



Maslow's Hierarchy and Bloom's Taxonomy

Center for Innovation in Teaching & Learning



WINGS UP!

Session Resources:

- Session will be recorded.
- Slide deck will be shared.
- Links to resources throughout presentation.
- Book a [consultation](#) with your instructional designer!

Instructional Designers

Center for Innovation in Teaching & Learning



Lacy Means
College of Arts &
Sciences



Mallory Matthews
College of Business
Interdisciplinary Studies
Agriculture & Human Ecology



Heather Rippetoe
College of Education
Whitson-Hester School of Nursing
College of Fine Arts



Taylor Chesson
College of
Engineering

Agenda



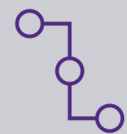
Tennessee
TECH



Identifying Needs



Introduction to Maslow's Hierarchy & Bloom's Taxonomy



Integrating Maslow's & Bloom's into Course Design

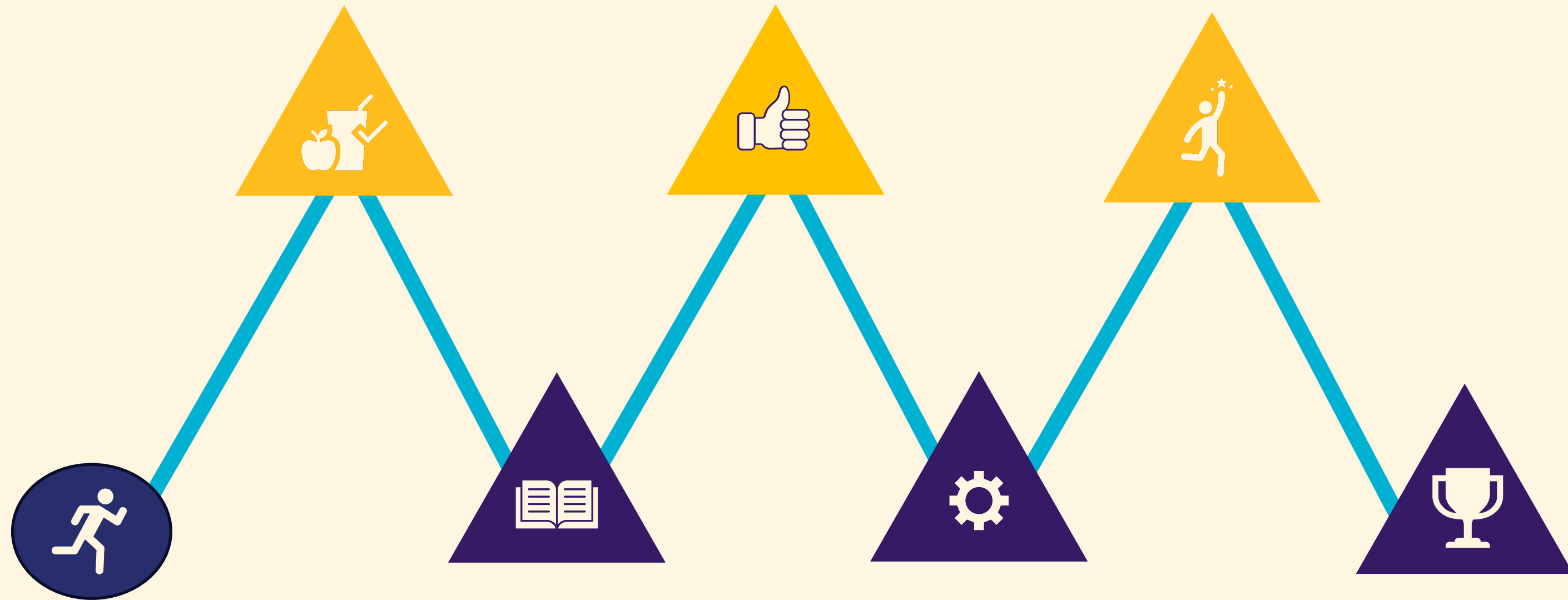


Recommended Strategies



Reflection

Identifying Student Needs

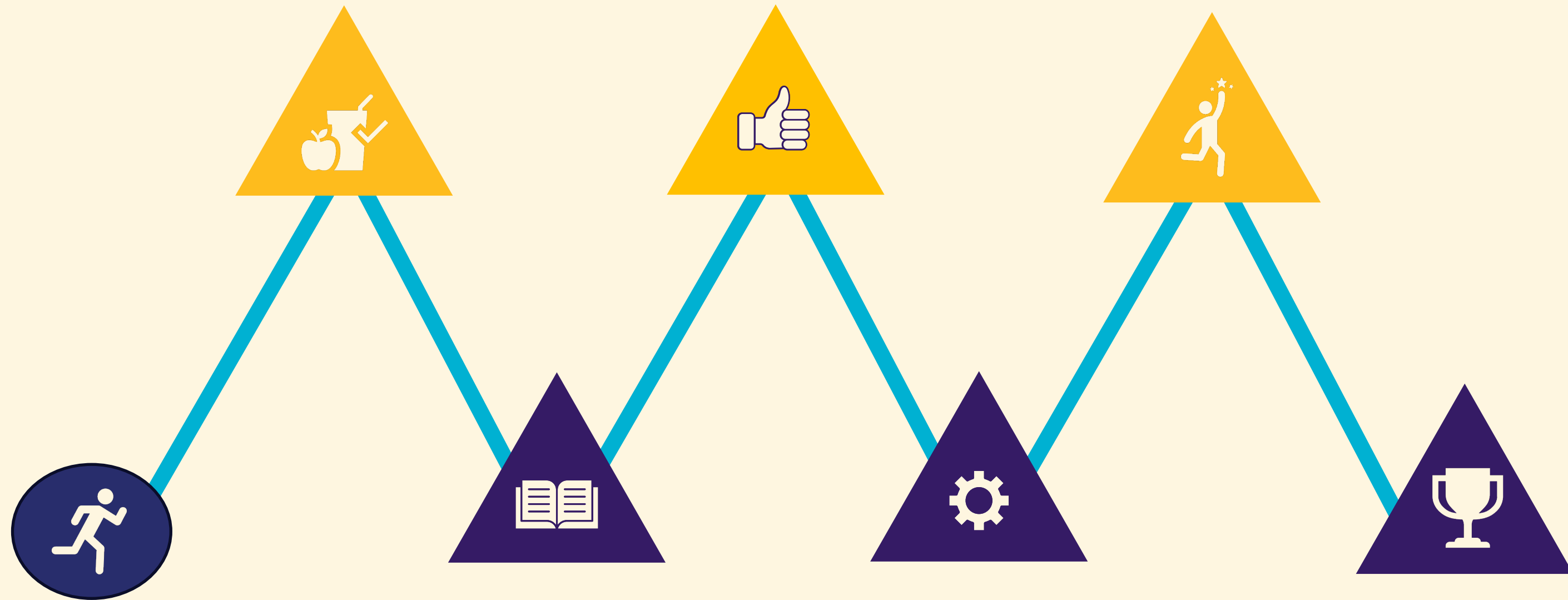




What do students at our university need?

