APPENDIX H

CROSSWALK FOR OLD AND NEW ECONOMY SKILLS AND BLOOM'S TAXONOMY

Bloom's taxonomy classifies learning objectives into levels of complexity and specificity. Educators can use taxonomy systems like Bloom's to improve their learners' thinking. The following chart lists the types of activities that learners typically experience in Old Economy classrooms and compares them to the types of activities that are possible in New Economy classrooms, sorted by the taxonomy level of these activities. Note that the Old Economy activities listed below are most common in traditional, teacher-centered classrooms; New Economy activities are the norm in student-led academic teaming classrooms. Indeed, many of the New Economy activities listed below are *only possible* when students are able to work in teams.

Comparing Old and New Economy Classroom Activities with Bloom's Taxonomy

Level of Bloom's Taxonomy	Descriptors	Old Economy Activities	New Economy Activities
Creating	Compose Design Imagine Infer	These activities are infrequent; when they happen, there is limited student choice, students are often passive, and there is usually no intentional peer interaction or accountability.	Students search for new ways to solve problems in real-world scenarios through persistence and effort; when they use technology, it is to extend their knowledge through visionary thinking.
Evaluating	Appraise Assess Critique Judge	These activities are infrequent; when they happen, there is limited student choice, students are often passive, and there is usually no intentional peer interaction or accountability.	Students probe one another's thinking, take various positions on a subject to examine its merits, question one another's claims, provide evidence to support claims, and help others achieve goals.

Analyzing	Analyze Contrast Deduce Distinguish	These activities are infrequent; when they do happen, they are usually directed by the teacher and often follow a step-by-step directions format.	Students extend knowledge through analytical thinking and defend their analysis with evidence.
Applying	Apply Calculate Execute Practice	Students apply a skill or concept to problems selected by the teacher.	Students apply learning to new problems, have autonomy in how to solve these problems, and can defend their choices and reasoning with evidence.
Understanding	Discuss Explain Outline Summarize	The teacher teaches a skill or concept, often through lecture; technology sometimes augments the teacher's lecture. Students explain the skill or concept.	The teacher focuses on linking new learning to what students already know through mini-lessons. Students can demonstrate understanding using evidence.
Remembering	Define Label Recall Recognize	Students recall a skill or concept.	Students focus more on remembering skills than on memorizing content; they know how to use resources as reminders and can remember in context.

Sources: Anderson & Krathwohl (2001); Toth (2016). Please note: the alignment of Bloom's taxonomy to Old Economy activities and New Economy activities (right columns) was done by the authors of this book, independently of Anderson & Krathwohl.

Toth, M.D., & Sousa, D.A. (2019). Appendices. *The power of student teams: Achieving social, emotional, and cognitive learning in every classroom through academic teaming* (pp. 158-159). West Palm Beach, FL: Learning Sciences International.