

Revised Bloom's Taxonomy: A Review-Based Study

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Abstract

Revised Bloom's taxonomy (RBT) is one of the popular learning outcome frameworks, instructional planning frameworks, and alignment structures of assessment in modern education. This study is carried out to review the literature related to the RBT that has developed over the years, its conceptual framework, application in pedagogical practices, advantages, limitations, and implications. It is based on the qualitative systematic review methodology, which included identification, screening, extraction, and synthesis of academic sources published in 2001-2024. The results show that the two-dimensional model of RBT, which includes the knowledge dimension and cognitive process dimension, offers an elaborate framework of curriculum and assessment design. The taxonomy enhances clarity in pedagogy, encourages thinking at a higher order, and is consistent with the requirements of the 21st century. Limitations assume a hierarchy may be biased to Western epistemology and inconsistent in their classroom applications because of the limited capacity of the teacher. It concludes that RBT is still a foundational framework that needs to be adapted to the context, teacher training, and combined with modern digital and competency- based education reforms.

Keywords: *Revised Bloom's Taxonomy, cognitive process, knowledge dimension, learning outcomes, assessment alignment, higher-order thinking, curriculum design*

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Introduction

The three domains of learning include the cognitive, affective, and psychomotor domains, which contribute to the general development of the students. The cognitive domain is concerned with intellectual abilities like remembering, understanding, applying, analyzing, evaluating, and creating knowledge. It enables the learners to build critical thinking, problem-solving, and decision-making skills. The affective domain pertains to feelings, attitudes, values, and emotions, and how the students react to learning and social situations. It promotes the growth of interest, motivation, respect, responsibility, and positive behavior. It is a significant field that can be used to develop character, ethics, and interpersonal relations in education. The psychomotor domain focuses on the development of physical

abilities and the coordination of the mind and body, such as writing, drawing, using tools, and conducting experiments. It helps in the practical learning procedure by engaging in hands-on exercises, physical movement, and skill building. Psychomotor skills are particularly crucial to the effective performance in subjects such as science, sports, and technical education. All these three areas contribute to balanced learning by building the head, heart, and hands of the learners.

The education systems in the world are aimed at increasing the cognitive level, critical thinking, and problem-solving skills of the students. Due to the changes in the process of teaching-learning frameworks, which assist teachers in categorizing and developing learning outcomes, are necessary (Jintalan, 2025). Bloom's

Taxonomy, which came out in 1956, initially offered a pyramidal framework in order to classify cognitive abilities. But evolving thinking in cognitive psychology, designing curriculum and teaching methodologies needed a more dynamic and holistic model, which gave way to Revised Bloom Taxonomy (RBT) (Anderson & Krathwohl, 2001).

RBT has since proved to be a necessity among teachers, curriculum planners, assessment writers, and researchers. It is two-dimensional, which provides it with the ability to define what students are supposed to know and how they are to illustrate their learning. This taxonomy is common in competency-based learning, higher education, teacher training, and online learning. Nevertheless, it is still questionable in terms of its hierarchical framework, cultural adaptability, and its applicability in various educational institutions in the world.

Revised Taxonomy: Rationale of Implementation

New knowledge and thought have to be introduced into the framework. The American society has been changing many things since 1956, which have affected how we think and how we conduct education. We now understand better how children develop and learn, how teachers plan their teaching, teach, and evaluate their students (Alafnan et al., 2024). The necessity of the revision is due to the restrictions of the initial taxonomy in reflecting the real-life learning, which is generally non-linear, as well as the intention to offer educators a language of common expression in order to create curricula, design instruction, and create authentic assessments according to the learning outcomes. The modified taxonomy, with its emphasis on verbs, not nouns, enables an educator to get past memorization in order to develop such skills as creating and evaluating to facilitate the emergence of critical thinking and problem-solving skills. This has also attracted the concern of the relevance of learning to the present time.

