

# RYA Blooms Taxonomy

## Knowledge

Recall facts without understanding

### Key Words:

Choose  
Identify  
List  
Match  
Name  
Recognise  
Repeat  
State

### Actions:

Describing  
Identifying  
Recognising

### Outcomes:

Definition  
Label  
list

### Questions:

Can you list three.....?  
How would you describe...?  
What is...?  
Where is...?  
What are the main...?

Knowledge is the basic level of thinking and as an instructor you can challenge the student on their knowledge of a subject.

Questions you may ask are, can you list three things that you need to do before coming alongside, or what is the rope called that pulls a sail up. The answer may be correct, but the students may not know any more about the technicality of the subject area.

# Comprehension

To show understanding and being able to find information out and understand what it means

## Key Words:

Ask  
Compare  
Demonstrate  
Discuss  
Explain  
Interpret  
Observe  
Report

## Actions:

Comparing  
Interpreting  
Summarising

## Outcomes:

Examples  
Outline  
Show and tell

## Questions:

Can you explain what is happening...?  
How would you compare / contrast...?  
What can you say about...?  
What is the main idea of...?  
How would you rephrase the meaning...?

This level of thinking skill requires the student to demonstrate more than just knowledge, they need to prove understanding of a subject area. You would be able to ask further questions to ascertain the knowledge that the student has and that they know what is happen. Shaking out a reef could be a good subject to ask students about or engine checks. Both subjects need more knowledge that just identifying the key parts.

# Application

To use in a new situation. Solving problems by applying acquired knowledge or facts.

## Key words:

Apply  
Calculate  
Demonstrate  
Experiment  
Interpret  
Organise  
Relate  
Solve  
Use

## Actions:

Carry out  
Implementation  
Using

## Outcomes:

Demonstration  
Presentation  
Performance  
Simulation

## Questions:

How would you use...?  
What examples can you find to...?  
What approach would you use to...?  
What would the result be if...?  
What other way would you plan to...?

The level of thinking at application enables you to see the students put their knowledge into practice. The student needs to know the process and have experience of completing the task a number of times. Reefing, berthing and changing headsails are all examples of when this could be used.

# Analysis

To examine in detail, examining and breaking down information into parts by identifying motives or courses.

## Key Words:

Analyse  
Arrange  
Choose  
Discover  
Establish  
Examine  
In-depth  
List  
Reason  
Separate

## Actions:

Constructing  
Organising  
Structuring

## Outcomes:

Abstract  
Report  
Survey

## Questions:

What are the main features of...?  
What do you think...?  
Can you list the parts...?  
What is the function of...?  
Can you identify the different parts...?

Analysis is an important skill for skippers. They need to show that they can gather information from a range of sources and use it effectively to run the vessel, navigation or an evolution on deck.

The personal should be able to show they have fully knowledge of a subject area.

# Synthesis

To change or create into something new. Compiling information to enable something to be completed a different way.

## Key words:

Adapt  
Change  
Construct  
Create  
Formulate  
Improve  
Modify  
Produce  
Revise  
Test  
Substitute

## Actions:

Constructing  
Designing  
Making  
Planning

## Outcomes:

Plan  
Project

## Questions

What changes would you make to solve...?  
What would happen if...?  
What could be done to minimise...?  
How would you test...?  
Can you propose an alternative...?

Synthesis is a high level thinking skill and is used when a student sees a process and with the knowledge they have tries to improve or change it. This could be used for a variety of evolutions onboard and questioning someone in this area could really show that they know a subject to a high level.

# Evaluation

To justify, presenting and defending opinions by making judgements about information.

## Key words:

Agree  
Assess  
Compare  
Convince  
Debate  
Defend  
Estimate  
Judge  
Measure  
Prioritise  
Support

## Actions:

Checking  
Integrating  
Organising  
Structuring

## Outcomes:

Checklist  
Report  
Survey

## Questions:

Do you agree with the actions / outcomes...?  
What is your opinion of...?  
Would it be better if...?  
What would you recommend...?  
How would you evaluate...?  
How would you select...?  
How would you justify...?

Evaluation is the final level and is demonstrated by a student gathering all the information required to evaluate an evolution or process.

You may ask a student to complete a task they're not familiar with, and then evaluate it afterwards to see how well they complete the activity and then run a review session afterwards.