

Bloom's Hierarchy of Learning

Concordia's Information Literacy Application

								Create
								Constructs Generates Produces
								Assesses Critiques Concludes Rewrites
								Finished project reveals enhanced understanding & knowledge
								Appropriately amends and modifies advanced research strategies or research questions
							Designs Communicates Organizes	
								Discovers, examines and compares a variety of information resources and tools
							Demonstrates Executes Implements	
								Identifies and selects resources that meet a specific information need
							Extrapolates Interprets Translates	
								Relates to research as process, employs unsophisticated search strategies, recalls basic structure of individual research tools
							Conventions Principles Theories	
								Recognizes and describes various modes of information organization (e.g., disciplinary, methodological, time, etc.) and source types (e.g., reference source, academic journal, popular magazine, newspaper article, etc.)
							Categories Classifications Trends	
								Identifies library terminology; recalls what to expect of library service areas, policies and procedures; names where to go to get assistance
							Details Elements Facts	
								Intellectual abilities and skills

Adapted from: Anderson, Lorin, et al. *A Taxonomy for Learning, Teaching, and Assessing*. Abr. Ed. New York: Longman, 2001. 28-31.