Please respond in the chat

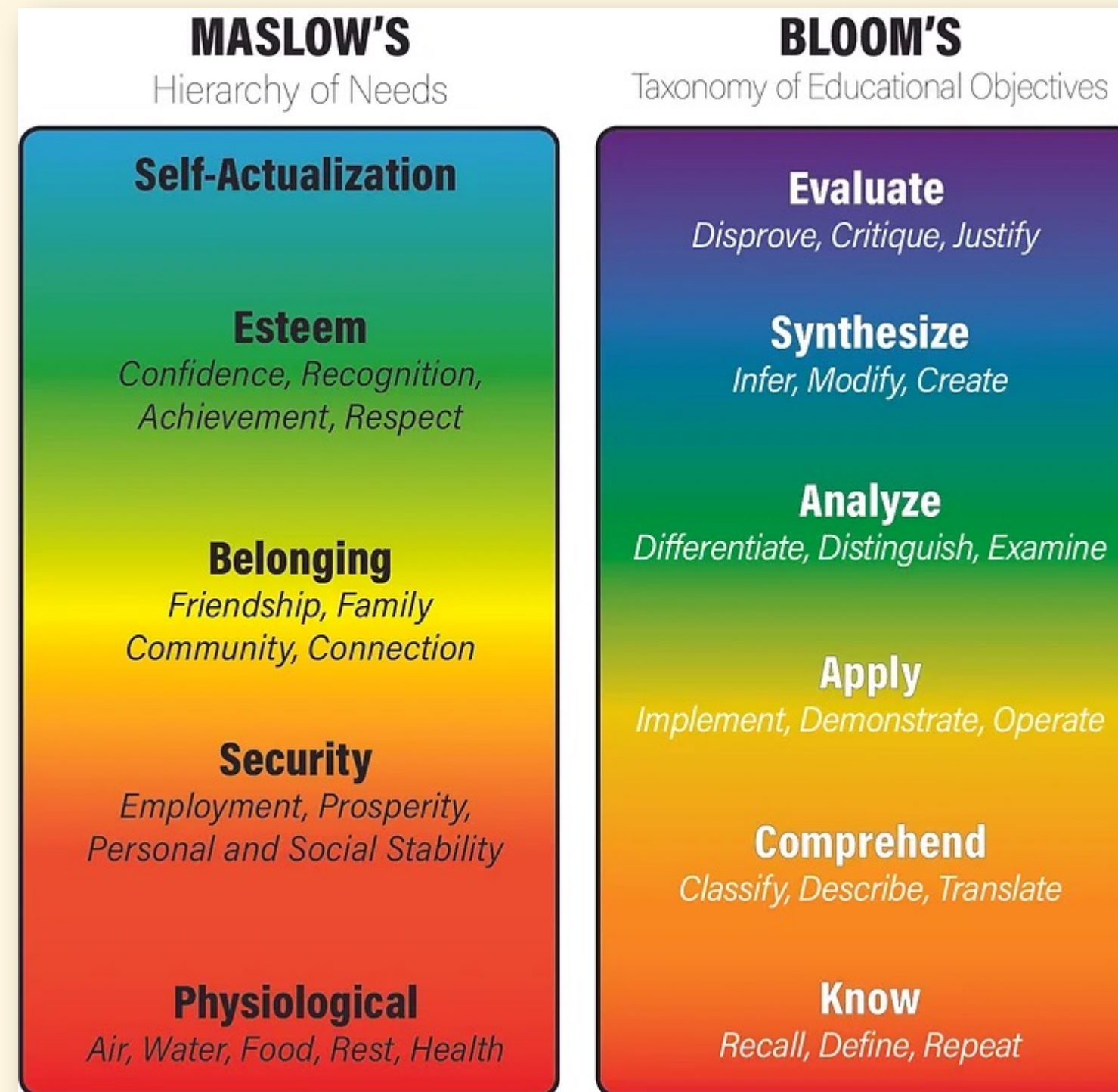
Identifying Student Needs



A Tale of Two Theories

Maslow's Hierarchy

- Proposed by Abraham Maslow.
- Psychological theory outlining human motivation and needs.
- Organizes needs into a pyramid.
- People aim to fulfill lower-level needs before higher ones.
- Widely used in psychology, education, and management.



Bloom's Taxonomy

- Created by Benjamin Bloom.
- Educational framework for categorizing cognitive skills.
- Divides learning into six levels
- Guides curriculum design, assessment, and instructional strategies.
- Enhances critical thinking and learning outcomes.

Maslow's Hierarchy of Needs



Integrating Maslow's Hierarchy of Needs into Course Design

Awareness

- Including student friendly language
- Addressing any logistical concerns
- Offering multiple points of contact
- Communicating clear class policies, expectations, and guidelines.
- Addressing any concerns related to security or privacy

Access to Resources

- Making sure students have access to required materials, tools, and a conducive learning space.
- Assisting with questions / concerns
- Connecting and guiding to appropriate channels of help when necessary

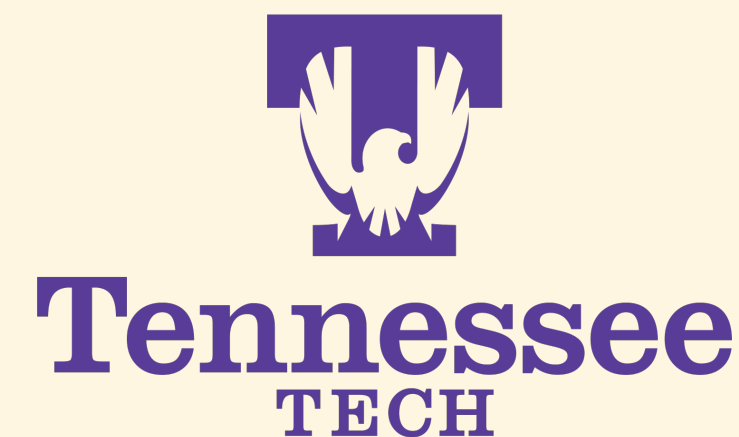
Community of Learners

- Creating a safe and supportive learning environment
- Fostering a sense of belonging
- Promoting respectful and inclusive interactions



**Reflection: How can we
meet students' needs in our
course design and college
classroom?**

Course Design Examples



Course Syllabus

Bookmarks

Course Schedule

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Module 0: Start Here

Add dates and restrictions...

Tennessee TECH

Module 0

Upload / Create Existing Activities Bulk Edit Expand All Collapse All

Course & Instructor Information

Course & Instructor Information

Here is some information about your course and your instructor. Notice also that the link to the printable syllabus is on the top left of your screen.

Upload / Create Existing Activities

Course Welcome & Introduction

Web Page

Placeholder: Optional Video Introduction from Your Instructor

Video

Course Learning Objectives

Web Page

Meet Your Instructor

Web Page

Course Information

Web Page

15-Week Schedule Template

Word Document

Student Policies, Student Services, & Technical Supports

Here are some academic and support information listed in alphabetical order.

