



A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Complete Edition

By Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Raths, Merlin C. Wittrock

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Drawing heavily from Bloom's Taxonomy, this new book helps teachers understand and implement a standards-based curriculum. An extraordinary group of cognitive psychologists, curriculum specialists, teacher-educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes, that defines what students are expected to learn in school. A series of vignettes-written by and for teachers-illustrates how to use this unique framework. A revision only in the sense that it builds on the original framework, it is a completely new manuscript in both text and organization. Its two-dimensional framework interrelates knowledge with the cognitive processes students use to gain and work with knowledge. Together, these define the goals, curriculum standards, and objectives students are expected to learn. The framework facilitates the exploration of curriculums from four perspectives-what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education. This "revisited" framework allows you to connect learning from all these perspectives. This "Professional Edition" includes an additional section ("The Taxonomy in Perspective,") which is not available in the "Revisited for Teachers" edition of the book.

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Editorial Review

From the Back Cover

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. Like no other book, it explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C&I emphasis), and measurement and assessment experts (assessment emphasis). This "Professional Edition" includes an additional section ("The Taxonomy in Perspective,") which is not available in the "Revisited for Teachers" edition of the book. Educators, or others interested in Educational Psychology.

About the Author

Dr. Lorin W. Anderson is a Carolina Distinguished Professor at the University of South Carolina where he has served on the faculty since 1973. He has written extensively in the areas of classroom instruction and school learning, educational programs for economically disadvantaged children and youth, and testing and assessment. In addition to this title, he has authored Bloom's Taxonomy: A Forty-Year Retrospective (1994), A Handbook for Teacher Leadership (1995), and the International Encyclopedia of Teaching and Teacher Education, Second Edition (1995)

Users Review

From reader reviews:

Steven Zakrzewski:

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having theme for entertaining including comic or novel. The A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Complete Edition is kind of guide which is giving the reader erratic experience.

Buddy Stewart:

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