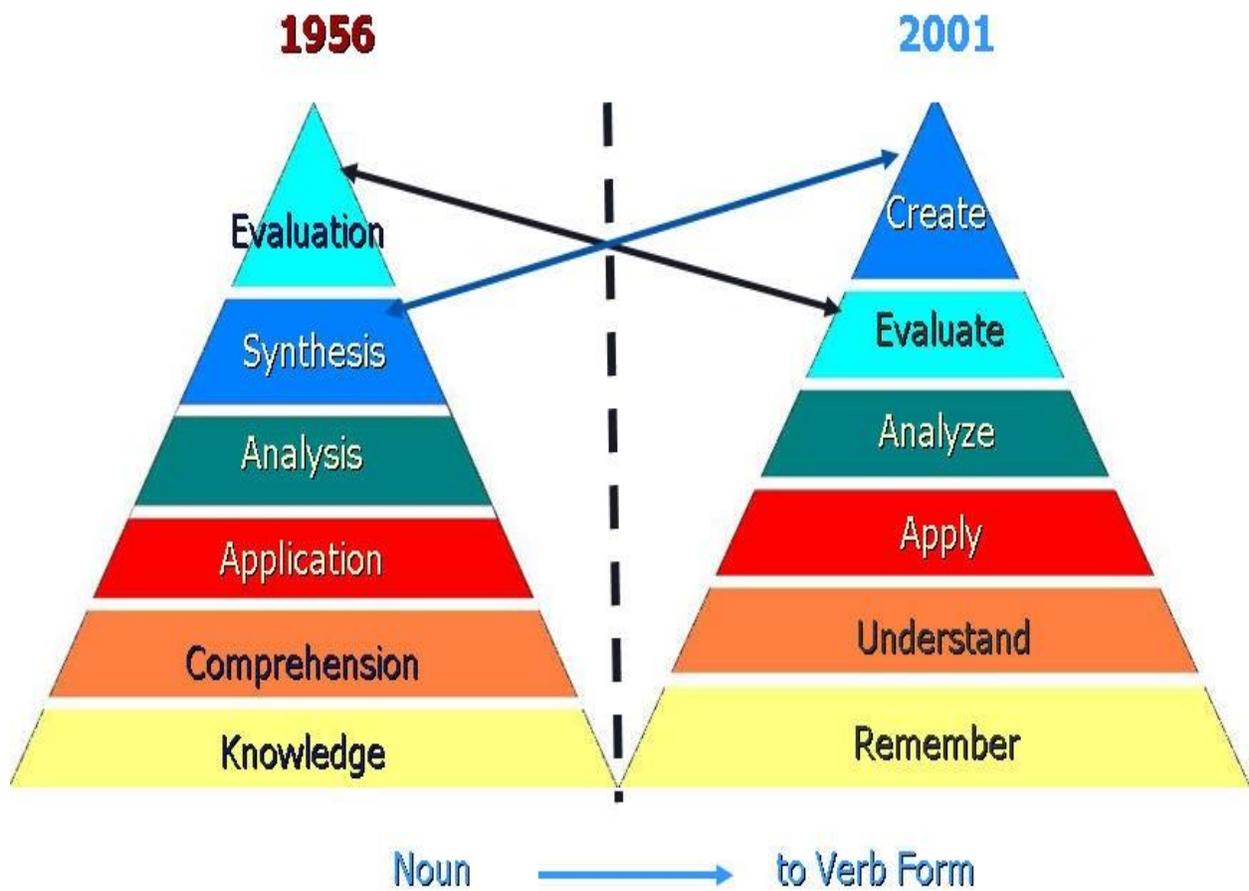


## Learning Levels and Bloom's Taxonomy (Revised)

Learning involves knowledge and the development of intellectual skills. There are six major categories, listed below from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties: the first one must be mastered before the next one can be learned.

<i>Category</i>	<i>Example and Key Words</i>
1. <b>Knowledge:</b> Recall data or information.	<b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Knows the safety rules. <b>Key Words:</b> Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
2. <b>Understand:</b> Understand the meaning, translation, and interpretation of instructions and problems. Describe, explain a problem in one's own words.	<b>Examples:</b> Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. <b>Key Words:</b> Comprehends converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, and translates.
3. <b>Apply:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies classroom learning into situations in the work place.	<b>Examples:</b> Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. <b>Key Words:</b> Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
4. <b>Analyze:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	<b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. <b>Key Words:</b> Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
5. <b>Evaluate:</b> Make judgments about the value of ideas or materials.	<b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. <b>Key Words:</b> Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
6. <b>Create:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	<b>Examples:</b> Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. <b>Key Words:</b> Categorizes, combines, compiles, composes, creates, devises; designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

# Changes to Bloom's



## EXAMPLES OF LEARNING LEVELS BASED ON BLOOM'S TAXONOMY

The following examples use Bloom's Taxonomy to demonstrate the higher levels of knowledge required to answer questions about Broker Duties. These examples show that a course would need to use different learning levels in order for a student to be able to answer the following six questions. Which learning levels are incorporated into your courses?