Upload / Create Existing Activities

Required Minimum Technical Skills, Hardware, & Software

Web Page

Student Academic Misconduct Policy

Link

Student Handbook

Link

Student Resources

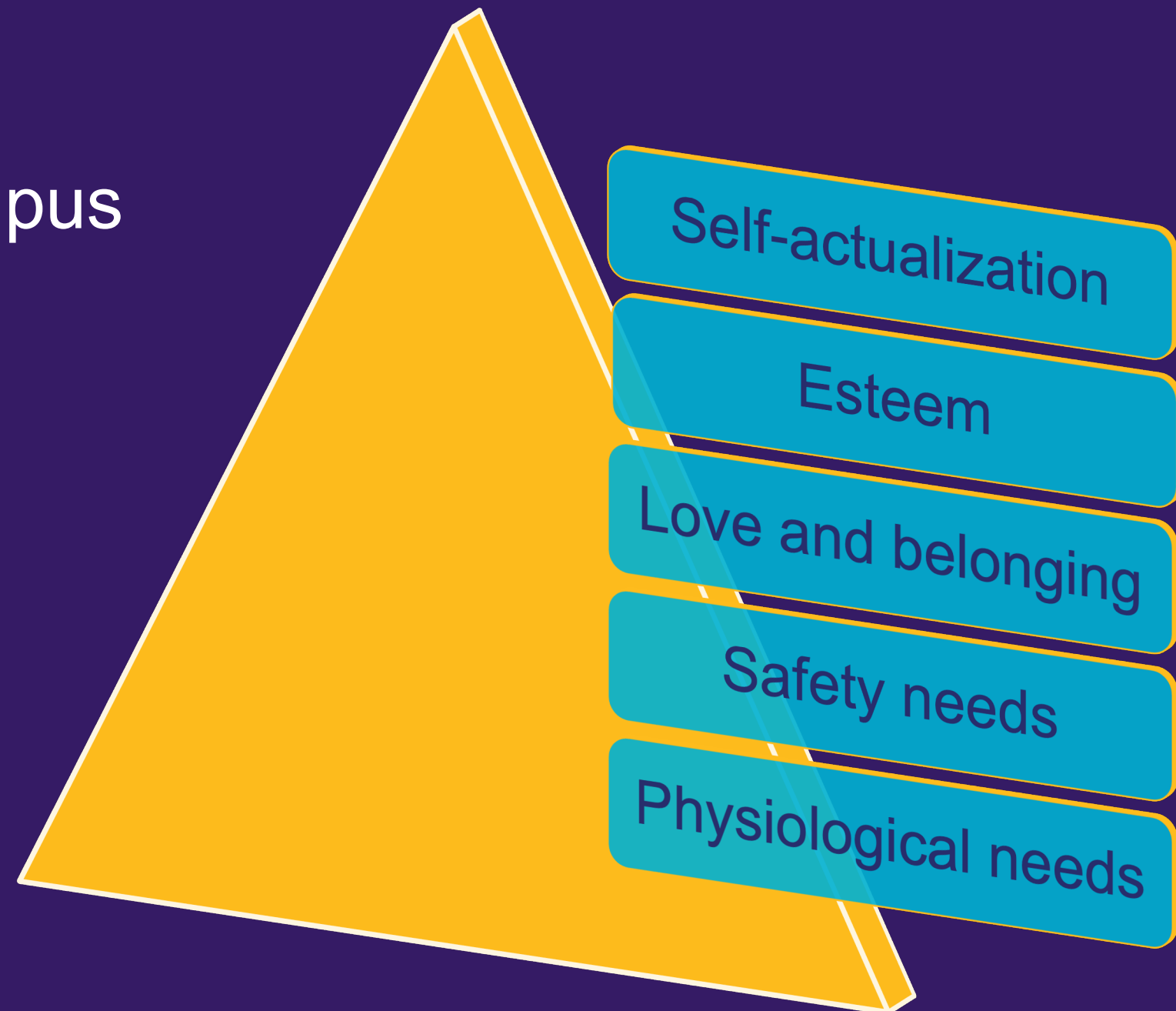
Link

Technical Support

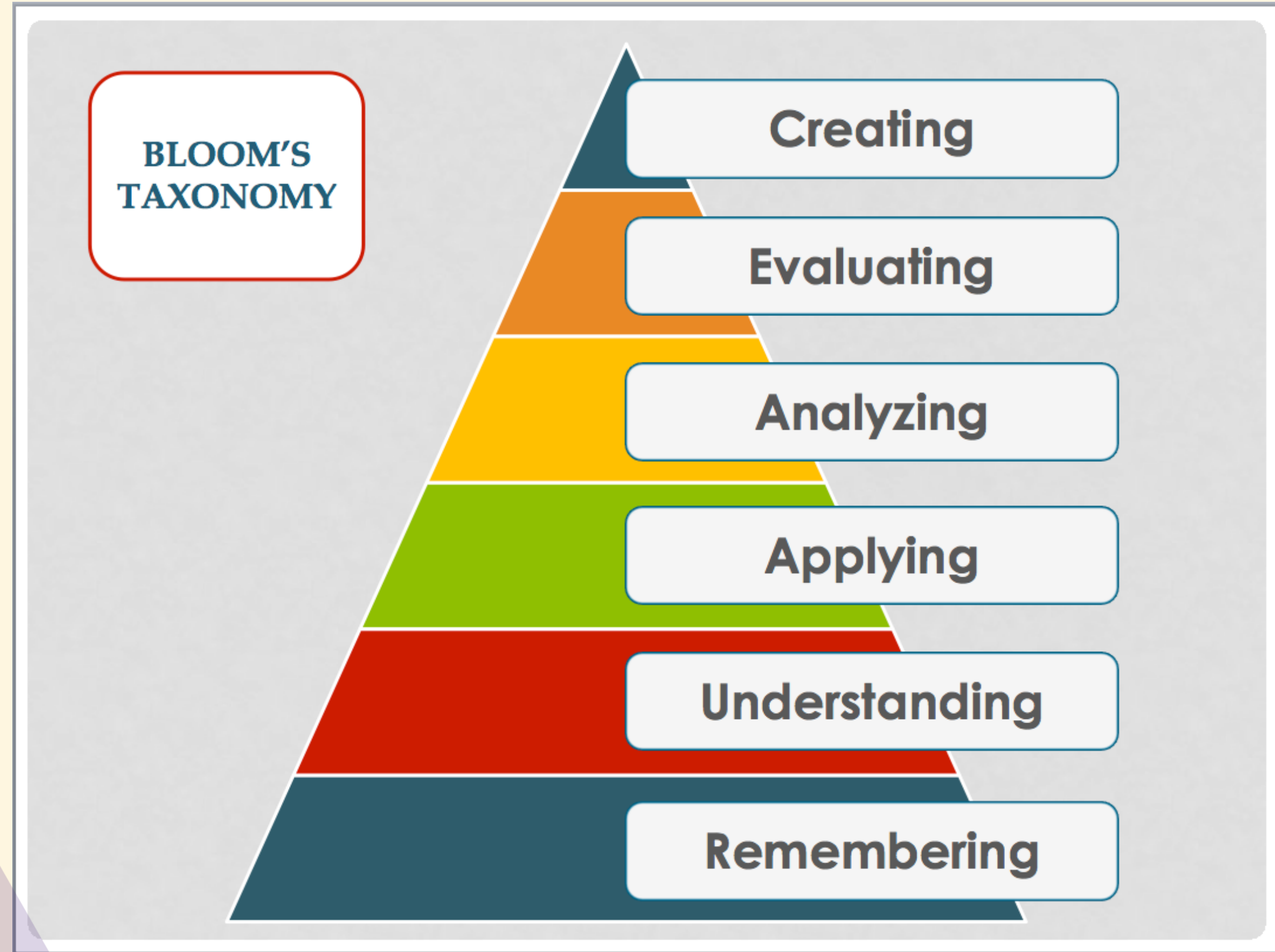
Link

The Five Levels of Need

- Increase student awareness of campus resources
- Building a community of learners
- Recognition / Feedback
- Respectful expectations



Bloom's Taxonomy



Bloom's Verbs

01

KNOWLEDGE:

Define,
Identify,
Describe,
Recognize,
Tell,
Explain,
Recite,
Memorize,
Illustrate,
Quote

02

UNDERSTAND:

Summarize,
Interpret,
Classify,
Compare,
Contrast,
Infer,
Relate,
Extract,
Paraphrase,
Cite

03

APPLY:

Solve,
Change,
Relate,
Complete,
Use,
Sketch,
Teach,
Articulate,
Discover,
Transfer

04

ANALYZE:

Contrast,
Connect,
Relate,
Devise,
Correlate,
Illustrate,
Distill,
Conclude,
Categorize,
Take Apart

05

EVALUATE:

Criticize,
Reframe,
Judge,
Defend,
Appraise,
Value,
Prioritize,
Plan,
Grade,
Reframe

06

CREATE:

Design,
Modify,
Role-Play,
Develop,
Rewrite,
Pivot,
Modify,
Collaborate,
Invent,
Write

Blooms = HOT

Higher Order Thinking

Questioning Analysis

- Class questions: Are they higher order or lower order?
- Difference between a "right there" question and one that requires students to use new knowledge with background knowledge to form connections.

Task Analysis

- What type of thinking is involved in assignments and questions?
- Where would these activities fall in Bloom's taxonomy?
- How can we structure the learning to increase in rigor as students progress through the course?

