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Bloom's "Daisy Ring" Taxonomy

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ABSTRACT

Present day illustrations of Bloom's taxonomy do not give credence to the creation of knowledge. Bloom 1956 starts with knowledge. Bloom 2001 tells us how it is created. However, where is the product ... knowledge. A more realistic presentation of Bloom would be a combination of 1956 and 2001. Today we teach performance objectives. The new "Daisy Ring" illustration of Bloom is more in tune with critical thinking, performance objectives, and their assessment and the lifelong learner.

Keywords: Bloom's taxonomy, illustrations of Bloom's taxonomy.

INTRODUCTION

Preparing for Life

Whatever careers and life choices our students make, many will soon find themselves in situations where they need to create things (e.g., websites, blueprints, circuit boards, business plans, nursing reports, community campaigns). Much of their learning will take place *while they create these things*, during the process of research, trial, prototype, critique, and revision. What they learn through this process will send them back to books or other resources or encourage them to connect with colleagues to learn new facts (Berger, 2018).

Learning in life is dynamic, synergistic, interrelated, and deeply connected to creation. It is never a static pyramid (Berger, 2018). This is where Benjamin Bloom come into the picture of the life- long learner and the major influencer … the teacher. Bloom's name is truly appropriate for its understanding and growth are key to a persons' growth.

In one sentence, *Bloom's Taxonomy is a hierarchical ordering of cognitive skills used to classify educational objectives and skills into different levels of complexity and cognitive processes that can help teachers teach, and students learn* (Heegaard, 2024; Puiu, 2023; TeachThought Staff, 2025).

Why should we care about this taxonomy? Bloom's Taxonomy offers a structured way to approach learning. It helps ensure a deep, thorough understanding of a topic. It's like a roadmap for the journey guiding us through the territory of knowledge, ensuring we don't miss any important landmarks along the way (Puiu, 2023).

Bloom's Taxonomy provides a blueprint for learning, offering a structured approach to the development of educational programs and lesson plans, and a systematic method for assessing learners' understanding (Puiu, 2023).

Bloom's Taxonomy, also known as The Taxonomy of Educational Objectives, was created by Benjamin Bloom in 1956, published as a kind of classification of learning outcomes and

objectives to understand how learning progresses from simple facts to complex analysis (Forehand, 2007; Puiu, 2023; TeachThought Staff, 2025).

Bloom's taxonomy**,** taxonomy of educational objectives, developed in the 1950s by the American educational psychologist Benjamin Bloom, which fostered a common vocabulary for thinking about learning goals. Bloom's taxonomy engendered a way to align educational goals, curricula, and assessments that are used in schools, and it structured the breadth and depth of the instructional activities and curriculum that teachers provide for students. Few educational theorists or researchers have had as profound an impact on American educational practice as Bloom (Lasley II, 2025).

Bloom's Taxonomy has been widely embraced in education and training contexts around the globe, and it remains one of the most well-known and frequently used educational frameworks (Puiu, 2023).

Each of Bloom's cognitive domains enabled educators to begin differentiating the type of content being taught as well as the complexity of the content (Lasley II, 2025). It provides a structured and systematic approach to design and assess learning outcomes. It helps in setting clear learning objectives, planning instructional strategies, and evaluating student performance (Puiu, 2023).

The taxonomy, in both its original and revised versions, helped teachers understand how to enhance and improve instructional delivery by aligning learning objectives with student assessments and by enhancing the learning goals for students in terms of cognitive complexity (Lasley II, 2025).

Each level of Bloom's Taxonomy is associated with specific verbs that describe the cognitive processes involved. These verbs serve as signposts, guiding learners, and educators alike through the stages of understanding.

Each rung represents a different level of understanding, a new layer of complexity, a new bloom on the flower of knowledge (Puiu, 2023).

Bloom 1956

Bloom's Taxonomy (original) is often presented in the form of a pyramid – to show that higher levels of thinking can only be attempted once lower levels have been mastered (Deller, 2022). The cognitive level describes how we process and use information, from simple recall to complex problem-solving (Ruhl, 2025). The cognitive process levels increase in complexity from knowledge at the bottom to evaluation at the top. Each level includes all the skills required at lower levels. You can think of application as knowledge + comprehension + a little extra (University of Central Florida, n.d.).

Bloom believed that learners must begin by learning basic, foundational knowledge about a given subject before they can progress to more complex types of thinking such as analysis and evaluation (Heegaard, 2024).

Bloom's Pyramid structure shows how people thought about facts, concepts, and generalizations and offered a common language for thinking about and communicating educational objectives. In essence, it helped teachers think more clearly about the structure and nature of knowledge (Lasley II, 2025). Initially intended to aid student assessment, it soon found favor among teachers who needed to create curriculums, set learning objectives, and devise classroom activities. Over the years, Bloom's taxonomy has been adapted for use in classes ranging from kindergarten to college level (Deller, 2022). Figure 1 is Bloom's 1956 (original) *The Taxonomy of Educational Objectives*.