The education issue is that it should transform to better fit the ever-changing world that needs not just memorization of facts. One should discuss the flaws of the conventional education models, such as the Bloom taxonomy, by having larger

objectives, such as abilities and manners. When speaking about learning objectives and curriculum development in various subjects and grades at different grades, we are supposed to use simple and up-to-date language that will be easily comprehended by educators (Jansen & Ngema, 2024). It should be based on what the students can actively engage in, demonstrating their learning through action verbs rather than mere nouns to describe their learning processes. Moreover, we must make sure that the results of learning are correlated with teaching processes and exams to actually encourage students' success. The students also need to be assisted in acquiring relevant knowledge, skills, and attitudes, and to increase their self-awareness and effectiveness in self-assessment. Higher-order thinking, including creativity, ought to be encouraged, and this can be achieved through the establishment of a hierarchy of cognitive skills that will lead to learning of basic recall up to higher creation. Moreover, curriculum experts, researchers, and psychologists ought to act in a manner that is pertinent to their context, which improves the assessment of the learning process and content. Finally, we would also need to add certain cognitive terms that would make the learning experience more systematic in a way that it would be relevant over time.

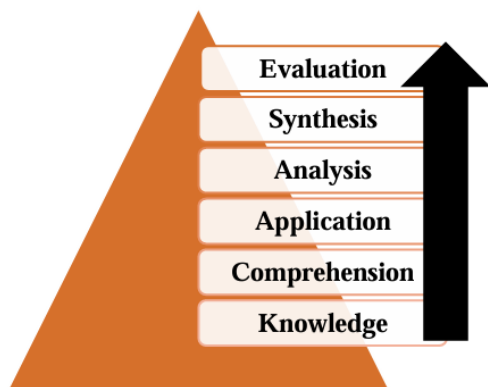
Knowledge Dimension: Categories and Characteristics

Four generic dimensions of knowledge exist, which are factual, conceptual, procedural, and metacognitive. Factual knowledge is discrete and distinct bits of information, such as facts essential in a discipline, terminology, or other facts that can be essential in a discipline or a problem in the discipline. Conceptual knowledge, in its turn, is a more advanced and sophisticated type of knowledge. This involves classification and categories, principles, theories, models, and interrelations amongst basic elements that allow them to operate in a bigger structure (Rosch, 2024). Procedural knowledge is the knowledge of subject-specific rules, methods, procedures, and algorithms- in other words, it is the type of knowledge on how to do something. This encompasses the capabilities and methods used and the

factors that are used to identify when to use certain approaches in certain areas. Finally, the metacognitive knowledge includes awareness and cognition of your own thoughts, including strategy and reflection. It is concerned with cognition tasks, contextual and conditional knowledge, and self-knowledge, all of which lead to effective learning and problem-solving.

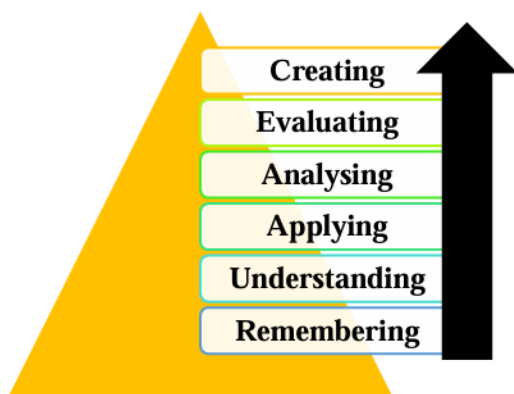
Boom's Taxonomy

Figure 1. Blooms Taxonomy



Revised Bloom's Taxonomy

Figure 2. Revised Bloom's Taxonomy



This research article is in the form of a review, which consolidates the ideas of the current scholarly literature on the subject in order to critically examine the conceptual foundations of RBT, applications, advantages, and drawbacks of this method. The research also examines its implications for the education of the 21st century, especially in curriculum planning,

assessment design, and technological integration.

Literature Review

Since its original construction in 1956, Bloom's Taxonomy has influenced curriculum design, teaching methods, and testing practices in the educational setting. Over the decades, the work of Bloom has been revised, criticized, and extended by scholars so as to match the needs of the evolving education, technological developments, and other epistemologies (Khokhar, 2025). In this paper, the reviewed literature has three broad themes, including evolution and reconceptualization of Bloom's taxonomy, pedagogical applications and instructional practices, and expansions, critiques, and contemporary extensions. A combination of these themes shows that the Taxonomy created by Bloom still contributes to the contemporary educational system and, at the same time undergoes changes due to new pedagogical trends.

