

**Are we teaching for  
understanding?**

**BLOOM'S  
VS  
CONCEPTUAL  
UNDERSTANDING**

**Whats the difference?**



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***My students understand the  
Topic....***

***but can't apply it in a new  
context.”***

***Maybe it's because you are  
focusing on the wrong kind of  
**UNDERSTANDING.*****



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**The word “Understanding”  
means different things in :**

- **Bloom’s Taxonomy:**  
**Comprehending facts**
- **Concept-Based  
Learning: Grasping  
transferable  
concepts.**



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	<b>Bloom's Understanding</b>	<b>Conceptual Understanding</b>
<b>Position</b>	Level 2	Final goal
<b>Focus</b>	Comprehension of the content	Transfer across context
<b>Depth</b>	Surface to mid-level thinking	Deep, abstract, transferable
<b>Example</b>	Explain the water cycle	How does change affect systems?



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***Use Bloom's verbs to climb towards deeper conceptual understanding.***



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# Real-Classroom Example

Topic: Ecosystem

Concept : Interdependence

Blooms Verbs	Task	Conceptual Purpose
Remember	List producers and consumers	Factual base/ knowledge
Apply	create a food web	See relationships
Analyze	Predict outcome of removing a species.	Reveal interdependence
Create	Design a balanced ecosystem	Transfer conceptual understanding.



 ***Use Bloom's as a Process.***

 ***Aim for conceptual understanding as the goal.***

 ***Assess students' ability to transfer ideas.***



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