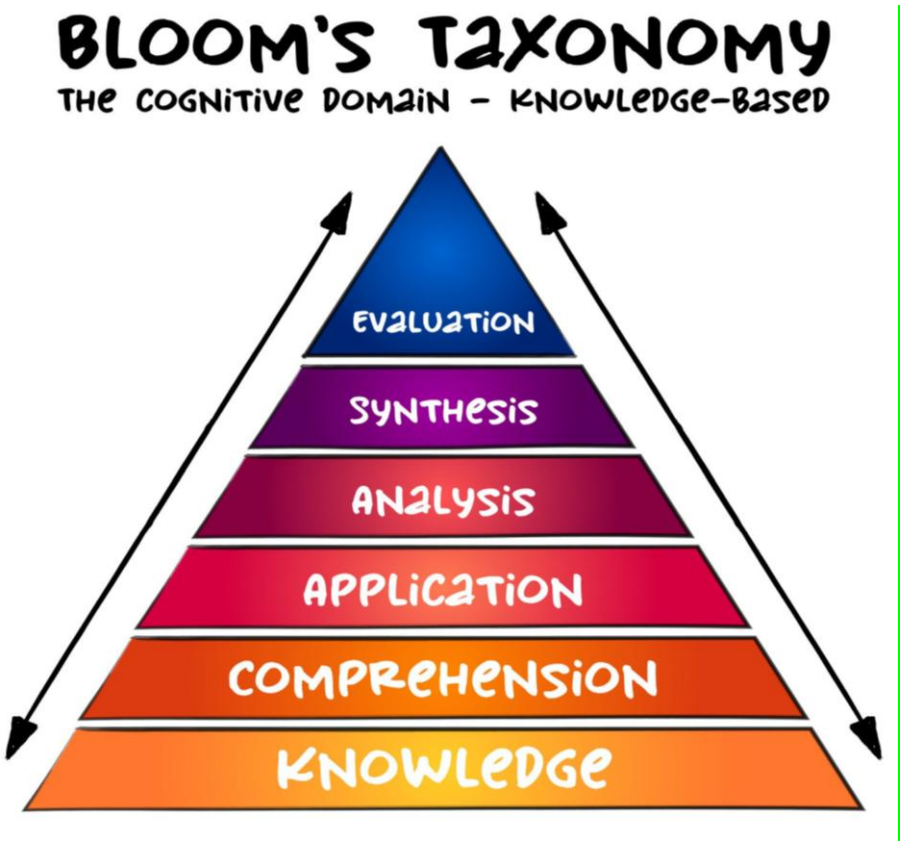


Figure 1: The Taxonomy of Educational Objectives.

Bloom's original taxonomy exclusively focused on cognitive development and was organized as follows:

- **Knowledge:** remember, recognize, and recall information and basic facts and information—names, dates, places, and ideas. This is the seed of knowledge, the foundation upon which all other learning is built (Lasley II, 2025; Puiu, 2023; Ruhl, 2025).
- **Comprehension:** understanding concepts and interpreting meaning arranging or, in some way, organizing information (Lasley II, 2025; Puiu, 2023; Ruhl, 2025).
- **Application:** Use learned information to describe particular ideas or situations.in practical contexts (Lasley II, 2025; Puiu, 2023; Ruhl, 2025).
- **Analysis:** breaking information down into parts and to examine and understand the relationships between elements or the operating organizational principles undergirding an idea (Lasley II, 2025; Puiu, 2023; Ruhl, 2025).

- **Synthesis:** Combining knowledge in new ways to form new ideas or solutions (creativity)(Lasley II, 2025; Puiu, 2023; Ruhl, 2025).
- **Evaluation:** making judgments and forming opinions based on criteria and standards to understand the complexity of ideas so that they can recognize how concepts and facts are either logically consistent or illogically developed (Lasley II, 2025; Puiu, 2023; Ruhl, 2025).

Bloom's Taxonomy is a hierarchical framework that classifies different levels of thinking and learning. Rather than focusing on instructional methods, it centers the way that learners think and the strategies that are most effective in promoting positive learning outcomes. For any given course or topic, learners must work through these levels in order and master one level before they can progress to the next (Deller, 2022).

This makes it an appealing alternative to standardized testing, as it encourages students to think critically and deeply about the content in a lesson (Heegaard, 2024)

Bloom 2001

The Definition of Critical Thinking:

The term *critical thinking* was coined by American philosopher and educator John Dewey in the book *How We Think* (1910) and was adopted by the progressive education movement as a core instructional goal that offered a dynamic modern alternative to traditional educational methods such as rote memorization (Gosner, 2025; University of Utah, 2025).