Reconceptualization and Evolution of Bloom's Taxonomy

The first theme is the review of the way the conceptualization of Bloom initially has been structured and revised in order to be more in line with the modern views of learning and cognition. The components of this metamorphosis are the seminal revision of Anderson and Krathwohl (2001), which shifts the taxonomy of static nouns (such as Knowledge, Comprehension) to dynamic cognitive processes (such as Remembering, Understanding, Applying, Analyzing, Evaluating, Creating). This movement of the type of knowledge to the cognitive processes represents a more practical, learner-centered manner of defining the educational goals. This revision is further elaborated by Krathwohl (2002), who points out that the Knowledge Dimension (factual, conceptual, procedural, and metacognitive knowledge) is bidimensional and the Cognitive Process Dimension that enables teachers to describe learning goals with less ambiguity. Adams (2015) emphasizes the significance of the Taxonomy introduced by Bloom as a framework for constructing cognitive learning goals as a model that stays relevant within the context of various fields, and medical education is no exception. Armstrong (2016) notes that the updated taxonomy is more

representative of contemporary learning, which requires not only the information learned by students but also manipulated, assessed, and applied to novel situations. These reconceptualizations show a shift towards learning as an active and constructed process as opposed to rote acquisition. Later scholarship has seen this development into the period of information technology and artificial intelligence. Alafnan et al. (2024) state that the model by Bloom needs to be extended to deal with the cognitive needs of AI-infused learning experiences, where the concepts of data literacy, algorithmic knowledge, and digital ethics become the determinants of educational goals. Their writing demonstrates that the taxonomy is converting to multidimensional thinking competencies demanded in technologically mediated settings.

Similarly, Noushad (2024) incorporates the framework of Bloom into the philosophy of Outcome-Based Education (OBE) that focuses on alignment between learning outcomes, strategies to be used in teaching, and assessment. He holds that educational taxonomies, as Bloom included them, are key elements in the organization of measurable and competency-based curriculum. Devkota and Timilsena (2023) defend this view regarding the concept of educational objective construction in Nepal, showing how the Taxonomy created by Bloom offers a systematic means of defining hierarchical learning outcomes in the national reforms of curricula. In these theorists, the progression of Bloom's Taxonomy is described as both dynamic and grounded, retaining its basic formative framework in accordance with new educational paradigms, cognitive science findings, and even technological requirements. It is still an adaptive device that can be redefined by educators according to the needs of a situation.

Instructional Practices and Pedagogical Applications

The second theme is about the practical uses of Bloom's Taxonomy in the designing of the curriculum, classroom teaching as well as in testing. The extensive literature shows how teachers use the taxonomy in lesson planning, teaching methods development,

organization of activities, and assessment of the learning of students. According to Forehand (2010), the hierarchical structure developed by Bloom aids an educator in developing learning activities to encourage progressive cognitive interaction (between the lower-order thinking skills (LOTS) and the higher-order thinking skills (HOTS)). This hierarchical focus makes sure that students have been scaffolded to more complex reasoning and creativity. Further, Wilson (2018) explains the importance of the revised taxonomy in the field of instructional design by providing actionable verbs that correspond to the thought process and allow a teacher to design accurate and measurable learning activities. There are some modern works on the application of the Bloom framework to the subject-matter scenarios. As an example, Kuloğlu and Tutuş (2024) examine elementary English curricula through the revised Bloom Taxonomy and have discovered that they tend to focus more on lower-order skills, including remembering and understanding, and give less focus on evaluating and creating. This disproportion is indicative of a wide-ranging problem of most educational systems, as the development of curriculum is not always associated with increased cognitive activity.

