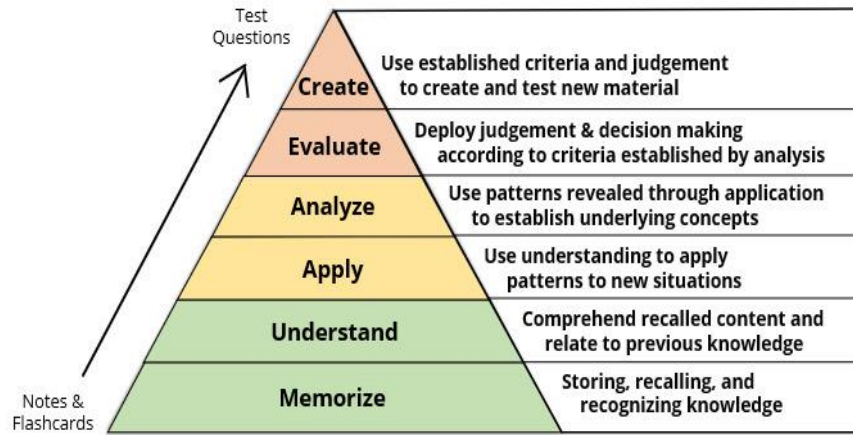


# Study Smarter: Fast, Effective Study with Bloom's

## What is Bloom's Taxonomy?

- Bloom's Taxonomy is a learning model that describes the levels of critical thought required in the learning process
- Divided into six levels, each level of learning builds off of the previous -- from simple memorization to increasingly complex thought
- In short, Bloom's is a description of how we learn and can give new students an important tool to examine and improve their own learning and study methods



## Why Bloom's?

- Often test questions ask you to use what you've learned at higher levels of critical thought than rote memorization
- Poor test grades often correspond to ineffective study methods that don't require the level of critical thought that a test question will ask you to use
- Blooms gives you a proven framework to inventory and improve your study methods, saving you time and preparing you better for the test

Bloom's Level	Description	Study Methods	Test Question Examples
<b>Memorize</b> (Lowest Level)	<ul style="list-style-type: none"> <li>• Involves the storing and recall of what you learn</li> <li>• Acts as the raw material for subsequent levels</li> <li>• Knowledge at this level is poorly retained (SRS flashcard apps help fight the curve of forgetting)</li> </ul>	<ul style="list-style-type: none"> <li>• Rote memorization</li> <li>• Mnemonics</li> <li>• Matching games</li> <li>• Note recall games</li> <li>• SRS (Spaced Repetition Systems)</li> <li>• Listing, Highlighting, Underlining</li> </ul>	What is the normal potassium level in the blood?
<b>Understand</b>	<ul style="list-style-type: none"> <li>• Knowledge is comprehended, not just recalled, often by relating it to existing knowledge</li> <li>• The study methods of high school students often don't move beyond these first two levels</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Paraphrase</li> <li>• Give a personal example</li> <li>• Write in your own words or translate</li> <li>• Explain out loud to yourself or a partner</li> </ul>	Which of the following is an urgent concern for a child in acute renal failure with a potassium level of 8 mEq/L?
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Once personal point of reference for understanding exists that knowledge can be applied to unfamiliar situations, uncovering new patterns within the learned material</li> </ul>	<ul style="list-style-type: none"> <li>• Work examples</li> <li>• Reimagine elements</li> <li>• Come up with a real-world scenario</li> <li>• Work practice test questions</li> <li>• Do case studies and simulations</li> </ul>	A client placed in isolation for Tuberculosis asks the nurse why staff and visitors must wear masks when in the patient's room. What response by the nurse indicates understanding of TB isolation?
<b>Analyze</b>	<ul style="list-style-type: none"> <li>• Concerned with breaking down, organizing, relating, and grouping learned material</li> <li>• This process reveals the underlying concepts, rules, and theories within learned material</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines</li> <li>• Graphs and charts</li> <li>• List parts</li> <li>• Group and order</li> <li>• Concept maps</li> <li>• Identify rules, theories, and principles</li> </ul>	Your client was diagnosed with an arterial embolus. The physician performed an emergency Embolectomy. What are the nurse's treatment options?
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Underlying rules established through analysis are used to make judgments and decisions about the learned material where there may be no objectively right answer</li> </ul>	<ul style="list-style-type: none"> <li>• Critique or review</li> <li>• Choose best option</li> <li>• Evaluate argument</li> <li>• Rank or asses</li> <li>• List criteria to judge something</li> <li>• Fix errors and complete missing info</li> </ul>	While assessing the patient's abdomen, in what sequence should the examination be conducted (identify steps by inserting the number of the first steps, second step, etc.)?
<b>Create</b> (Highest Level)	<ul style="list-style-type: none"> <li>• Evaluative judgment can now be used to generate and test new material to learn</li> <li>• New material can be discarded or incorporated into already learned material</li> </ul>	<ul style="list-style-type: none"> <li>• Create a study plan</li> <li>• Present or perform</li> <li>• Make test questions</li> <li>• Teach others</li> <li>• Test a hypothesis or design an experiment</li> <li>• Write, compose, and research</li> </ul>	A child undergoes a tonsillectomy for chronic tonsillitis unresponsive to antibiotic therapy. After surgery, the child is brought to the recovery room. Develop a plan of care for the patient.