What is critical thinking? There are many definitions. Ennis (2016 as cited in Stanford Encyclopedia of Philosophy, 2022) lists 14 philosophically oriented scholarly definitions and three dictionary definitions.

Critical thinking is the art of *analyzing* and *evaluating* thinking with a view to improving it (Paul, & Elder, 2024).

The ability to think critically gives students the power to *evaluate, examine, and combine* information. This can help them to solve problems easily and make better decisions overall (Granger, 2025).

The act or practice of thinking critically (as by applying *reason and questioning* assumptions) in order to solve problems, *evaluate* information, *discern biases*, etc. (Merriam-Webster, 2025c).

The mode of cognition using *deliberative reasoning* and *impartial scrutiny* of information to arrive at a possible solution to a problem and a disposition toward reflective open inquiry that can be cultivated (Gosner, 2025).

Critical thinking is the intellectually disciplined process of actively and skillfully *conceptualizing, applying, analyzing, synthesizing, and/or evaluating* information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (University of Louisville, 2025).

One could sum up the core concept by saying that critical thinking is acquiring the knowledge, abilities and dispositions of careful goal-directed thinking (Stanford Encyclopedia of Philosophy, 2022; University of Louisville, 2025).

Regardless of definition higher-order thinking is essential in the 21st century. Higher order thinking skills applies knowledge creatively and critically in novel situations, moves beyond rote memorization to deep, meaningful understanding, and learners become independent, adaptive individuals capable of problem-solving and innovation (Ruhl, 2025).

Anderson and Krathwohl 2001 Version Bloom's Taxonomy:

To achieve higher order thinking Anderson and Krathwohl 2001version made some key changes to better reflect our contemporary understanding of learning processes maintaining the essence of the original—still presenting a hierarchical model of cognitive processes. However, there were two significant adjustments (Krathwohl, 2002; Puiu, 2023).

Anderson and Krathwohl replaced the one-dimensional levels of the original classification system with more dynamic concepts that made it easier for learners to understand what was expected of them at each level (Deller, 2022).

The first change was linguistic but impactful: the six categories were renamed from nouns to verbs. This shift emphasizes that learning is an active process. The revised taxonomy is more dynamic, conceptualizing the categories as action verbs to describe key cognitive tasks and processes making it simpler for educators to set clear, achievable learning goals and objectives. Each category now represents an action that a learner engages in, rather than a static stage of understanding (Puiu, 2023).

Bloom 2001 makes it easier for students to understand the learning expectations. Bloom's taxonomy makes it easier for learners to understand what they need to accomplish in order to be successful (Deller, 2022; Heegaard, 2024).

The second significant change in the revised Bloom's Taxonomy is the swapping of the top two levels (Figure 2). In the original, "Evaluation" was the highest level of cognitive work.

For any given course or topic, learners must work through these levels in order and master one level before they can progress to the next (Deller, 2022).

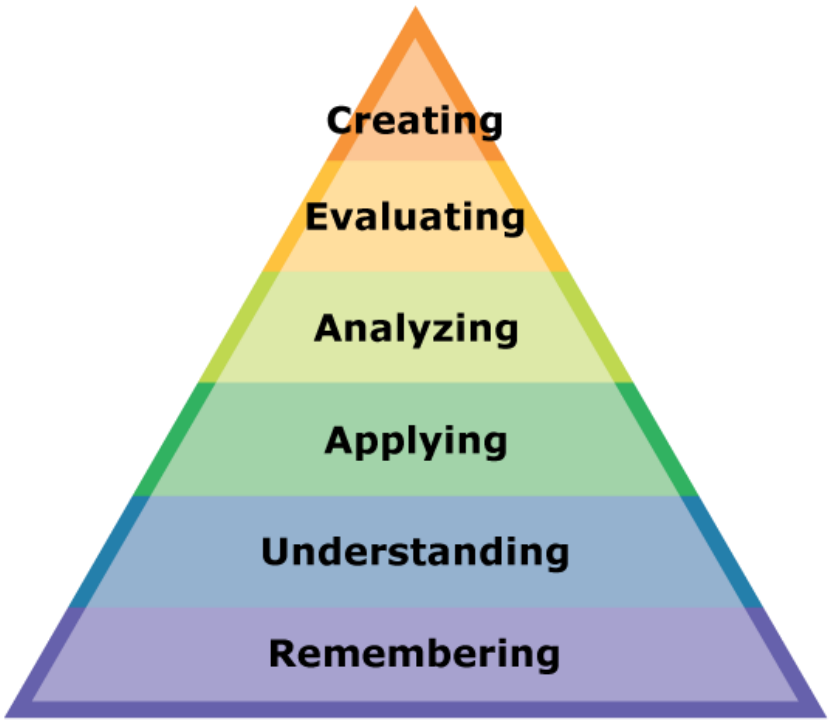


Figure 2: Anderson and Krathwohl 2001version of Bloom's taxonomy (Image Credit: Courtesy of the Vanderbilt University Center for Teaching

In the revised model, "Creating" takes this spot. This change was made to reflect the idea that creating a new product or point of view emphasizing innovation and creativity as central educational goals requires a higher level of understanding and mastery than making a judgment or evaluation (Puiu, 2023; Ruhl, 2025).

