Bloom’s taxonomy is the usual paradigm for determining the levels of learning in the cognitive learning domains (1956), although Anderson and Krathwohl (2001) have produced an important and helpful update that rightly reorders and redefines some of Bloom’s seminal work (the above figure is adapted from their work and from McKeachie & Svinicki, 2006).

Their update for the cognitive learning domain has developed outcome-oriented language by changing all the labels from nouns to verbs in order to emphasize the active nature of learning (Anderson & Krathwohl, 2001).

The inclusion of a variety of verbs allows instructors to select outputs that will appeal to different learning styles, another key aspect of student learning (McKeachie & Svinicki, 2006).