

Bloom's Taxonomy

Verbs Demonstrating Cognitive Activity					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
know identify relate list define recall memorize repeat record name recognize acquire	restate locate report recognize explain express identify discuss describe discuss review infer illustrate interpret draw represent differentiate conclude	apply relate develop translate use operate organize employ restructure interpret demonstrate illustrate practice calculate show exhibit dramatize	analyze compare probe inquire examine contrast categorize differentiate contrast investigate detect survey classify deduce experiment scrutinize discover inspect dissect discriminate separate	compose produce design assemble create prepare predict modify tell plan invent formulate collect set up generalize document combine relate propose develop arrange construct organize originate derive write propose	judge assess compare evaluate conclude measure deduce argue decide choose rate select estimate validate consider appraise value criticize infer

Many existing course outlines have objectives which do not reflect the "active verbs" conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those objectives and methodologies. Bringing the objectives into line is primarily a matter of reflecting upon those objectives which require analysis, synthesis, and evaluation. Some "before and after" examples are shown below.

FIRST EXAMPLE:

BEFORE: Know the significant art achievements of Renaissance through Modern Europe.

AFTER: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.