Original Taxonomy (1956)	Revised Taxonomy (2001)
Knowledge	Remembering
Comprehension	Understanding
Application	Applying
Analysis	Analyzing
Synthesis	Evaluating
Evaluation	Creating

Figure 2: Anderson and Krathwohl 2001version of Bloom's Taxonomy (Puiu, 2023).

Anderson and Krathwohl 2001version was organized as follows:

- **Remembering:** Involves basic elements of knowledge: retrieving, recognizing, and recalling key facts, terminology basic concepts, and other relevant knowledge from long-term memory accurately (Deller, 2022; Puiu, 2023; Ruhl, 2025; University of Central Florida, n.d).
- **Understanding:** Level involves making sense of the knowledge you've gained by constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. graphic

knowledge gained in the previous level.(Deller, 2022; Puiu, 2023; Puiu, 2023; University of Central Florida, n.d).

- **Applying:** Apply knowledge and understanding practically in new situations/context and understanding its inner workings (Deller, 2022; Puiu, 2023; Ruhl, 2025; University of Central Florida, n.d.).
- **Analyzing:** Breaking complex information into constituent parts and detecting how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing (Deller, 2022; Puiu, 2023; Ruhl, 2025; University of Central Florida, n.d.).
- **Evaluating:** forming informed judgments based on your acquired understanding of the value of information or ideas based on criteria and standards through checking and critiquing (Deller, 2022; Puiu, 2023; Ruhl, 2025; University of Central Florida, n.d.).
- **Creating:** Use accumulated knowledge to put elements together to form a coherent or functional whole or reorganizing elements into a new pattern or structure through generating, planning, or producing (Deller, 2022; Puiu, 2023; Ruhl, 2025; University of Central Florida, n.d.).

These verbs aren't just descriptors—they're actions that learners actively engage in. They provide a clear structure to follow, guiding learners and educators alike on the journey from the simple act of recalling information to the complex process of creating something new (Puiu, 2023).

All of the levels of learning noted above make up the cognitive domain, but the revised version of Bloom's taxonomy separates cognition into four distinct types of knowledge (Anderson & Krathwohl, 2001, 27). This is essential for fostering higher order thinking skills and promoting lifelong learning.

- **Factual knowledge:** Knowledge of isolated content elements like facts, terminology and specific details essential to a discipline (Deller, 2022; Puiu, 2023; Ruhl, 2025; Wilson, 2016).
- **Conceptual knowledge:** Knowledge with more complexity and organizations such as theories, models, classifications, and principles looking at relationships between various elements within a larger structure (Deller, 2022; Puiu, 2023; Ruhl, 2025; Wilson, 2016).
- **Procedural knowledge:** Knowing how to perform tasks and processes such as skills, techniques, and methods, as well as how to know when to do what within specific domains and disciplines (Deller, 2022; Puiu, 2023; Ruhl, 2025; Wilson, 2016).
- **Metacognitive knowledge:** Awareness and understanding of one's own thought processes. The ability to self-evaluate their knowledge and ability in different skills and techniques (Deller, 2022; Puiu, 2023; Ruhl, 2025; Wilson, 2016).

Bloom's 2001 is an introduction to the Knowledge Dimension, which complements the cognitive domain by clarifying what learners are expected to know. The four types of knowledge ensure that students develop a well-rounded understanding of the subject matter by moving beyond simply memorizing facts to developing deep conceptual understanding and the ability to apply knowledge in practical situations. Understanding metacognitive knowledge helps teachers guide students in developing self-awareness of their own learning processes (Ruhl, 2025).

These adjustments in the revised Bloom's Taxonomy were not made to replace the original model but to update it, recognizing that our understanding of cognitive processes and learning behaviors have evolved. Like the original, the revised Bloom's Taxonomy serves as a powerful tool that can enhance teaching and learning strategies, emphasizing the active, dynamic nature of learning (Puiu, 2023).

Creative Thinking

As noted earlier in this article Bloom 2001 focused on critical thinking. The author contends 2001 as a half measure. Bloom 2001 did not consider the companion piece to critical thinking … creative thinking. Some authors say critical and creative thinking as two sides of the same coin (St. John Education, 2022; Vidyanchalschool, 2023). Donald J. Treffinger in his 2008 article —*Preparing Creative and Critical Thinkers c*reative and critical thinking are complementary and equally important (ASCD, 2025).

