

Bloom's Taxonomy for Public Health Trainers: A Practical Guide to Smarter Learning

If you're involved in training others in public health, whether in labs, clinics, or community settings, you're already doing incredible work in instructional design, even if you haven't formally named it that way! Embracing Bloom's Taxonomy can elevate your training to new heights, making it more effective and purposeful. This isn't just an academic framework; it's a practical and impactful approach that structures learning to ensure retention and inspire meaningful actions in the real world.

What Is Bloom's Taxonomy?

[Bloom's Taxonomy](#) organizes learning by levels of thinking. It starts with **Remembering** (basic recall of facts), then moves through **Understanding**, **Applying**, **Analyzing**, **Evaluating**, and finally **Creating**—the highest level of cognitive skill. Think of it as a ladder: each step builds on the last, helping learners move from knowing something to being able to use it in meaningful ways.

Why It's a Game-Changer in Public Health Training

No matter if you're educating on lab safety, outbreak response, or data interpretation, Bloom's Taxonomy is a fantastic ally that can help you:

- Craft clear and precise learning objectives.
- Align training activities with desired outcomes for greater impact.
- Make training sessions more vibrant and relevant to your learners' daily roles.

Quick Tips for Getting Started

Leverage Bloom's Verb Charts for Crafting Objectives.

Utilizing action verbs associated with various levels of thinking can clarify your aspirations for learners.

- **Example:** Instead of saying "Learners will understand biosafety procedures," try: *"Learners will **describe** key biosafety procedures. Learners will **apply** them in a simulated lab setting."*

Emphasize Growth and Progression.

Instead of trying to conquer all Bloom's levels in one go, start with essential knowledge and gradually build to more complex tasks.

- **Example:** In training on outbreak investigation:
*Session 1: Learners will **identify** familiar outbreak sources.*
*Session 2: Learners will **analyze** case data to determine transmission patterns.*
*Session 3: Learners will **design** a response plan based on findings.*

Tie Learning to Real-World Experiences.

Make your training more applicable by linking it to tasks relevant to their roles.

- **Example:** Instead of teaching surveillance definitions in isolation:
*Ask learners to **apply** those definitions to classify cases in a mock outbreak scenario.*

Revamp Existing Objectives with Bloom's Insight.

Review your current training objectives and enrich them using Bloom's levels for sharper focus. "Know" is too vague an objective—notice how we can break this down into two learning objectives.

- **Example:** Original objective: "Learners will know how to report lab incidents."
*Revised using Bloom's: "Learners will **explain** the steps for reporting lab incidents.*
*Learners will **evaluate** sample reports for completeness."*

Final Thought

You don't need to be an instructional design expert to create meaningful learning experiences. Bloom's Taxonomy offers a practical pathway to enhance public health training, making it more intentional, practical, and action-oriented.

Additional Resources:

1. [Steps beyond Bloom's Taxonomy](#)
2. [Bloom's Taxonomy in Public Health](#)