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On the Representation of Bloom's Revised Taxonomy in Interchange Coursebooks

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Abstract

This study intends to evaluate Interchange series (2005), which are still fundamental learning objectives in Bloom's Revised Taxonomy (2001) to see which levels of Bloom's coursebooks. For this purpose, the contents of Interchange textbooks were codified through two kinds of reliability analysis, namely, inter-coder and intra-coder reliability. The coding scheme was based on Bloom's Revised Taxonomy of learning objectives. The percentages of occurrence of different learning objectives were calculated. The results showed that in the Interchange series (2005), the three low levels in Bloom's Revised Taxonomy, were the most significant difference was also found among the coursebooks in their inclusion of metacognitive knowledge. All in all, it was found that the total absence of metacognitive knowledge. As a final point, some implications for teachers and coursebook/textbook authors are discussed.

Keywords

coursebook; coursebook evaluation; Bloom's taxonomy; Bloom's revised taxonomy

Article Title [Persian]

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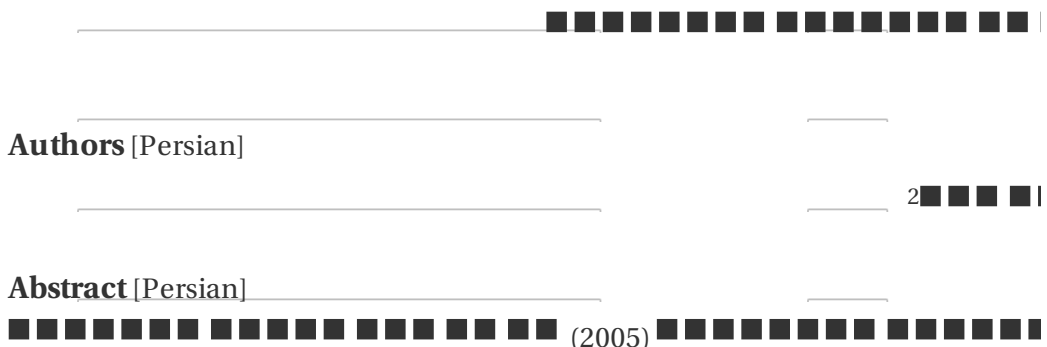
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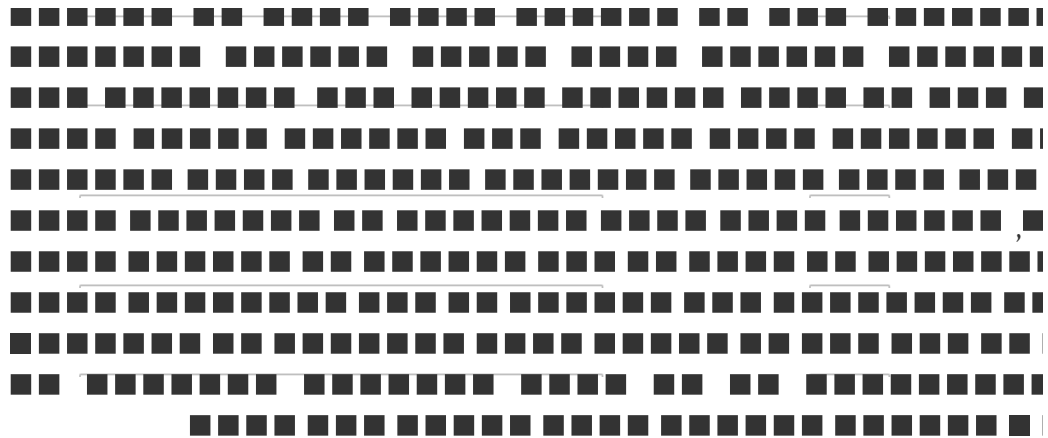
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