In education creative and critical thinking skills are seen as essential for adapting to complexity, solving multifaceted problems, and driving progress. Creative thinking develops flexibility and openness to new ideas, while its complementary critical thinking enhances decision-making and reasoning abilities, preparing individuals to navigate the challenges of the modern world effectively (Arif, & Rafique, 2024).

Definition of Creative Thinking

Creative thinking is the capacity to generate many different kinds of ideas, making connections between seemingly unrelated concepts or ideas (associative thinking), provide new perspective, alternative angles, or an atypical mindset that have the potential to elegantly meet a given purpose (Ramalingam, et al, 2020; Smart, 2021; This vs. That, 2025). Creative thinkers can see patterns, analogies, and relationships that others may overlook. Creative thinking involves the willingness to take risks and embrace failure as a learning opportunity (Smart, 2021; This vs. That, 2025).

In summary, creative thinking is characterized by divergent thinking, associative thinking, risk-taking, and persistence. It encourages the exploration of new ideas and unconventional approaches to problem-solving (This vs. That, 2025).

Critical/Creative Thinking

Creative thinking is generative, while critical thinking is analytical. Creative thinking is divergent, while critical thinking is convergent (Chase, 2025).

Creative thinking and critical thinking are two distinct cognitive processes that play crucial roles in problem-solving, decision-making, and innovation. While they share some similarities, they also have distinct attributes that set them apart. Critical thinking embodies a methodical and analytical approach to problem-solving and decision-making. Critical thinking is typically applied in the evaluation phase, where ideas are scrutinized, and decisions are made based on evidence and reasoning (Arif, & Rafique, 2024; Teach Find, 2025; This vs. That, 2025).

Critical thinking involves analyzing, evaluating, and questioning ideas, arguments, and information to make informed decisions and judgments. It emphasizes logical reasoning, evidence-based thinking, and the ability to identify biases and fallacies. Critical thinking focuses

on evaluating and refining those ideas. Both thinking processes are essential for problem-solving, decision-making, and personal growth (This vs. That, 2025). Both types of thinking are not mutually exclusive but complementary (Arif, & Rafique, 2024).

Complementary Attributes

Creative thinking and critical thinking are two distinct but equally important cognitive processes. While creative thinking and critical thinking have distinct attributes, they are not mutually exclusive. In fact, they often complement each other and can be seen as two sides of the same coin. (This vs. That, 2025).

Creative thinking can benefit from critical thinking by providing a framework for evaluating and refining ideas by assessing the feasibility, viability, and desirability of their innovative ideas. (This vs. That, 2025).

Creative thinking allows them to identify potential flaws, consider alternative perspectives, and make informed decisions about which ideas to pursue further. Critical thinking can benefit from creative thinking by expanding the range of possibilities and solutions (This vs. That, 2025).

Both creative thinking and critical thinking require open-mindedness and a willingness to embrace ambiguity. By combining creative and critical thinking, individuals can develop a well-rounded cognitive toolkit that enables them to tackle a wide range of challenges (k8school, 2002; Onestepguide, 2025; This vs. That, 2025).

Summary

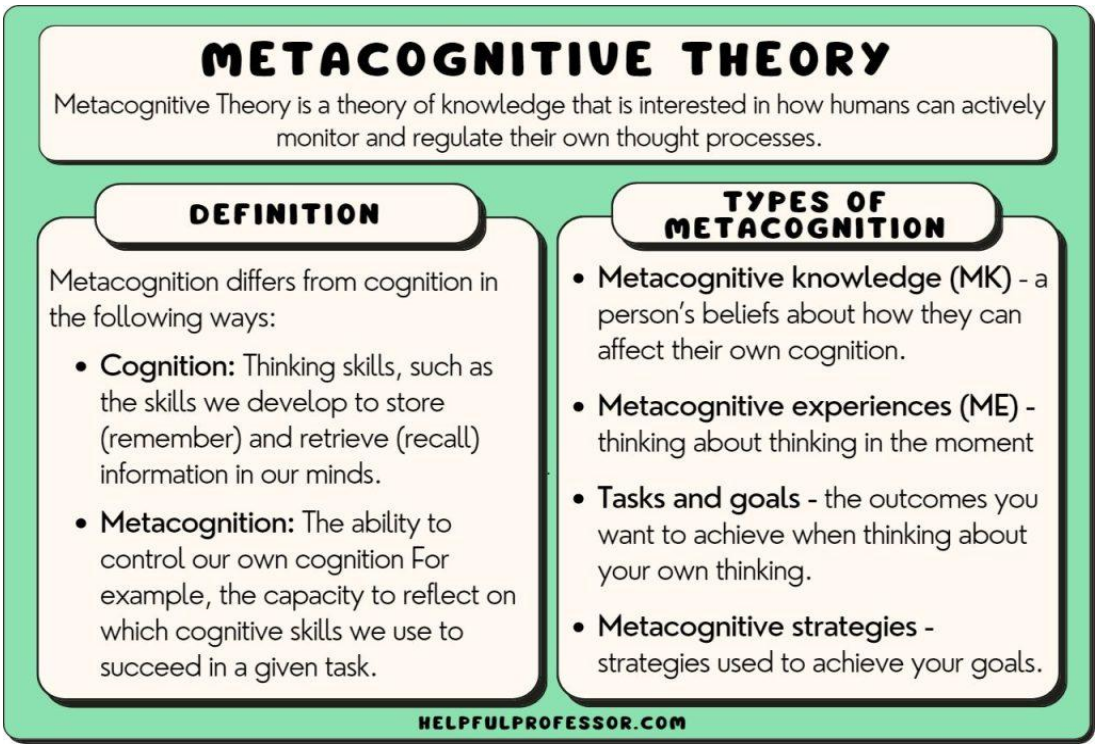
Creative thinking and critical thinking are two distinct cognitive processes that bring unique attributes to problem-solving, decision-making, and innovation (This vs. That, 2025).

