

Burlaka I.

Kyiv National University of Technologies and Design

BLOOM'S TAXONOMY IN TASK-SETTING FOR FUTURE DESIGNERS

What are the goals and tasks teachers set themselves before entering the classroom? How are these goals and tasks interacted? These problems were considered by famous American psychologist Benjamin Bloom in the 1950s. He was a creator of the system to unite different tasks and goals and this system was called Bloom's taxonomy.

Bloom's taxonomy is a hierarchical ordering of cognitive skills that can, among countless other uses, help teachers teach and students learn. Bloom's taxonomy can be used to:

- create assessments
- plan lessons
- evaluate the complexity of assignments
- design curriculum maps
- develop online courses
- plan self-assessment

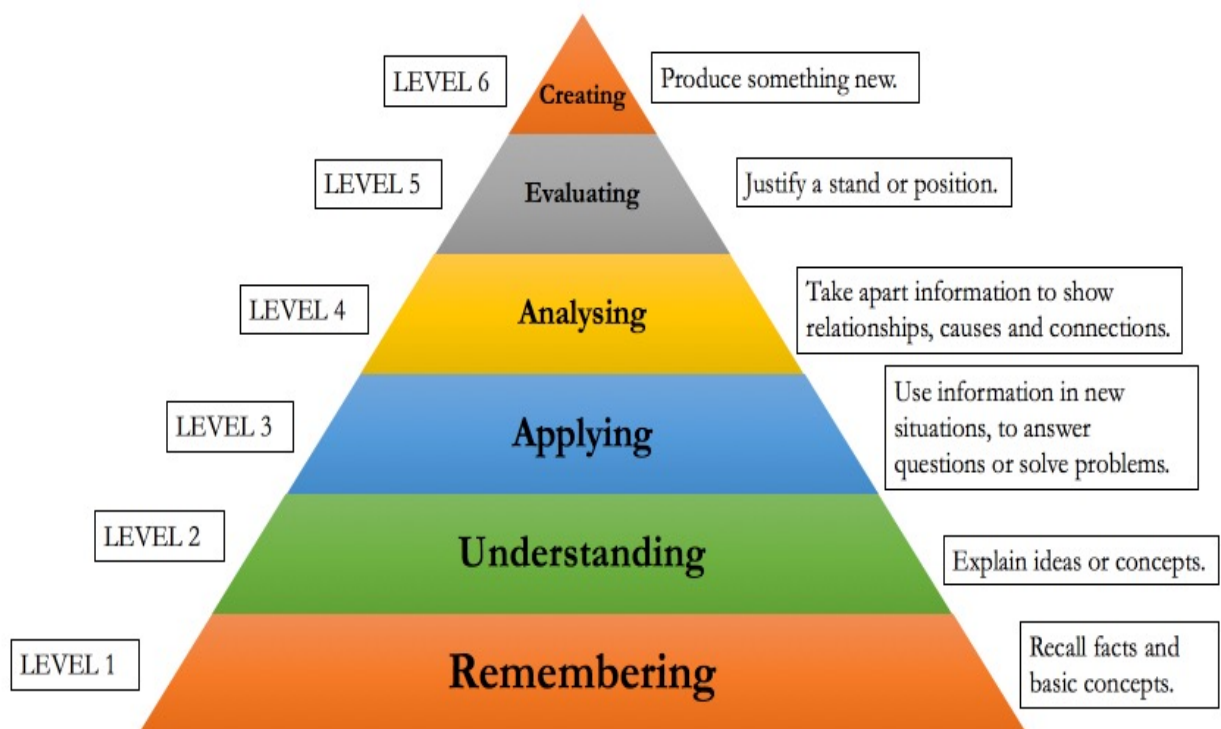
According to Bloom, hierarchy of intellectual processes is the following:

- remembering
- understanding
- applying
- analyzing
- evaluating
- creating

The first three levels of this taxonomy (remembering, understanding and applying) are the lower order of thinking skills or LOTS whereas next three levels (analyzing, evaluating and creating) are the higher order of thinking skills or HOTS. All of these levels are important in the process of learning.

Benjamin Bloom also found that there is a direct connection between the levels of thinking and the answers to the questions we ask. Moreover, the questions themselves form a hierarchy quite appropriate to the taxonomy of thinking. The issues of memorization are at the lowest level. Assessment questions or judgments are seen as high thinking. In fact, all the questions are important, and they all lead to different kinds of thinking.

The use of high-level questions - analysis, synthesis, assessment - will allow the teacher to effectively develop students' critical thinking. The teacher's ability to formulate such questions is a prerequisite for solving this problem. On the other hand, we also need to teach students how to formulate questions at different levels in the process of exploring a source of knowledge. Developing these skills in students can help the teacher use special vocabulary words for each question level. Such words may for some time serve as a pillar for the development of students' thinking, in particular visual in the form of handouts.



Questioning is one of the mechanisms for developing critical thinking skills. It is safe to say that questions stimulate critical thinking. When asked, students analyze and interpret information, analyze ideas, build hypotheses, and defend their point of view. Questioning is a means of stimulating different types of thinking at different levels of complexity. However, the use of Bloom's taxonomy also implies the formulation of cognitive tasks that ensure the achievement of learning outcomes at different levels. Such tasks can be constructed with the help of special verbs that encourage the thinking activity of students of a certain level.

Bloom's taxonomy can be used in foreign language teaching students, future designers, to obtain efficient results. Let us consider the possible tasks we can use at each level.

- Remembering

Example tasks at this level:

Remember the most common styles in interior design.

Memorize the main principles of design.

List the elements of design.

A multiple-choice test designed to examine the memory of learners.

A true-false, match tests to see whether students have effectively memorized the given material.

- Understanding

Example tasks at this level:

Summarize the main characteristics of Contemporary interior design style.

Explain the difference between Scandinavian and Bohemian interior design styles.

Describe the elements of design in Industrial interior design style.

Write a short paper summarizing of the main principles of design.

- Applying

Example tasks at this level:

Describe interior design of your apartment.

Discuss the interior design style suggested in the picture.

Complete your own questions about the interior design style suggested in the picture.

Select an interior design style to meet a purpose.

Analyzing

Example tasks at this level:

Analyze the similarities and contrasts of different interior design styles.

Categorize the main characteristics of different interior design styles.

Examine the role of colour in interior design.

Write an analytical paper comparing two different interior design styles.

Evaluating

Example tasks at this level:

Evaluate the interior design offered according to the main elements and principles of design.

Interpret the significance of line, shape, light, colour and pattern in the interior design given.

Recommend how to improve the interior design.

Illustrate the value of technological innovations in interior design.

- Creating

Example tasks at this level:

Create your own interior design explaining the reasons to choose definite elements of design.

Make a presentation about one of the interior design style.

REFERENCES

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