Blooms = HOT

Question Example

English

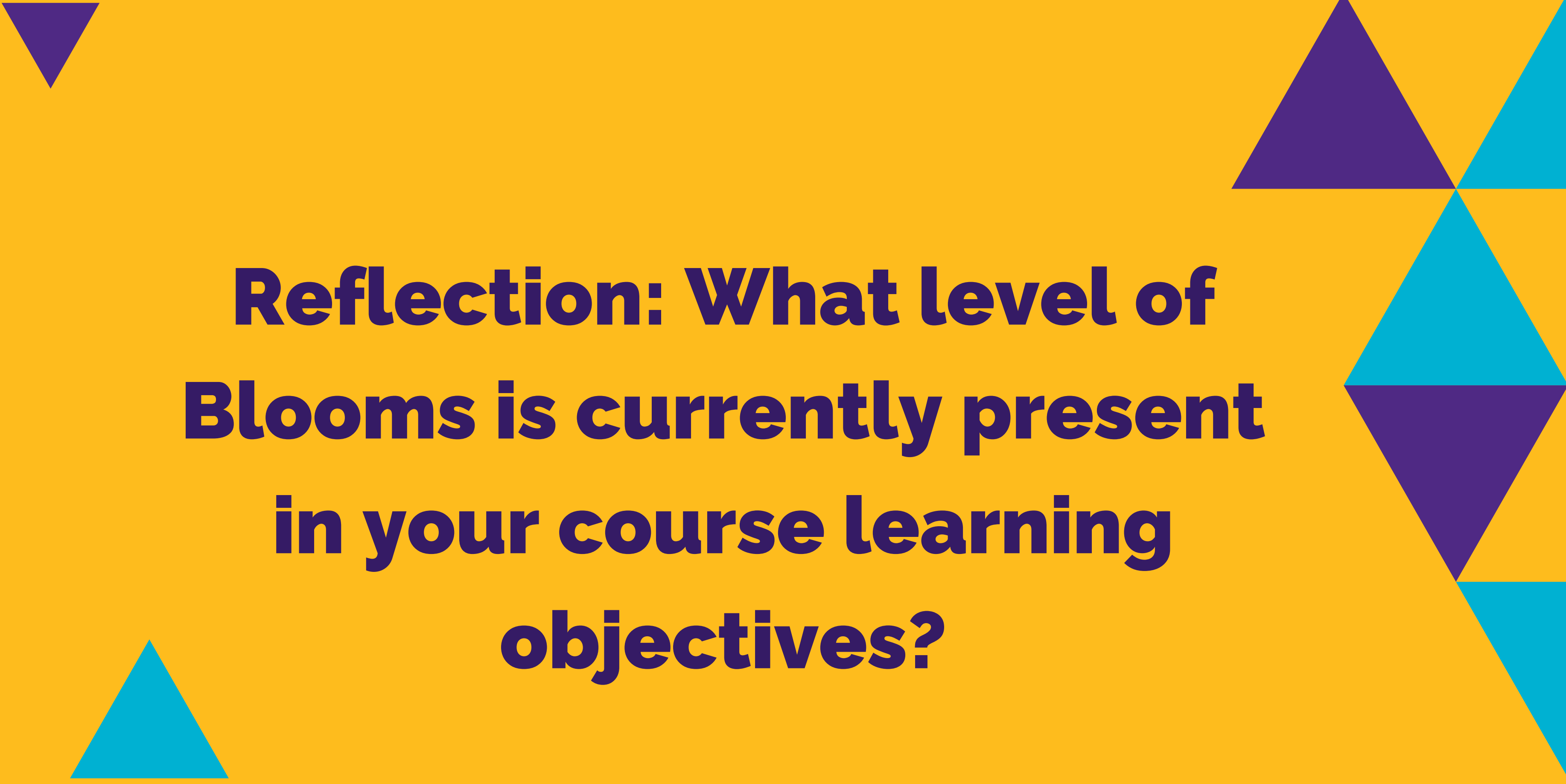
Context: *Fahrenheit 451*

- **Literal:** Describe the sequence of events that led to Beatty's death.
- **Interpretive:** How does Montag's action reflect his inner transformation?
- **Evaluative:** What conflicting factors contribute to Montag's final decision, and how does this choice shape the story's themes?

