesis (<i>combine, design, summarise, conclude, derive, organise, classify, formulate, propose</i>)		Guided research (gather, analyse and report on information)	
Evaluation (<i>evaluate, judge, decide, choose, assess, contrast, criticise, select, defend, compare, determine</i>)			Group / peer critiques
Creation (<i>create, produce, generate, fashion, craft</i>)			Peer teaching / mentoring

Anderson, L. & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Bloom, B.S. (Ed) (1956 - 1964) *Taxonomy of Educational Objectives*, David McKay Company Inc, New York.

Horton, W. 2000 "Designing Web-Based Training" Wiley Inc., USA