Why is the author spending so much time on creative thinking and critical thinking? In Bloom's Daisy Wheel taxonomy the author has creating and evaluating as processes, and they flow back and forth. This is the area where creative/critical thinking takes place. This is where synthesis happens. The outcome will be evaluated as either creative thinking or critical thinking.

There is one more thing the author would like to point out. The creating/evaluating process is dependent on metacognition. The ebb and flow in the Daisy taxonomy presented by the dotted lines between creating/evaluating provides the processing of critical/creative thinking and metacognition processing to take place.

Metacognition

The term *metacognition* refers to a broad set of skills that enable people to plan their cognitive efforts, identify their errors, revise their strategies, and accept or reject their conclusions. In other words, metacognition predicts the feasibility and regulates the performance of cognitive actions, i.e., actions with an informational purpose. Planning, monitoring, evaluation, and self-reflection are four aspects of metacognition that are vital for children to learn. Metacognition means thinking about thinking. Metacognitive strategies empower students for a lifetime (Drew, 2024; Price-Mitchel, 2020; Proust, 2025). Figure 3 provides a thumbnail portrait of Metacognition.



(Figure 3: Metacognitive Theory (Drew, (2024).

Bloom's "Daisy Ring" Taxonomy

Bloom's Taxonomy cognitive framework and the related pyramid graphic has influenced curriculum and instruction since its introduction in 1956 and its revision in 2001.

Bloom's taxonomy presented as a **l**adder, steps, or pyramid give the idea that the skills are discrete and hierarchical. That is a misconception undermining our understanding of teaching and learning, and our work with students (Berger, 2018; Yahoo, 2025).

Bloom's Taxonomy has been used by generations of *K–12* teachers and college instructors in their teaching. It is a model that enhances learning objectives compared to unstructured learning. But like all models, it is not perfect (Puiu, 2023). The author understands that no framework can match real life. Bloom's "Daisy Ring" Taxonomy emphasis every part of the framework matters. The Daisy Ring strive for balance and integration.

The "Daisy Ring" image visually demonstrates the levels of Bloom's Taxonomy as a spectrum rather than a hierarchy, allowing room for the 'power verbs' that can act as synonyms (and thus activity ideas) for teachers planning lessons and units (TeachThought Staff, 2025). Each ring serves as a steppingstone, guiding the learner from one level of understanding to the next, ensuring a comprehensive grasp of the subject matter.

The original taxonomy (1956) used nouns (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation). The revised taxonomy (2001) reflects the active model of learning. It utilizes verbs to describe the active process of learning and goes away with the nouns used in the original version emphasizes active verbs (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating) to reflect dynamic cognitive processes more accurately

(Colorado College, 2025; Ruhl, 2025; Wilson, 2016). The author recognizes Bloom 1956 as a product (noun) and Bloom 2001 as a process (verb). As with everything a product does not just happen, it must be made. An example is the performance objective.

Performance objectives have an action, condition(s), and standard. The action is the process, and the standard is a product built to specifications. An example of a performance objective is "Bake a white cake using a Duncan Hines cake. Ingredients required in recipe, a convection oven, timer. Rubric 1 non-edible/6 gold medal winner: Moist and Tender Crumb; Well-balanced flavors; Exquisite Aesthetic Appeal; Light and Fluffy Texture; Memorable and Unique Twist. (Beard, Akpan, & Notar, 2019).

