Concept Note for Submitting to NGPRC

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Topic	"Integrating Revised Bloom's Taxonomy of Cognitive Process Dimension in Developing Questions Bank for Student Assessment: A Case Study of New Generation School in Phnom Penh City"

Background

In the education process, assessment is one of the most required parts in which students' learning process is evaluated by different procedures (Köksal & Ulum, 2018). Moreover, a good assessment needs an exam paper which covers different cognitive levels to accommodate diverse learners' competences (Jones, Harland, Reid, & Bartlett, 2009). In order to use assessment effectively means to discourage practice of rote learning and memorization in classrooms and decrease the trend of repeating factual knowledge in examinations; which eventually would inculcate analytical and problem-solving approach among students and teachers (Chandio, Pandhiani, & Iqbal, 2016; Elton & Johnston, 2002; Scouller, 1998). In the context of using Bloom's Taxonomy in assessment, it can also help one gain a point of view on the emphasis provided to specific set of educational plans (Bloom & Krathwohl, 1956). Furthermore, the cognitive levels must be considered in the questions' preparation. When students come across the higher cognitive level questions means firmly learning take place in their learning process ((Koray & Altunçekiç; 2002 as cited in Tarmana and Kuranb (2015)). To be specific, creating a proper exam question is really beneficial for student assessment. Therefore, questions in which consisted of both lower and higher level of revised Bloom's Taxonomy in order to develop students' cognitive skills is needed for teachers and test generators or developers.

Research problem

The problem of this study is derived from the different results and recommendations of previous studies which dealt with the analysis of assessment through Bloom's Taxonomy. (BO, 2021; KAPE, 2016) reported that Cambodian school system was not be able to create full potential learners with relevant knowledge and high thinking skills defined in Bloom's

Taxonomy as well as behavioral values and human characters in reaching the needs of the new trends of internet-driven society in the 21st century. Moreover, Additionally, for questions designers, they should decrease the amount of comprehension, application, and synthesis questions and then increase the questions of knowledge, analysis, and evaluation(Alzu'bi, 2014). Significantly, teachers should be informed about taxonomies, and necessarily in-service training should be given (Alzu'bi, 2014; Güven, 2020). As mentioned in (NGS, 2020), the reporting document had reported that using different levels of Bloom's Taxonomy to ensure the Educational Objectives; and the questions used to assess students cover a wide range of thinking skills from memory to evaluation and creativity were still a concern of test development process. In addition, effective exam questions should include different difficulty levels to implement to the different learner's capabilities (Chin, 2007; Jones et al., 2009). Last but not least, based on Köksal and Ulum (2018), Bloom's Taxonomy should incorporate into the assessment process since many of the instructors have not been even aware of the taxonomy.

Research Objectives

As this research study aims to investigate revised Bloom's taxonomy on improving questions bank in student assessment at New Generation School, Cambodia. Therefore, the objectives of this study are presented below:

- To explore the process of developing questions bank by using revised Bloom's Taxonomy from test generators on student assessment.
- To examine the challenges of integrating revised Bloom's Taxonomy for student assessment in developing bank questions.

Research Questions

In order to achieve the objectives, three main specific research questions were determined by the following:

1. How the test generators develop the question bank in student assessment?
2. What are the challenges faced by the teachers in integrating revised Bloom's Taxonomy for student assessment of developing bank questions?

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