Biology

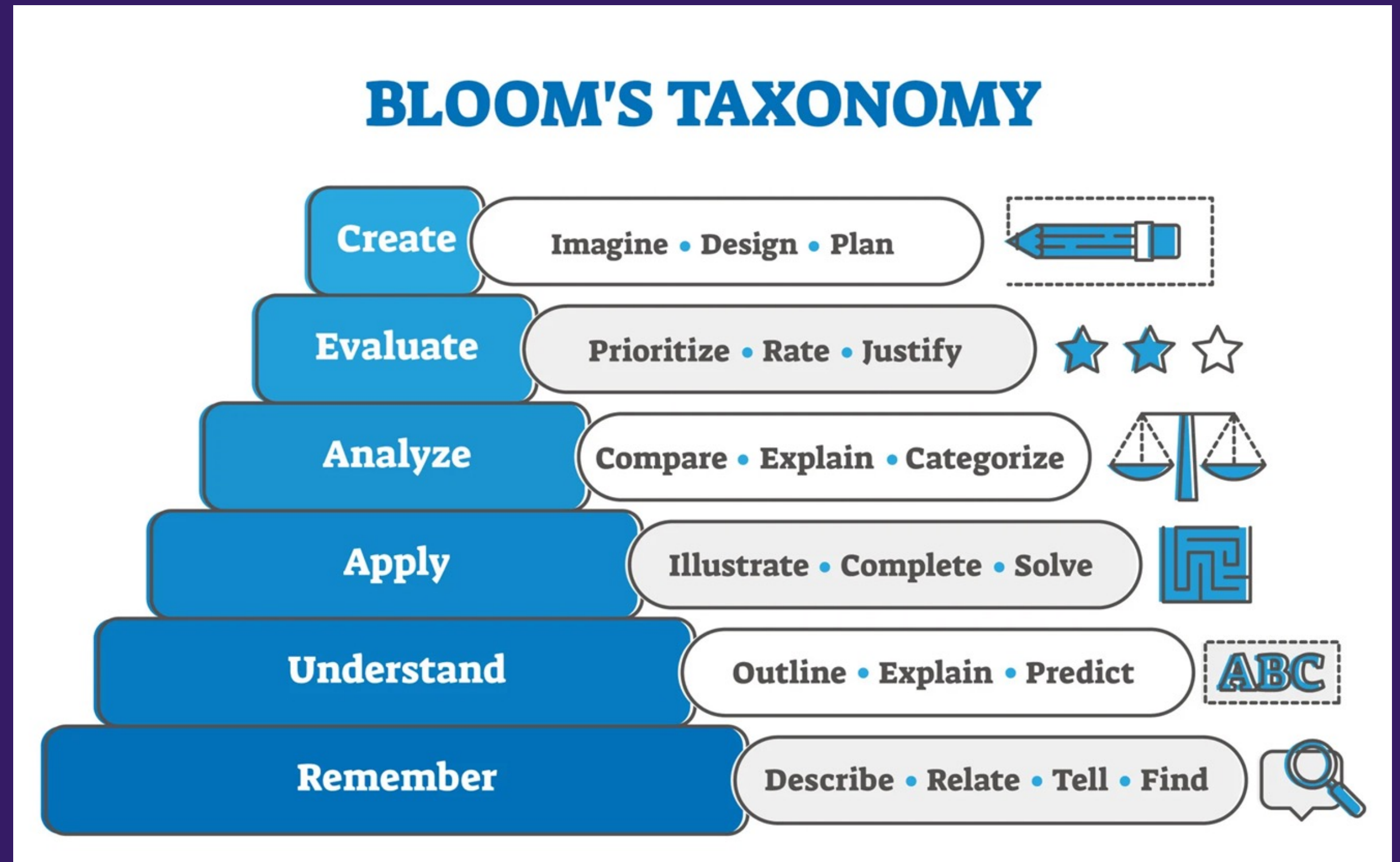
Context: Photosynthesis

- **Literal:** What are the two main products of photosynthesis, and how do they contribute to a plant's growth and energy needs?
- **Interpretive:** Explain how variations in light intensity can affect the rate of photosynthesis in plants. How might this impact the overall ecosystem?
- **Evaluative:** Assess the significance of photosynthesis in the context of carbon dioxide levels and global climate change. How does an understanding of this process inform strategies for addressing environmental concerns?



