Facilitate for Impact
Module 12 Transcript

Welcome back to Facilitate for Impact. This is module 12, and if you have ever wondered how to help your learners move beyond, I get it, to I can apply it, you're about to meet your new favorite framework. It's called Bloom's Taxonomy, and while it's been around for decades, it's still one of the most powerful tools for shaping adult learning experiences into major growth opportunities.

Now, Bloom's Taxonomy was created in 1956 by Benjamin Bloom as a way to categorize different levels of cognitive learning from simple recall to complex creation, and originally it described the learning process using nouns, things like knowledge and comprehension, but back in 2001, it was revised to use verbs, action words, emphasizing what learners do instead of what they know, and that's a perfect fit for facilitation because facilitation isn't about delivering information, it's about creating transformation. So, there's six levels to Bloom's Taxonomy. There's the foundation, which is remembering.

Can they recall the fact? Can they remember the terms? Have they memorized the concepts? And facilitators can use techniques like acronyms and rhymes and stories to help adults remember key points. For example, when I teach financial management, there's four components of investment. There's growth, income, risk, and liquidity, and when you remember them in that order, the first letter of those words spells a girl, so I'll help my adult learners remember, think about a girl when you think about the four components of investment.

A simple, memorable, effective way to remember. Building on the remembering is understanding. Can they explain it? And at this level, learners learn to interpret the meaning, explain it in their own words.

So, facilitators can ask their learners to summarize ideas, explain why something matters, or describe how processes work before the new concept came along, and this will help your adult learners connect the dots between old information and new information. And then comes applying. Can they use it? Now we move from theory to action.

Learners use the new knowledge in a real or simulated situation. So, provide scenarios, maybe do role plays, small group practice opportunities. For example, let's take this concept and apply it to a leadership challenge you faced.

So, facilitators can guide the learner to apply what they've learned. Facilitators who stop at understanding miss the real magic, which is the application. Then comes analyzing.

Can they see the patterns? Here, learners can compare and contrast and make connections. So, facilitators can ask them to evaluate differences between two approaches or discuss why some teams succeed while others struggle with the same idea. Facilitators at this level help learners connect the why to the how.

And then there's evaluating. Can they make a judgment? Here's where learners form opinions and defend their reasoning. You may might critique an idea or weight options or justify a decision.

For example, in a marketing course, if you have learners review real campaigns and then discuss what worked, what didn't, and why. Evaluation strengthens confidence and critical thinking, which are hallmarks of adult learning. And then there's six.

Can they innovate? This is the top of the taxonomy. This is where learners combine what they've learned with their own experience to produce something new. It might be a process improvement, it might be an action plan, or a creative solution that blends the new theory with lived experience.

And this is where learners shift from being consumers of knowledge to the creators of it. So, when we're designing or facilitating learning, Bloom's Taxonomy gives you a roadmap for progression. Remembering can take us to understanding.

Understanding can lead us to applying. Applying leads us to analyzing. Analyzing allows us to evaluate, and evaluate allows us to create.

So, each step builds on the last, leading the learners towards mastery and independence. It also helps you write stronger, action-oriented learning objectives, ones that focus on what learners will do instead of what they'll hear about. So, remember, the ultimate goal isn't knowledge acquisition, it's application, because that's where the growth happens.

Bloom's Taxonomy reminds us that adults don't want to be filled with information, they want to be equipped with it. So, when you frame your sessions with Bloom's levels in mind, you naturally shift from talking at learners to guiding them through discovery. You don't have to hit all six levels in one session, but you should always aim to move learners one level higher than where they started.

That's how learning becomes transformation. Learner prompt number 12 will help you make a strategy for using Bloom's Taxonomy. While Bloom's Taxonomy may be nearly 70 years old, it's still one of the best frameworks for keeping facilitation relevant, and dynamic, and learner-centered, because great facilitation doesn't just help learners remember information, it helps them use it, and question it, and create new strategies with it.

So, that's it for this module. We'll see you in Module 13.