

Bloom's Taxonomy	
Original (1956)	Revised (2001)
Evaluation Synthesis Analysis Application Comprehension Knowledge	Creating Evaluating Analyzing Applying Understanding Remembering
Noun	Verb
<p>Thinking is an active process and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with Remembering. Comprehension and synthesis were retitled to Understanding and Creating, respectively, to better reflect the nature of thinking for each category.</p> <p>One can be critical without being creative (i.e., judge and idea and justify choices) but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).</p>	

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Knowledge Dimensions

Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

	Cognitive Processes					
Knowledge Dimensions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual						
Conceptual						
Procedural						
Metacognitive						

Using this cross-impact grid, one can match objectives and activities to the types of knowledge to the cognitive processes.

Source: <http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm> citing Anderson, L. W., Krathwohl, D. R. (Eds). (2000). A taxonomy for learning, teaching, and assessing: A Revision of Bloom's taxonomy of educational objectives. Boston, MA: Allyn & Bacon.