**Reflection: What level of
Blooms is currently present
in your course learning
objectives?**

Creating Learning Objectives with Bloom's



<https://www.simplypsychology.org/blooms-taxonomy.html>

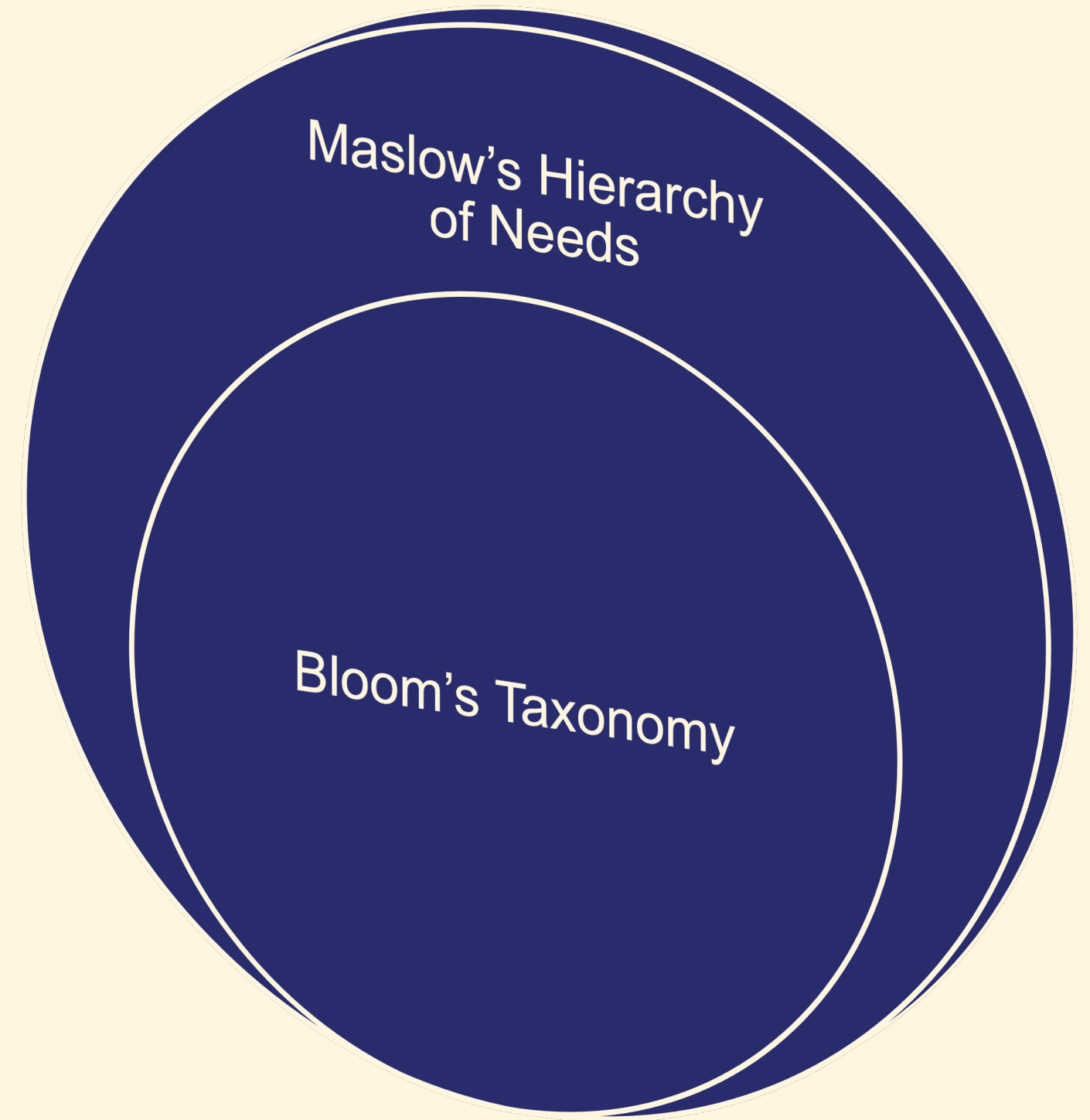
Reflect

Revise

Revisit

“Maslow Before Bloom”

- The idea that all learning takes place within a social and emotional context.



Student Supports



Resources



Learning Center



Community



Recognition



IT Help Desk





**Reflection: What are ways
that you already combine
Maslow & Bloom?**

Recommended Strategies

- Review course from a student perspective
- Build a supportive environment
- Encourage personal growth
- Connect to future goals
- Open communication
- Student feedback: CITL Small Group Instructional Diagnostic
- Task Analysis
- Relevance of content

Thank you!

Questions, Comments, Concerns?

Feedback Survey

Next Week's Session:

SMART/ABCD Goals

Tuesday, September 5th

References:

Alam, S., & Karwowski, W. (2022). The Human Side of Service Engineering. New York, NY: Springer Nature.

Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. New York: McKay, 20, 24.

Hopper, E. (2020). Maslow's Hierarchy of needs explained. ThoughtCo. <https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571>

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396. <https://doi.org/10.1037/h0054346>

Maslow, A. H. (1970). Motivation and personality. New York: Harper & Row.

Ruhl, C. (2023). Bloom's Taxonomy of learning. Simply Psychology. <https://www.simplypsychology.org/blooms-taxonomy.html>

Resources:

<https://www.exploringthecore.com/post/maslow-before-bloom>
[Verb Power \(imiaweb.org\)](http://imiaweb.org)

[Revised Bloom's Taxonomy – Center for Excellence in Learning and Teaching \(iastate.edu\)](http://iastate.edu)

[Student Resources - Golden Eagles Live Wings Up \(tntech.edu\)](http://tntech.edu)

