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## Analysis of Cognitive Levels on Final Examination Questions for the Diploma Nursing Programme using the Revised Bloom's Taxonomy at a Selected Nursing College in South Africa

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The current health-care environment is depicted by rapid transformation and fast paced, technologically advanced world, coupled with constant knowledge explosion. Nurse educators are therefore required to opt for innovative teaching and assessment strategies so that students are able to think critically, solve problems and have the ability to practice competently in a variety of situations.

**Aim:** The aim of the study was to analyse the cognitive levels of final examination questions for the Diploma Nursing Programme using the Revised Bloom's Taxonomy at a selected nursing college in South Africa.

**Methodology:** A quantitative descriptive approach was adopted. Ninety five final examination question papers consisting of 1709 questions were selected through a non-probability, convenience sampling method from nursing modules of first to fourth year level for the period 2011-2015. Ethics principles were observed throughout the study.

**Data Collection:** Utilized a researcher designed template incorporating the six cognitive levels of the Revised Bloom's Taxonomy. SPSS version 24 was used to analyse the data.

**Results:** The study revealed that examiner's emphasis was on lower cognitive level of Bloom's Taxonomy evaluating understanding and comprehension and rarely application. The higher order cognitive levels (analyse, evaluate and create) were less assessed in the examination questions papers. The discussion concludes that examination questions were not cognitively demanding.

**Recommendations:** Re-enforcement of use of assessment guidelines, staff development through in-service trainings, workshops and seminars to improve question construction.

### Biography:

Ms. Pakkies is a Lecturer at the University of Kwa-Zulu Natal (South Africa) in the Discipline of Nursing. She is involved in undergraduate and postgraduate teaching as well as postgraduate research supervision. Her research interests include quality assurance in Higher Education as well as research in Advanced Nurse Practice.

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