## **Detailed Contents**

xix

List of Tables and Figures

xxi

xxvii

Preface

SECTION I

Foreword

The Taxonomy: Educational Objectives and Student Learning 1				
CHAPTER 1	Introduction 3			
	The Need for a Taxonomy 3			
	Using Our Increased Understanding 6			
	The Taxonomy Table, Objectives, and Instructional Time 6			
	The Taxonomy Table and Instruction 7			
	The Taxonomy Table and Assessment 8			
	The Concept of Alignment 10			
	Teachers as Curriculum Makers Versus Teachers as Curriculum Implementers: A Closing Comment 10			
CHAPTER 2	The Structure, Specificity, and Problems of Objectives 12			
	The Structure of Objectives 12			
	Content Versus Knowledge 12			
	Behavior Versus Cognitive Processes 13			
	Specificity of Objectives 15			
	Global Objectives 15			
	Educational Objectives 15			
	Instructional Objectives 16			
	Summary of Levels of Objectives 16			
	What Objectives Are Not 17			

		A Changing Vocabulary of Objectives 18
		Problems with Objectives 20
		Specificity and Inclusiveness 20
		The Lock-Step Nature of Objectives 21
		What Does an Objective Represent—Learning
		or Performance? 21
		The Restricted Use of Objectives 22
		Concluding Comment 23
SECTION II	The Rev	ised Taxonomy Structure 25
	CHAPTER 3	The Taxonomy Table 27
		Categories of the Knowledge Dimension 27
		Categories of the Cognitive Process Dimension 30
		The Taxonomy Table and Objectives: A Diagrammatic Summary 30
		Why Categorize Objectives? 34
		Our Use of Multiple Forms of Definition 36
		Verbal Descriptions 36
		Sample Objectives 37
		Sample Assessment Tasks 37
		Sample Instructional Activities 37
		Closing Comment: A Look Ahead 37
	CHAPTER 4	The Knowledge Dimension 38
		A Distinction Between Knowledge and Subject Matter Content: A Tale of Four Teachers 39
		Different Types of Knowledge 40
		A Distinction Between Factual and Conceptual Knowledge 41
		A Rationale for Metacognitive Knowledge 43
		Categories of the Knowledge Dimension 45
		Factual Knowledge 45
		Knowledge of Terminology 45
		Knowledge of Specific Details and Elements 47
		Conceptual Knowledge 48
		Knowledge of Classifications and Categories 49
		Knowledge of Principles and Generalizations 51
		Knowledge of Theories, Models, and Structures 51
		, , , , , , , , , , , , , , , , , , , ,

	Procedural Knowledge 52
	Knowledge of Subject-Specific Skills and Algorithms 53
	Knowledge of Subject-Specific Techniques and Methods 54
	Knowledge of Criteria for Determining when to Use Appropriate Procedures 54
	Metacognitive Knowledge 55
	Strategic Knowledge 56
	Knowledge About Cognitive Tasks Including Contextual and Conditional Knowledge 57
	Self-Knowledge 59
	Assessing Objectives Involving Metacognitive Knowledge 60
	Conclusion 62
CHAPTER 5	The Cognitive Process Dimension 63
	A Tale of Three Learning Outcomes 64
	No Learning 64
	Rote Learning 64
	Meaningful Learning 64
	Meaningful Learning as Constructing Knowledge
	Frameworks 65
	Cognitive Processes for Retention and Transfer 65
	The Categories of the Cognitive Process Dimension 66
	Remember 66
	Recognizing 69
	Recalling 69
	Understand 70
	Interpreting 70
	Exemplifying 71
	Classifying 72
	Summarizing 73
	Inferring 73
	Comparing 75
	Explaining 75
	Apply 77
	Executing 77
	Implementing 78
	Analyze 79
	Differentiating 80

81 Organizing 82 Attributing **Evaluate** 83 Checking 83 Critiquing 84 84 Create 86 Generating Planning 87 87 Producing 88 Decontextualized and Contextualized Cognitive Processes An Example of Educational Objectives in Context 89 Remembering What Was Learned Making Sense of and Using What Was Learned 90 Conclusion 91

#### SECTION III The Taxonomy in Use 93

CHAPTER 7

95 CHAPTER 6 Using the Taxonomy Table 95 Using the Taxonomy Table in Analyzing Your Own Work 96 Using the Taxonomy Table in Analyzing the Work of Others 97 The Taxonomy Table Revisited 97 The Learning Question The Instruction Question 99 101 The Assessment Question 102 The Alignment Question 105 Problems in Classifying Objectives The Level of Specificity Problem 105 The Prior Learning Problem 105 Differentiating Objectives from Activities 106 Some Helpful Hints 107 Consider the Verb-Noun Combination 107 Relate Type of Knowledge to Process 107 Make Sure You Have the Right Noun 108 **Rely on Multiple Sources** 109 Introduction to the Vignettes 110

111

110

Characterization of the Vignettes

The Curriculum Unit

	Central Components of the Vignette Descriptions	112
	Using the Taxonomy Table to Analyze the Vignettes 114	
	The Analytic Process: A Summary 117	
	Organization and Structure of the Vignette Chapters 117	
	A Closing Comment 118	
CHAPTER 8	Nutrition Vignette 119	
	Section I: Objectives 119	
	Section II: Instructional Activities 120	
	Section III: Assessment 127	
	Section IV: Closing Commentary 128	
	The Learning Question 128	
	The Instruction Question 128	
	The Assessment Question 130	
	The Alignment Question 130	
	Section V: Closing Questions 131	
	Attachments 133	
	Macbeth Vignette 136	
CHAPTER 9	Macbeth Vignette 136	
CHAPTER 9	Part I: Objectives 137	
CHAPTER 9	S	
CHAPTER 9	Part I: Objectives 137	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146 The Assessment Question 148	
CHAPTER 9	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146 The Assessment Question 148 The Alignment Question 148	
	Part I: Objectives 137  Part II: Instructional Activities 137  Part III: Assessment 143  Part IV: Closing Commentary 146  The Learning Question 146  The Instruction Question 146  The Assessment Question 148  The Alignment Question 148  Part V: Closing Questions 149	
	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146 The Assessment Question 148 The Alignment Question 148 Part V: Closing Questions 149 Attachments 151	
	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146 The Assessment Question 148 The Alignment Question 148 Part V: Closing Questions 149 Attachments 151  Addition Facts Vignette 158	
	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 146 The Assessment Question 148 The Alignment Question 148 Part V: Closing Questions 149 Attachments 151  Addition Facts Vignette 158 Part I: Objectives 158	
	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 148 The Assessment Question 148 The Alignment Question 148 Part V: Closing Questions 149 Attachments 151  Addition Facts Vignette 158 Part I: Objectives 158 Part II: Instructional Activities 159 Part III: Assessment 165 Part IV: Closing Commentary 168	
	Part I: Objectives 137 Part II: Instructional Activities 137 Part III: Assessment 143 Part IV: Closing Commentary 146 The Learning Question 146 The Instruction Question 148 The Assessment Question 148 The Alignment Question 148 Part V: Closing Questions 149 Attachments 151  Addition Facts Vignette 158 Part I: Objectives 158 Part II: Instructional Activities 159 Part III: Assessment 165	

	The Alignment Question 169
	Part V: Closing Questions 169
CHAPTER 11	Parliamentary Acts Vignette 171
	Part I: Objectives 171
	Part II: Instructional Activities 173
	Part III: Assessment 180
	Part IV: Closing Commentary 182
	The Learning Question 182
	The Instruction Question 184
	The Assessment Question 184
	The Alignment Question 184
	Part V: Closing Questions 184
	Attachments 186
CHAPTER 12	Volcanoes? Here? Vignette 190
	Part I: Objectives 190
	Part II: Instructional Activities 191
	Part III: Assessment 201
	Part IV: Closing Commentary 205
	The Learning Question 205
	The Instruction Question 205
	The Assessment Question 205
	The Alignment Question 205
	Part V: Closing Questions 206
	Attachments 208
CHAPTER 13	Report Writing Vignette 210
	Part I: Objectives 210
	Part II: Instructional Activities 213
	Part III: Assessment 220
	Part IV: Closing Commentary 223
	The Learning Question 223
	The Instruction Question 223

The Assessment Question

169

258

The Assessmen	225	
The Alignment	225	
Part V: Closing Que	226	
Attachments	228	

# CHAPTER 14 Addressing Long-Standing Problems in Classroom Instruction 232

Generalizations Related to the Learning Question 234
Using Complex Processes to Facilitate Mastery of Simpler
Objectives 234

Choosing Varieties of Knowledge 236

Generalizations Related to the Instruction Question 239

Recognizing Links Between Knowledge Types and Cognitive Processes 239

Differentiating Instructional Activities from Objectives 242

Generalizations Related to the Assessment Question 245

Using Summative and Formative Assessments 245

Dealing with External Assessments 248

Generalizations Related to the Alignment Question 250

Aligning Assessments with Objectives 250

Aligning Instructional Activities with Assessments 253

Aligning Instructional Activities with Objectives 255

A Final Comment 256

Unsolved Problems 257

The Time Demands of Analysis 257

The Linkage of Objectives and Instruction 257

Lack of Progress in Multiple-Choice Item Formats

Relationship to a Theory of Learning and Cognition 258

Relationships Among the Domains 258

In Closing 259

### **Appendixes**

Appendix A: Summary of the Changes from the Original Framework

Four Changes in Emphasis

Four Changes in Terminology

263

#### **XVIII** Detailed Contents

Four Changes in Structure 266

The Inclusion of Understanding and the Omission of Problem Solving and Critical Thinking 269

Appendix B: Condensed Version of the Original Taxonomy of Educational
Objectives: Cognitive Domain 271

References 279

Credits 287

Index 289