The disjunction between classroom realities and curricular expectations can also be observed in the experiences of the teachers. In their exploration of creative writing instruction, Jansen and Ngema (2024) disclose that teachers are unable to use higher-order learning due to resource limitations, large classes, and inadequate pedagogical practices. Their results demonstrate the structural and situational barriers to the successful implementation of the principles of Bloom in schools. On the same note, in an ethnographic study on the questioning activities of teachers in Nepal, Shrestha (2025) discovered that in spite of teachers having a conceptual understanding of the importance of higher-order questioning, teachers during the classroom interaction mainly engage in factual recall. The continuous use of the LOTS type of questioning limits the possibility of thinking critically and discussing analytically. The discrepancy between HOTS focus as stipulated in higher education and the reality

of the pedagogical practices that focus too much on memorization and low-level assignments is also reported by Siregar (2025). A number of the authors propose pedagogical strategies that are associated with the Bloom framework in order to develop autonomous learning and thinking. Paethrangsi et al. (2024) explain that the core cognitive skills of self-regulated learning and metacognitive strategies on the upper levels of Bloom's taxonomy allow the students to have a higher ownership of learning. Their research highlights the role of metacognition that is consistent with Bloom's high levels, especially in evaluating and creating. Jintalan (2025) illustrates the use of the Taxonomy to implement the outcomes-based teaching and learning (OBTL) to facilitate the teaching and learning of environmental sustainability in OBE. OBTL promotes a more profound interest in the problems of sustainability through the arrangement of learning outcomes, activities, and tests in accordance with HOTS. The paper demonstrates that the framework of Bloom can be used as a supplement to transformative education in cases when it is done by design.

In addition, the principles of Bloom have also overlapped with the digital innovations. The article by Sanzana et al. (2024) provides evidence that gamified virtual workstations can support the process of experiential learning, where students can perform higher-order experimentation, analysis, and evaluation in low-risk digital institutions. Those digital platforms create new opportunities for operationalizing higher-level cognitive processes in interactive and immersive forms. Through these studies, the literature presents the possible opportunities and problems of the use of Bloom's Taxonomy in various classrooms. It involves a deliberate instruction design, teacher knowledge, online integration, and non-hostile institutional settings to achieve successful implementation.

Expansions, Critiques, and Contemporary Extensions of Bloom's Taxonomy

It mentions how the new epistemological, cultural, and interdisciplinary approaches have broadened or questioned Bloom. Although

considered very influential, Bloom's Taxonomy has been criticized as overly hierarchical, too Western, and cognitively limited. New lenses are provided by the recent scholarship that enhances, complicates, or changes the taxonomy. The categorization theory by Rosch (2024) is an attempt to challenge hierarchical taxonomies by pointing out how humans tend to categorize information in proto-based, flexible forms and not linear sequences. This criticism questions the hierarchical sequence of cognitive processes in the model by Bloom and proposes alternative conceptualizations of the knowledge structures. The cultural and epistemological critiques are especially noteworthy in situations where the non-Western or indigenous knowledge dominates. According to Jaiswal (2025), indigenous pedagogies are based on relationality, community-based learning, and contextual embodiment, and it is the case that they may not be hierarchical, as Bloom states.

They instead focus on holistic learning in which knowing, doing, and being are not separated among distinct cognitive categories. This offers a different paradigm that complements the assumptions on the basis of the Bloom paradigm, but also challenges the assumptions. Similar arguments have been put forward by Hariyanto (2025), who introduces Buddhist epistemology as a paradigm through which cognitive development can be understood. Buddhism philosophy involves some ethical, introspective, and contemplative practices, areas where Bloom has not given much emphasis. According to Hariyanto, the concept of critical thinking in Buddhist cultures is closely connected to ethics, mindfulness, and compassion, and requires a more inclusive view on cognitive learning that extends to affective and existential aspects. The other modern criticism is imposed by the needs of the AI age. According to Alafnan et al. (2024), competencies like computational thinking, digital literacy, and algorithmic reasoning are part of modern learners and do not fit into the categories created by Bloom. These emerging competencies demand the use of taxonomies that introduce technology and data-driven aspects of knowledge.

