Types of Knowledge

Bloom's taxonomy of learning was revised a number of times by other researchers, yet the revision gaining most attention was introduced in 2002[1], suggesting some improvements to the original taxonomy, especially in the concept of the most simple learning outcome - knowledge. Based on the more recent advancements in the area of cognitive psychology, knowledge is according to the revised taxonomy divided in four types[2]:

	Type		Definition	Examples
1.	**Declarative knowledge**	**Factual knowledge**	The knowledge of **facts or the basic elements** students must know to be acquainted with a discipline or solve problems in it.	Knowhedge that a a keyboard is a computer device, that chemical symbol *Au* represents gold, that this color is called green, that *7* is the symbol for number 7, knowledge of names of three fastest growing trees, knowledge of the definition of the quadratic formula, knowledge that hte capital of Azerbajdan is Baku, knowledge that the U.S. gained independence in 1776.
2.		**Conceptual knowledge**	Conceptual knowledge reffers to **patterns and interrelationships** among the basic elements within a larger structure that enable them to function together.	Knowledge of categories (concepts) like cars, dogs or rock music. Knowledge about similarities and patterns in factual knowledge elements, for example forms of business ownership.
3.	**Procedural knowledge**		How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	Whole-number division algorithm, greedy algorithm, Held–Karp algorithm, interviewing techniques, differential equation solving techniques, gaze heuristic, similarity heuristic.
4.	**Metacognitive knowledge**		Knowledge of cognition in general as well as awareness and knowledge of one's own cognition[3].	Knowledge of outlining as a means of capturing the structure of a unit subject matter in a textbook, knowledge of the use of heuristics, knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks.

1)
Anderson, Lorin W., David R. Krathwohl, and Benjamin Samuel Bloom. A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives. Longman, 2001.

2)
Krathwohl, David R. A Revision of Bloom's Taxonomy: An Overview. Theory into practice 41, no. 4, Autumn 2002.

3)
Pintrich, Paul R. The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing. Theory into Practice 41, no. 4: 219-225, October 2002.