

Choice Assignment: Article on Revised Bloom's Taxonomy

The article I chose to read and reflect on is *The Second Principle*, by L. Wilson (2016), located online at <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>. The main focus of the article was more of a history lesson on how Bloom's Taxonomy first began and the main points that have been revised and reworded. The most noticeable difference to me was the addition of metacognitive knowledge and how the knowledge is used.

The four knowledge branches that are part of the revised addition are factual knowledge, conceptual knowledge, procedural knowledge and the new metacognitive knowledge. According to the article, Wilson (2016) describes the knowledge as follows: Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it. Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area. Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies. Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

The knowledge layout presents very detailed and specific terms that apply to each. This brought the author to state, "[the revised version] lays out components nicely so they can be considered and used." I actually find them to be extra wordy and hard to determine my own inference. What I liked about the original version, the original Bloom's Taxonomy as in *Differentiating Instruction in the Regular Classroom* by D. Heacox (2002), was it allowed me to process and infer on my own what each lens was describing. I wonder if the author of this article is basing her comfort with the revised version as one we try to teach newer teachers. As a veteran teacher, I find the former version the most helpful because my experience fills in the gaps. In any case, this was an interesting article to read and I appreciated looking at the differences from old to new.