

A Guide to Using Bloom's Taxonomy for Help with Course Creation

Yavapai College Course Levels Descriptions

Yavapai courses provide content at different levels of knowledge and skill. Individual disciplines may provide different levels of knowledge and skill based on discipline standards, which could be articulated in additional discipline-specific guides for faculty. The final decision regarding learning outcome language lies with the discipline faculty.

LEVELS

Below 100-level (Developmental)	Courses generally cover pre-college-level competencies and prepare students to take college-level courses.
100-level (1st year)	Courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses.
200-level (2nd year)	Courses may be determined based on one or more of the following: presence of a prerequisite course, a determination based on discipline specific articulation or other standards, or a decision made by the discipline faculty.
300-level (3rd year) and 400-level (4th year)	A 300-level or 400-level course may be determined based on one or more of the following: presence of one or more prerequisite courses, a determination based on discipline specific articulation or other standards, or a decision made by the discipline faculty.

In addition to discipline standards, outside accreditation guidelines, etc., [Bloom's Taxonomy](#) can be a useful framework for developing courses in some disciplines. The [following guide](#) demonstrates how Bloom's could be used to differentiate between course levels in a program.

Using Bloom's Taxonomy for Help with Course Creation

(100-level) Factual First-year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses and focus on:

- Remembering and Knowledge Building Activities: *lecture, visuals, video, audio, examples, illustrations, analogies*
- Comprehension and Understanding Activities: *questions, discussion, review, test, assessment, reports, learner, presentation, writing.*

At this level, the students should demonstrate:

- Observing and recalling information such as
 - o Knowledge of dates, events, places
 - o Knowledge of major discipline ideas
 - o Basic subject matter knowledge
- Grasping meanings
- Translating knowledge into new contexts

- Interpreting facts
- Comparing and contrasting
- Ordering, grouping, and inferring causes.

(200-level) Conceptual Second year (200-level) courses generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course may have a prerequisite course and focuses on:

- Application Activities: *exercises, practice, demonstrates, projects, sketches, simulations, role play, microteach.*
- Analysis Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*

At this level, the students should demonstrate:

- Utilizing information, methods, concepts, and theories in new situations
- Solving problems using skills or knowledge
- Determining patterns
- Organizing parts
- Identifying components

(300-level) Procedural Third year (300-Level) courses are subject-specific and continue to develop lower cognitive levels while developing experience through:

- Analysis Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations.*
- Evaluation Activities: *problems, exercises, case studies, critical incidents, discussion, questions, test*

At this level, the students should demonstrate:

- Recognizing hidden meanings
- Comparing and discriminating against ideas
- Assessing the value of theories and presentations
- Choosing appropriately based on reasoned arguments

(400-level) Metacognitive Fourth year (400-Level) courses generally focus on a seminar, self-knowledge, and practical application/problem-solving projects which focus on:

- Synthesis and Evaluation Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations.*
- Evaluation and Creation Activities: *Case studies, projects, exercises, critiques, simulations, appraisals*

At this level, the students should demonstrate:

- Utilizing old ideas to create new ones
- Generalizing from given facts
- Relating knowledge from several areas
- Predicting and drawing conclusions