Taxonomy of Educational Objectives Knowledge Domain

Version 1 - October 2012

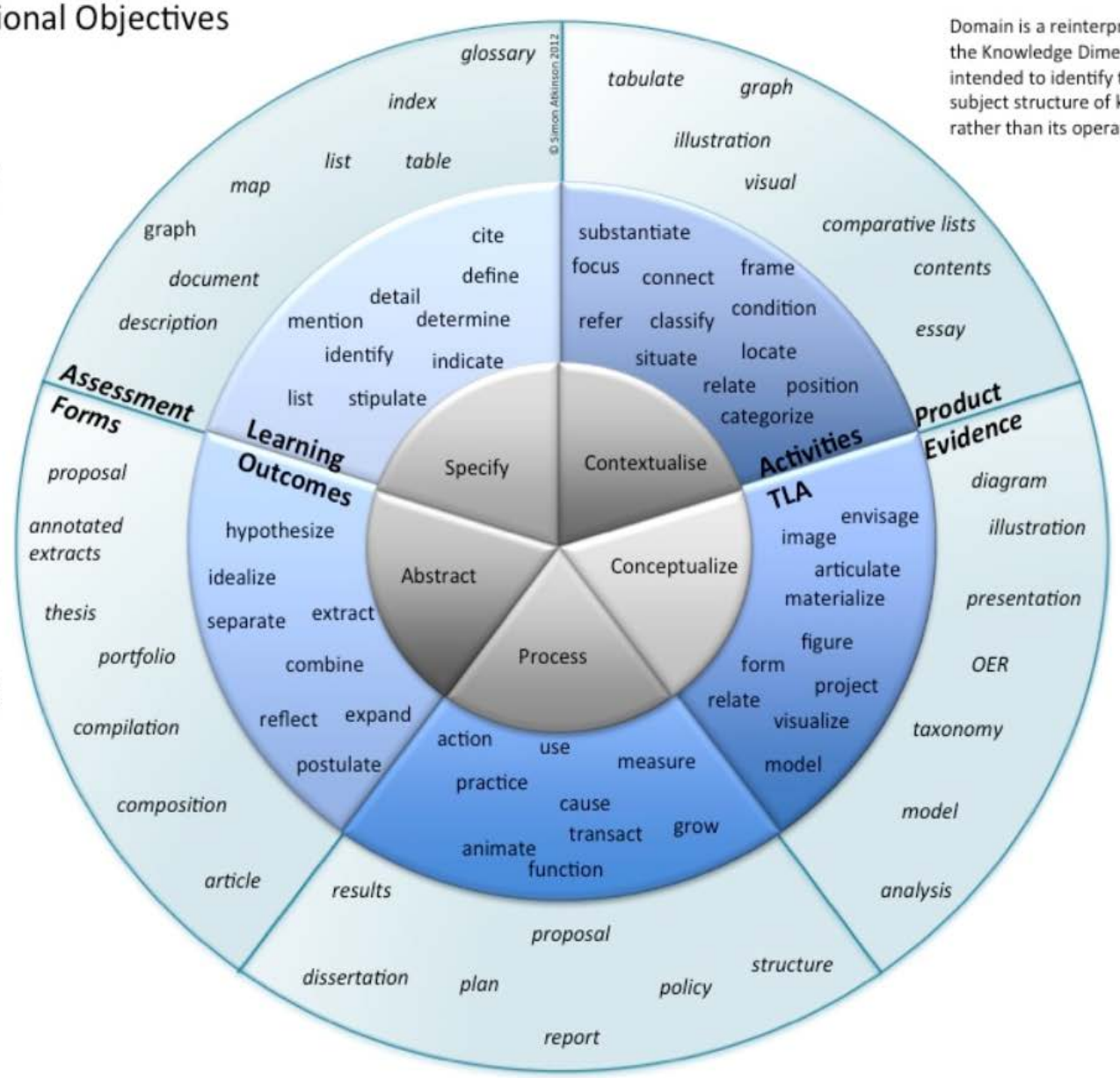
Specify – ability to locate, identity and recognise factual knowledge, dates, terminology, artefacts (audio and visual) required of a given discipline domain.

Contextualise – ability to place specific knowledge within appropriate discipline relationships, classifications, taxonomies and categorizations.

Conceptualize – ability to articulate relationships between knowledge contexts and to work with models, visualizations, theories and structures that relate between contexts or within contexts.

Process – ability to utilize subject or discipline language and actions to specify, contextualise and conceptualize existing and new knowledge.

Abstract – ability to recognise and process abstract, unseen or unspecified knowledge, and articulate knowledge origination, including meta-cognition.



Domain is a reinterpretation of the Knowledge Dimension intended to identify the field or subject structure of knowledge rather than its operation.

Knowledge Domain

Atkinson 2012 adapted from
Anderson, L W, & Krathwohl D R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman