

An Exploration of the Effective Use of Bloom's Taxonomy in Teaching and Learning

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Bloom's taxonomy has been a valuable resource for education since its introduction. This research aims to explore the successful use of Bloom's taxonomy in teaching and learning and investigating the variables influencing the application of Bloom's taxonomy in the classroom. The investigation uses an online survey via Google Forms with a sample of 80 teachers, including 12 instructional leaders, from seven different countries, most of whom are from Sri Lanka and India. The data was analyzed and interpreted using statistical techniques, including central tendencies and inferential statistical tools. The main objective of this research was to investigate the impact of Bloom's Taxonomy awareness among teachers on teaching and learning and to identify teachers' use of Bloom's Taxonomy in the classroom for teaching and learning. It also analyses teachers' understanding of the relationship between Bloom's Taxonomy and 21st-century learning skills in teaching and learning. It was revealed that, although teachers were aware of Bloom's Taxonomy from multiple sources, they did not use it regularly for teaching and learning. This issue is due to a lack of enthusiasm, inadequate teacher supervision and evaluation, a lack of focused continuing professional development, and teacher attitudes, especially fixed mindsets among teachers. Bloom's Taxonomy is often utilized in private international schools that provide regular professional development and teacher monitoring and assessments.

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