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**Mrs. Anitha Nesa Thanka**

Sultan Qaboos University, Oman

Usefulness of learning domains and blooms taxonomy in nursing education

In 1956, Benjamin Bloom with collaborators published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familiarly known as Bloom's Taxonomy. The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice. (Vanderbilt University,2020)

In 2001 a revision of Bloom's Taxonomy with the title A Taxonomy for Teaching, Learning, and Assessment . (IOWA state University, 2020).In Nursing , Learning domains such as affective, cognitive and psychomotor domains are widely using in Theory as well as in Clinical teaching and practice. These domains are interlinked with the Blooms Taxanomy. (Chandio,2016).

Blooms taxonomy is giving more space for cognitive domaines.While the emphasis in terms of processing is on the intellectual or cognitive domain, to some extent processing also involves the physical and/or emotional/psychological (termed "affective") domains. It is helpful to think of learning in this respect as a continuum rather than as an "either-or" proposition. At one end is non-reflective learning, while at the other lies reflective learning, with varying degrees in between. Where exactly one is on the learning continuum at any given point in time will depend on numerous factors (e.g., the curricular material, objectives, learning style)(L. Herod, EdD, 2012).

Psychomotor objectives are those specific to discreet physical functions, reflex actions and interpretive movements. Traditionally, these types of objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts. This area also refers to natural, autonomic responses or reflexes.(Leslie Owen Wilson, Ed. D. 2020)

This integrated review study assess the usefulness of Bloom s Taxonomy in Nursing education (Teaching and practice) by incorporating the domains of Learning.

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Biography:

Mrs. Anitha Nesa Thanka did her Bachelors in Nursing under Dr. MGR University in CFCH College of Nursing Ambilikai from 1992-1996. She worked as clinical Instructor from 1996-1997. After that, worked as senior staff nurse in ADK Hospital from 1998-2002. She did her Masters in Nursing on Medical Surgical Nursing from Sacred Heart College of Nursing (2002-2004) under Dr. MGR University, India. She worked as a lecturer in National College of Nursing from 2004-2005. From 2006 January till date she is working as a lecturer in Sultan Qaboos University in Oman. College of Nursing at Sultan Qaboos University is a ACEN accredited college. Her clinical experiences as Clinical Instructor in following clinical areas: Medical wards, Hematology wards, Surgical wards, Burns ward, Nephrology unit, Neurology Unit, Day Care, Operation Theatre, Clinical Physiology and dialysis unit. Her research interest is on wound care, at present she is involved in a research project on Quality of life among chronic wound patients. She published few research studies and art works as she is an artist. She received best teacher award in 2016 in Sultan Qaboos University. She is chairing a College committee called Textbooks and Library Committee, Also She is the member of Examination and Evaluation committee and Grade verification committee. At present she is teaching Advanced Nursing Students and Adult Health Nursing.