## Study Methods Inventory

The list below contains study methods that range from high-effort, low-effect methods such as reading course material and listening to lectures to far more effective and time-saving methods that engage all of your critical faculties and prepare you to answer the types of questions you'll be tested over.

Match the items in the left column to the corresponding study method in the column on the right.

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|--|--|
| <p>___ 1). Helps you understand by relating material to your already existing knowledge</p> <p>___ 2). Applies the material in practice, not just theory, with real-world relevance</p> <p>___ 3). Not the same thing as learning</p> <p>___ 4). The best way to learn is to _____</p> <p>___ 5). Helps analyze and relate material to reveal conceptual connections</p> <p>___ 6). Apply critical thought to prepare these for further study and test-prep</p> <p>___ 7). Helps predict the format and critical thought needed to answer a test question</p> <p>___ 8). Give you practice applying knowledge in the format you will be tested</p> <p>___ 9). Not effective without critical thought and further processing</p> <p>___ 10). Helps visually organize and relate complex material</p> <p>___ 11). Helps to critically process your textbook and readings</p> <p>___ 12). Fights the curve of forgetting by spacing out your review</p> <p>___ 13). Helps you retain when you have lots of raw information and vocabulary</p> <p>___ 14). Helps to learn how your peers approach the material and receive feedback</p> <p>___ 15). Judging what is irrelevant is as important as knowing what is relevant</p> | <p>a) Read the class material &amp; listen to lecture</p> <p>b) Take notes</p> <p>c) Summarize, paraphrase, or put in your own words</p> <p>d) Make flashcards</p> <p>e) Use a Spaced Repetition System (SRS)</p> <p>f) Use reading strategies (SQ3R)</p> <p>g) Answer practice questions &amp; practice problems</p> <p>h) Do labs, hands-on activities, or case-studies</p> <p>i) Create concept maps, charts, graphs, or diagrams</p> <p>j) Process notes</p> <p>k) Order, rank, and list related material</p> <p>l) Fix errors or complete missing info</p> <p>m) Create and work your own test problems</p> <p>n) Collaborate with study group or attend an SI session</p> <p>o) Teach material to others</p> |
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***It is important for new students to examine their study habits, try new methods, and remove ineffective ones. Not all study methods are created equal, and some engage far more of your brain for far longer. Higher-order study methods reduce the time you take to study and increase its effectiveness. Answer the questions below to help find a new method and evaluate your current study habits.***

Look at the middle column on the first page labeled "Study Methods." How many of the listed methods have you used before? How many do you use regularly?

Do you do more of the study methods that require less critical thinking or more critical thinking? Fill in the number used in the box next to each level.

Memorize  Understand  Apply  Analyze  Evaluate  Create

Pick the highest order method you regularly use for studying and try a method one step higher the next time you study.

What method did you pick and why might it be more effective?