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و طبقات شناختی بلوم

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Abstract

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning objectives. One of the goals for analyzing textbooks is classifying their contents based on educational objectives and standards. This study aimed at evaluating reading and writing activities of the textbook *Prospect 3,* the textbook used for Junior High School third graders based on Bloom's (2001) Revised Taxonomy of Cognitive Domain to decide in which category of lower levels or higher levels of learning objectives these activities might be classified. The analysis of the data indicated that reading and writing activities of the book were mostly categorized as the lower levels based on learning objectives of the cognitive domain. Hence, they were not encouraging to develop high levels of thinking processes among the students. The interviews were also conducted to evaluate the attitudes of the teachers and the students towards the use of the textbook. The findings revealed that the new textbook has some flaws and shortcomings that requires more improvements to gain the objectives, it claims. Thus, the teachers should provide supplementary materials to satisfy the high levels of cognitive complexity so that the students may be trained for higher levels of thinking skills.

Keywords: Bloom's Cognitive Domain, Learning Objectives, Teachers' and Students' Attitudes, Textbook Analysis, Thinking Skills