Bloom is also increased in the framework of new pedagogical movements. As demonstrated by Paethrangsi et al. (2024), autonomous learning and collaborative processes need the inclusion of metacognitive strategies that do not have the traditional scope of Bloom. On the same note Siregar (2025) also stresses a balance between lower and higher order thinking skills via student-centered pedagogies in higher education and recommends that although the model by Bloom is foundational it also must be continuously adjusted to the modern educational conditions. In curriculum analysis, scholars such as Kuloğlu and Tutuş (2024) observe that Bloom Taxonomy has emerged as a normative instrument to direct the curricular change, but its hierarchical framework tends to foster a binary of what is conceptualized as simple and complex knowledge, which in itself might not be fitting the dynamism of the learning process. This begs the question of whether the linear hierarchy of Bloom has captured the cognitive developmental process or there is a need to have a more cyclical and interconnected model of cognitive development. Lastly, the new academic setting like gamified virtual laboratory (Sanzana et al., 2024) demonstrates that experiential learning can trigger several layers of cognition at the same time, not following the sequential development presumed in the model by Bloom. These changes show that though the Taxonomy offered by Bloom has a helpful framework, the current pedagogy is more and more requiring multidimensional and integrated theory of cognition development.

Methodology

The study is based on the systematic review approach to collect, interpret, and compile sources addressing the Revised Bloom Taxonomy. The process of review included four significant steps: literature identification, screening and selection, data extraction, and synthesis. During identification, the search in academic databases, including Google Scholar, ERIC, Scopus, JSTOR, and Research Gate, was conducted with the help of the following keywords: Revised Bloom Taxonomy, cognitive domain, learning outcomes, taxonomy and assessment, metacognition,

and instructional design. Related publications (2001-2024) were more favored, but older publications were studied to provide a historical perspective. About 20 documents were reviewed first. The inclusion and exclusion criteria were used in the screening and selection step. The studies were eligible when they contained: theoretical, empirical, or practical information about RBT, and covered the cognitive knowledge level of the behavioral approach, and its application in teaching, evaluation, and contained critiques and modifications of the behavioral approach.

The documents have been rejected because they were not academically relevant, concentrated on an affective, psychomotor domain without being associated with RBT, and provided insufficient descriptions. Having been screened, 15 sources were selected. In the process of data extraction, the sampled sources were carefully read, and essential information, including conceptual arguments, methodological schemes, and examples of implementation and limitations, was noted. Thematic coding was conducted manually, and similar recurrent ideas were coded into subparts such as conceptual structure, curriculum applications, assessment alignment, teacher development, technological integration, strengths, limitations, and future directions.

The synthesis stage was where the themes were included in a coherent interpretation to give the complete analysis. The reason why a systematic synthesis was selected is that it can interpret various types of evidence, conceptual, empirical, and practice-based ones, instead of just depending on the outcomes of qualitative measures. This methodological choice was aimed at making sure that the review represents a wide scope of the interpretation of RBT in the modern educational discourse.

Results and Discussion

The results and findings of the study are based on the themes that are developed by the review of books, research reports, and journals.

Conceptual Hierarchy of Bloom Revised Taxonomy

The Revised Bloom Taxonomy is organized into two dimensions. The Knowledge Dimension (factual, conceptual, procedural, and metacognitive knowledge) and the Cognitive Process Dimension (remember, understand, apply, analyze, evaluate, and create). This change in terms between nouns and verbs can be characterized as a shift in attention to the observable actions of the students (Noushad, 2024). The most notable changes involve introducing metacognitive knowledge and moving the highest level of the cognitive hierarchy, create, above the other level, evaluate, which can be explained by the modern concept of the complexity of cognition.

Curriculum Planning and Applications

RBT offers a framework for organizing curriculum outcomes from basic recall to complicated creation levels. It is used by teachers to write measurable goals, plan consecutive lessons, and activities promoting higher-order thinking (Shrestha, 2025). Research has indicated that nations that adopt competency-based education usually utilize RBT when mapping curriculum and developing learning competencies.

Assessment Alignment

Assessment design is one of the most effective applications of RBT. RBT is often applied by researchers to test exam questions, textbook tasks, and classroom tasks. The results are always that quite a number of assessment systems place a lot of emphasis on lower-order thinking, even though the curricular objectives encourage higher-order abilities (Siregar, 2025). RBT can be used to bridge this gap because it provides a structure that can be used to redesign assessment tools, as well as make them cognitive-rigorous and of different types.

Blending with Digital and Technology-Enhanced Learning

RBT is consistent with the contemporary digital learning setting. Online learning through virtual labs, simulations, and cooperative online environments assists in learning at application, analysis, and creation levels (Sanzana et al., 2024). The

researchers associate RBT, and models such as technological pedagogical and content knowledge (TPACK) and Substitution, Augmentation, Modification, Redefinition (SAMR) model to inform teachers on how to plan technology-enhanced tasks to facilitate higher-order thinking.

Professional Development in Teaching

The knowledge of teachers in RBT plays a significant role in RBT in the classroom. RBT-based training improves the skills of teachers to write clear objectives of learning and design an assessment and self-reflect on their practice (Kuloğlu & Tutuş, 2024). Research reveals that most teachers find it difficult to institute higher-order learning because of a lack of training and resources.

Merits of Revised Bloom's Taxonomy

According to the literature, RBT has a number of strengths, such as bringing clarity in writing learning objectives (Devkota & Timilsena, 2023). It integrates curriculum, pedagogy, and assessment. It encourages creative thinking and higher-order thinking. It combines both cognitive psychology and practice in education, and it is two-dimensional, making it flexible.

Limitations

However, in spite of its advantages, RBT cannot be unconditionally praised. Other scholars even indicate that cognitive processes are interdependent and not hierarchical. Some of them also indicate that RBT is an expression of Western pedagogical customs and might not resonate with holistic, community-based, or Indigenous knowledge systems (Jaiswal, 2025). Some of the limitations that can be seen practically are fixed interpretation, more use of low-level tasks, and fewer practices in teacher training.

Discussion

It indicates that RBT is a very applicable framework, particularly when it comes to 21st-century education. Its organization is in line with international requirements of critical thinking, creativity, and problem-solving. The taxonomy is compatible with the educational innovations, including competency-based curriculum and student-centered learning

models. The fact that it focuses on metacognition promotes the increasing attention to learner autonomy and reflective practice (Paethrangsi et al., 2024). But there are also tensions to be found in the literature. Although RBT promotes higher-order thinking, a lot of classrooms, particularly in developing nations, still use rote learning. Lack of training of the teachers, scarcity of learning resources, and examinations that focus on memorization are often the causes of the gap between the planned and practiced curricula. Besides, the hierarchical nature of RBT might not always have cognitive realities or even cultural epistemologies, especially in societies where relational, experiential, or spiritual knowledges are important (Hariyanto, 2025).

There is one more developing field of discussion that is the role of digital technologies. Although RBT may inform digital pedagogy, there are those scholars who remark that the definition of technology-enabled tasks should not be equated with higher-order thinking unless they actually require analysis, evaluation, or creativity. Therefore, IT should be incorporated with careful consideration, and the use of the cognitive structure of RBT should be followed. The affective domain and psychomotor domain are not used in different academic work. Therefore, these domains should be used in teaching and learning practices.

Implications

The implications are based on the teachers, curriculum developers, assessment and examination board, and policymakers.

Implications for Teachers

Teachers should be made aware of the practice of RBT and made to apply it through effective professional development programs. The teachers need to develop learning tasks and exams that encourage higher-order skills.

Implications for Curriculum Developers

RBT must be properly integrated into curriculum frameworks so that competencies, content, pedagogy, and assessment are in line. Higher-order thinking objectives and questions should be used in the curriculum and textbook.

Implications for Assessment and Examination Boards

The questions in the exams ought to be of a cognitive level balance. Tasks of higher order, like case analysis, project work, and design-based assessment, should be encouraged.

Implications for Policymakers

RBT needs to be introduced into education policies as a method of enhancing the quality of learning, but also needs to be placed in the context of local culture and pedagogical practices.

Conclusion

The revised Bloom Taxonomy is a model of modern education. It offers clarity and organization to the development of learning outcomes, instruction design, and assessment. The two-dimensional model of the taxonomy combines cognitive and knowledge elements that facilitate extensive planning of the curriculum and foster the development of higher-level thinking. Although the framework has certain shortcomings, such as cultural biases, hierarchical beliefs, and implementation issues, it still provides valuable insights for educators all over the world. To make the best out of it, the education systems should localize RBT and enhance teacher training, and integrate it into a new educational paradigm. With the trend of education being competency-based and technology-based, RBT will remain a critical instrument in the pursuit of significant and transformational learning outcomes.

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