**1. What are Broker Duties? (KNOWLEDGE)**

Answer: Broker Duties are those duties established by the commission that are owed by all brokers to all clients and customers.

**2. Can you explain Broker Duties? (UNDERSTAND)**

Answer: Broker Duties establish the minimum standard of care owed by all brokers to all clients and customers. Broker Duties are clear, specific and measurable duties for the protection of all clients and customers.

**3. How do Broker Duties apply to a broker's business? (APPLY)**

Answer: Broker Duties must be disclosed whenever a broker creates or presents any document that has the potential to become an express written agreement. Broker Duties also identify specific information that a broker must disclose to a client or customer. Broker Duties lay a foundation of honesty and reasonable care for a broker's business.

**4. Which Broker Duties are most similar to the Realtor® Code of Ethics? (ANALYZE)**

Answer: All Broker Duties are similar to the Code of Ethics in that both are based on the concept of honesty and protection of the interests of the public.

**5. Which Broker Duties would you use as the foundation for writing company policies? Why? (EVALUATE)**

**6. Incorporate the concepts of Broker Duties to your personal mission statement? (CREATE)**



# Distinguished Real Estate Instructor™ (DREI) Generally Accepted Principles of Education (Adopted By the Real Estate Educators Association)

## Category: KNOWLEDGE

Instructors should:

1. provide **current** information.
2. present alternative viewpoints on material when there is not a single position that is accepted industry-wide.
3. clearly identify opinions as the instructor's opinion.
4. build a proper foundation for each major element of a subject.
5. deal with all key elements of a subject.
6. cover the material adequately in the allotted time.
7. answer all questions logically and concisely.
8. be informed enough to handle a variety of questions on the subject being taught.
9. admit when he/she does not know the answer to a question and volunteer to obtain that information.

## Category: ANDRAGOGY

Instructors should:

1. present new ideas by relating them to pre-existing knowledge held by the learners.
2. teach at the learner's level.
3. show **in a specific way** how new material will **benefit** learners.
4. encourage questions and motivate involvement.
5. show tolerance – both to **ignorance** and **disagreement** thus avoiding arguments and confrontation.
6. build learner's self-esteem.
7. call learners by name.
8. involve learners in the learning process through planned activities.
9. use a variety of teaching methods.
10. teach to all participants, not just those who show interest.
11. present key points by using examples as illustrations.

## Category: SPEECH

Instructors should:

1. use concise, simple, and normal speech patterns; use simple terminology.
2. **not** read to the class.
3. keep the presentation on pace thus finishing the material in the allotted time.
4. keep topic flowing.
5. speak loudly enough to be heard by all.
6. enunciate clearly without being overdone.
7. restate an individual learner's question to the group as a whole prior to attempting to answer the question.
8. use humor when appropriate to make a point.

## **Category: TEACHING AIDS**

Instructors should:

1. make sure materials are legible, correctly spelled, properly numbered and mechanically produced using readable typeface.
2. use visual imagery when possible to enhance written words.
3. use written words when possible to enhance oral speech. NOTE: **Written is better than oral; visual is better than written.**
4. follow the prepared outline.
5. make sure that all material on the outline will be covered in the class and none of it is extraneous.
6. deviate from prepared material only to meet specific needs.
7. arrange the classroom so that learners do not have to look through physical objects.
8. use modern presentation equipment such as overhead projector or computer projection.
9. use equipment that enables the instructor to remain looking at the learners rather than turning their back to the class to write.
10. make sure that the physical stature of the instructor does not block the view of the learners toward the projected material.
11. make sure that the projector screen is easily visible to the group as a whole.
12. use color.
13. use large images for projected material.
14. turn the projected image off when not in use and on to call attention to the material.
15. **never** block the image by walking between the projector and the screen with the projector on.

## **Category: LEARNING ENVIRONMENT**

Instructors should:

1. be positive toward the subject matter.
2. refrain from ridiculing either the learners or others.
3. wear professional attire.
4. attend to personal grooming.
5. set up the room to accommodate the approximate number of learners expected to attend.
6. make sure empty seats are kept to a minimum.
7. make sure that lectern or table at front of room is unobtrusive.
8. provide writing surfaces for learners.
9. make sure that learners have ample space between them.
10. **not** stand behind physical objects for more than a short time period.
11. use gestures during the presentation.
12. use physical movement during the presentation to minimize the physical distance between the instructor and learners and try to involve all learners equally.