

Bloom's New Taxonomy



PINPOINT



What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning.

Benjamin Bloom

The new taxonomy

Several members of Bloom's original team revised this well known taxonomy in the light of critiques of the order of the skills and confusion over the terminology. As a result, nouns were changed to verbs and there was a slight amendment to the ranking. Knowledge, instead of being a skill, became the context in which the thinking operated.

It remains however a theory with no basis in evidence. It should not be enforced policy.



Classifying learning objectives within the framework is likely to increase teachers' understanding of each objective.

David Moseley

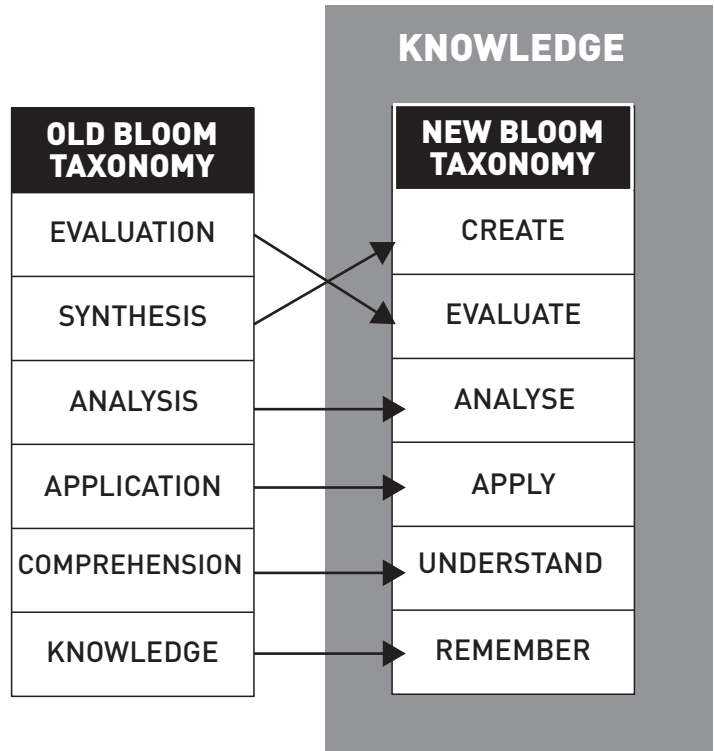
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The context of knowledge

The addition of the dimension of knowledge —in its four types— made the taxonomy far more useful for teachers. Instead of the usual list of appropriate verbs for each level, the more detailed analysis reveals which skills are relevant to which type of knowledge.

THE COGNITIVE PROCESS DIMENSION

THE KNOWLEDGE DIMENSION	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	List	Summarise	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
MetaCognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualise