The Analysis of the Gains in Turkish Teaching Programme According to the Revised Bloom's Taxonomy

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ABSTRACT

There are many classifications used in the field of education. It is Bloom's Taxonomy that is the most widely used in the classifications. Bloom's taxonomy has been used by many researchers for many years. Revising of the taxonomy has been raised. Seven educators led by Anderson and Krathwohl collaborated and then updated taxonomy.

Revised Bloom's taxonomy consists of Knowledge Dimension and Cognitive Process Dimension. Knowledge Dimension consists of Factual Knowledge (Knowledge of Terminology, Knowledge of Specific Details and Elements), Conceptual Knowledge (Knowledge of Classifications and Categories, Knowledge of Principles and Generalizations, Knowledge of Principles and Generalizations), Procedural Knowledge (Knowledge of Subject-Specific Skills and Algorithms, Knowledge of Subject-Specific Tecniques and Methods, Knowledge of Criteria for Determining When to Use Appropriate Procedures), Metacognitive Knowledge (Strategic Knowledge, Knowledge About Cognitive Tasks, Including Contextual and Conditional Knowledge, Self-Knowledge) categories.

Cognitive Process Dimension consists of Remember (Recognizing, Recalling), Understand (Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining), Apply (Executing, Implementing), Analyze (Differentiating, Organizing, Attributing), Evaluate (Checking, Critiquing), Create (Generating, Planning, Producing) categories.

The aim of this study is to determine levels of listening, reading, writing, speaking gains in 6, 7 and 8 Class of Turkish Teaching Programme according to the Revised Bloom's Taxonomy.

The data (gains) will be resolved by two researchers separately via SPSS 15.0 package program. In order to test the inter-rater reliability, a formula; Reliability = (The number of agreements) / (The number of agreements + the number of disagreements) will be used. Category analysis will be done.