

**Table 7.5**

## LEARNING PERFORMANCES\*

The Cognitive Process Dimension

<b>THE KNOWLEDGE DOMAIN</b>	<b>REMEMBER</b>	<b>UNDERSTAND</b>	<b>APPLY</b>	<b>ANALYZE</b>	<b>EVALUATE</b>	<b>CREATE</b>
	<i>Definition:</i> To recall something from memory	<i>Definition:</i> To comprehend and be able to explain the meaning of a concept or process	<i>Definition:</i> To develop solutions to familiar or new problems	<i>Definition:</i> To examine a concept or process in detail to learn more about it	<i>Definition:</i> To make judgments about value, quality, importance, or condition	<i>Definition:</i> To produce something
<b>Factual Knowledge</b>  <i>Definition:</i> Knowledge of details and facts	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>
<b>Conceptual Knowledge</b>  <i>Definition:</i> Knowledge of interrelationships, principles, theories, and models	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>
<b>Procedural Knowledge</b>  <i>Definition:</i> Knowledge about how to do something, conduct inquiry, or use a skill	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>
<b>Meta-cognitive Knowledge</b>  <i>Definition:</i> Self-knowledge, knowledge of one's own cognition	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>	<i>Example:</i>

\*Modified from Anderson, L. W., and D. R. Krathwohl, 2001.