Berger (2018) views Bloom 1956/2001 as presenting a false vision of learning blinding us to the actual integrated process taking place in students' minds as they learn. Learning is not a hierarchy or a linear process. Berger (2018) continues that much of the time we build understanding *by applying knowledge* and *by creating things*.

Bloom's Taxonomy hierarchical pyramid graphic misrepresents the nature of learning by suggesting that cognitive processes are discrete and ranked in importance. Understanding is built through the application and creation of knowledge.

Berger (2018) suggests that the integrated, circular, and iterative process of creating, analyzing, revising, and improving is how learners truly build understanding (Puiu, 2023). Bloom's "Daisy Ring" Taxonomy is presented in Figure 4.

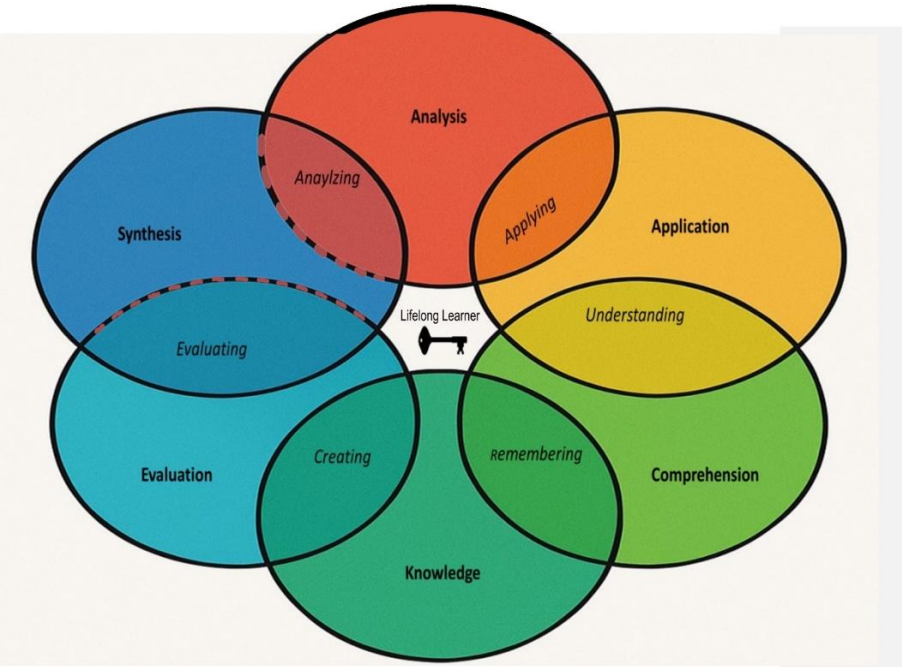


Figure 4: Bloom's "Daisy Ring" Taxonomy (Hudson Agee and Jim Little)

Mentioned earlier no framework can match real life. The above illustration is static on paper. However, the rings are permeable. They hold shape while allowing substance to pass through them (Cambridge Dictionary, 2025d; Merriam-Webster,2025b; The Free Dictionary, 2025a).

Additional in real life the rings expand and contract for each action the mind takes. If you are an accountant and doing accounting work the rings will be large in some places and small in other. However, take that same accountant and ask them to bake the cake mentioned above and the rings will be in any number of shapes and sizes (maybe).

The Daisy Ring follows the path provided by combining Bloom 1956 and 2001. However, the author views Bloom 2001 evaluating and creating as an integrating two-step process. Using the Granger (2025) definition of critical thinking as the power to *evaluate, examine, and combine* information the Daisy Ring evaluating/creating/evaluation helps in solving problems provides easier better decisions overall.

The individual who is creating has evaluated what goes into the creation. Then it is created and what has been created must be evaluated to see if the creation works/solves the problem. This evaluation then goes into the 4 levels of knowledge in Bloom's 2001 after determined what worked and what did not. Going back to baking a cake, you must measure the ingredients (evaluating) and mix and bake the mixture. Then you evaluate the cake by eating it.

Dr. Notar's grandmother would make spaghetti sauce every Sunday for dinner. She would start Saturday night making the sauce depending on the type of pasta and meat/seafood cooking the two types of homegrown canned tomatoes and fresh herbs from the garden simmering for two hours. Sunday morning, she would take her wooden spoon and taste the sauce. She would then add more herbs, stir. and cook another hour. Then came the spoon. She would add this and that plus the meat and stir. Another hour and the spoon. All stirring was dome with a wooden spoon. The sauce was ready by 1 p.m. when the family sat down to eat homemade pasta and her sauce. Why this story … Grandma had just gone through evaluating/creating and when the family sat done to eat, they evaluated her synthesis. Could her spoon be her metanalysis? The author believes that this view provides the integrated process that takes place in a person's mind as they learn and make decisions Bloom 1956 and 2001 definitions are still in play in the Daisy Ring taxonomy.

