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Harnessing Bloom's Taxonomy to develop in-depth review articles

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Dear Editor,

Comprehensive review articles require more than just gathering information; they require careful synthesis, analysis, and effective communication (Dhillon, 2022). Benjamin Bloom's Taxonomy offers a systematic framework, guiding authors through remembering, understanding, applying, analysing, evaluating, and creating (Adams, 2015). Leveraging Bloom's Taxonomy enriches writing, ensuring impactful and thorough reviews.

At the foundational level of remembering, authors embark on a meticulous literature search to gather pertinent studies. For instance, in a review exploring "Innovative Pedagogical Approaches in Medical Education," authors meticulously scour databases such as PubMed and ERIC using keywords like "medical education" and "innovative teaching methods."

In transitioning to Understanding, the authors synthesise the literature, identifying key concepts such as problem-based learning and simulation-based training. This enables a more profound comprehension of fundamental principles, such as how active learning strategies enhance student engagement and knowledge retention.

Applying involves contextualising synthesised information within broader educational frameworks. By referencing theories such as cognitive load theory, the authors elucidate how instructional design principles can optimise learning outcomes in medical education.

Analysis necessitates evaluating the strengths and weaknesses of existing educational practices. Despite the prevalent use of lecture-based teaching, the review highlights the benefits of active learning approaches in improving critical thinking skills and clinical reasoning among medical students.

During evaluation, authors assess the overall quality and significance of synthesised literature. While some studies demonstrate the effectiveness of flipped classroom models in medical education, others yield mixed results, underscoring the need for further research with rigorous methodologies.

Lastly, creating involves synthesising information to propose innovative educational interventions. Drawing insights from the review, the authors propose a comprehensive model illustrating the integration of technology-enhanced learning tools and interprofessional education strategies. Future research recommendations include exploring virtual reality simulations' impact on clinical skill acquisition.

By embracing Bloom's Taxonomy, writers adeptly navigate the complexities of review article writing with clarity and depth. This systematic approach empowers scholars to recapitulate existing literature and assess,

integrate, and expand knowledge within the field, thereby enhancing the credibility and significance of scholarly endeavours in any educational field.

Notes on Contributors

Sulthan Al Rashid contributed to the concept, scientific content, data collection, and manuscript preparation.

Mohmed Isaqali Karobari helped with the review and editing of the manuscript.

The final manuscript has been read and approved by all the authors.

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Declaration of Interest

The authors claim to have no conflicts of interest.

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