

## ABSTRACT

### **Bloom's Taxonomy, an Ally in Histology Teaching: The Histoblooms Experience in Social Media**

<sup>1,2</sup> Escamilla-Sánchez A., <sup>1,3</sup> López-Villodres J.A., <sup>1,3</sup> Sánchez-Varo R., <sup>1,3</sup> Rodríguez-Pérez L.M., <sup>1,3</sup> Ortega-Jiménez, <sup>1,3</sup> M.V., Arranz-Salas I., <sup>1,3</sup> García-Díaz B., <sup>1,3</sup> Mercado-Sáenz S. and <sup>1</sup> Bermúdez D.

<sup>1</sup> Departamento de Fisiología Humana, Histología Humana, Anatomía Patológica y Educación Física y Deportiva, Facultad de Medicina, Universidad de Málaga, Málaga, Spain.

<sup>2</sup> Grupo BE21 Hematología & Inmunoterapia, IBIMA Plataforma Bionand, Málaga, Spain.

<sup>3</sup> IBIMA Plataforma Bionand, Málaga, Spain.

The use of social media (SM) has grown exponentially in recent years, reaching 63.8% of the global population in 2024. These platforms are part of students' daily environment, especially among young people, which has encouraged their incorporation into educational contexts. In health sciences, SM facilitates communication, promotes collaboration among professionals, provides access to resources, and supports new forms of learning adapted to current needs.

However, their use also presents limitations and risks, such as information overload, questionable content quality, potential privacy violations, and the blurring of boundaries between professional and personal domains. Additionally, SM may negatively impact professional image and raise ethical concerns, particularly in healthcare settings.

In visually oriented subjects such as Histology, platforms like Instagram® can be particularly beneficial. Their use promotes active and dynamic learning, enhances pattern recognition skills, and increases student motivation. Based on this premise, a teaching experience was conducted with medical students at the University of Málaga during the 2024–2025 academic year, using a private account to share image-based activities.

The methodology included voluntary student participation, teamwork, and the use of problem-based learning combined with an approach based on Bloom's Taxonomy with personalized feedback. This framework aimed to promote the acquisition of key competencies, including critical thinking, analytical skills, problem-solving abilities, and the capacity to apply theoretical knowledge to practical and clinical contexts, as well as fostering autonomy and collaborative learning.

In conclusion, social media represents a useful, engaging, and complementary tool in medical education, particularly in visually based disciplines. Its use can enhance student motivation and academic outcomes when properly supervised in accordance with ethical standards and privacy considerations, although it should complement rather than replace traditional teaching methods. In this context, the application of Bloom's Taxonomy to Histology has proven to be especially valuable, as it promotes deeper

learning and the development of key competencies while progressively structuring knowledge acquisition. Moreover, this approach has been very well received by students, who show high levels of engagement and satisfaction, reinforcing its effectiveness as an innovative educational strategy.