The Lifelong Learner

At the center of the Daisy Ring model is the lifetime learner. A learner is someone who is trying to gain knowledge or skill about a particular subject or how to do something by studying, practicing, or being taught **(**Britannica Dictionary, 2025a; Cambridge Learner's Dictionary, 2025a; Collins English Dictionary, 2025a; Merriam-webster, 2025b; Oxford Learners Dictionaries, 2025; Vocabulary.com, 2025b). Whether you are in school, in a job or basically alive you are learning by being just that … alive. Every day you do something, experience something that adds to your knowledge, skills, and abilities. Your life makes the rings expand and contract.

Readiness

The rings expansion and contraction provide for readiness. Readiness is a quality or state of being able/prepared and/or willing to do something (Bernstein, et al, (2025; Britannica Dictionary, 2025b; Cambridge Dictionary; 2025c; Collins English Dictionary, 2025b; Gartrell, 2025; Merriam-Webster; 2025a; Oxford Advanced Learner's Dictionary, 2025; Oxford Reference, 2025; Vocabulary.com, 2025a).

We use terms daily such as apprentice, journeyman, novice, expert, student, trainee, scholar, etc. to define a person when discussing their capabilities. To the author these terms are levels of readiness.

Readiness Key

As you can see in the illustration the lifetime learning has a key. That key is the readiness key. It can be plugged into any A or E in the labels. The Daisy ring is not static/hierarchical and provides for the flexibility of someone with requisite depth and breadth of knowledge, skills, abilities, and experiences to enter product/process according to their capabilities.

What's in a Name: Daisy Ring

Webster dictionary (2025) defines the daisy flower that does not just bud, blossom, and die like most other flowers. Rather it performs a daily routine of "sleeping" at night by closing and "waking" in the morning by opening up again. Traditionally daisies are associated with purity, innocence and new beginnings, joy, optimism, positivity, growth, and renewal, and cheerful appearance and resilient all attributes we as parents, teachers, wants our kids to have throughout life (Twelve Silver Trees Jewellery & Gifts**,** 2024). The author believes these are attributes of the Lifelong Learner.

Daisy rings are not just beautiful pieces of jewelry; they carry profound symbolism that resonates with individuals for various reasons. The heart of the daisy ring meaning is the symbolism of innocence and purity, associated with love, loyalty, and versatility (Gioinauan, 2025).

Picture 1: Daisy Pendant **(Grundstrom, 2025).**

Picture 2: Vintage Daisy ring (The Vintage Ring Co.).

Daisies, with their simple yet captivating appearance of white petals radiating from a golden center, have inspired jewelry designers for centuries. These humble flowers have transcended their natural form to become powerful symbols in jewelry, carrying rich meanings across cultures and historical periods. From Victorian sentiment rings to modern minimalist pendants, daisy motifs continue to charm jewelry enthusiasts with their timeless appeal and meaningful symbolism. The daisy in jewelry represents innocence, purity, and new beginnings while also

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connecting wearers to nature's beauty through designs that range from elaborate vintage pieces to contemporary interpretations (Grundstrom, 2025).

CONCLUSION

Bloom's Taxonomy 1956/2001 are widely used helping learners to engage with content in progressively deeper and more critical ways (Heegaard, 2024). The taxonomy process is not unlike the journey your mind embarks on when learning something new. That's where Bloom's Taxonomy comes in—a framework for understanding the stages of learning (Puiu, 2023). However, as stated earlier Bloom 1956/2001 configurations do not provide a true picture of the mind's pathways. Learning is not static or hierarchical.

Bloom's Daisy Ring taxonomy shows the human mind's capacity to grow, to understand, and to create. It's a reminder that learning is not a straight line but a blooming flower, each petal a new layer of understanding (Puiu, 2023).

Bloom's Daisy Ring taxonomy best illustrates our brain gathering information through our senses, associates that input with information stored in our memories, and then performs all associated functions—learning, thinking, planning, organization, self- regulation, inhibitory control functions, and cognitive flexibility.

In today's dynamic classroom environment, understanding the interplay between critical and creative thinking has become essential for effective teaching and learning (Teach Find, 2025). Like the original Bloom's Daisy Ring taxonomy serves as a powerful tool that can enhance teaching and learning strategies, emphasizing the active, dynamic nature of learning. Bloom's "Daisy Ring" Taxonomy is about the process and products of understanding information, applying it, analyzing it, evaluating it, and creating something new with it.

Learning is not a one-size-fits-all process but a layered, multifaceted journey (Puiu, 2023). The lifelong learner needs the Daisy Ring taxonomy that provides order for cognitive behaviors applying to anything. Learning is first and foremost about growing yourself. It takes time and commitment. It's a work of a lifetime.

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