Mindful Course Design: Practicing Feng Shui in the Classroom
Topics

- Revised Bloom’s Taxonomy
  - Lauren Wallace
- Backwards Design and Course Design
  - Stefanie Shipe
- Assignment Sequence
  - Cathy Gaiser
Clearly Expressing Learning Objectives

Application of Revised Bloom’s Taxonomy to Assignment Design
What is Bloom’s Taxonomy?

- Framework for categorizing educational goals
- Groups types of knowledge and cognitive processes
  - Begins with simpler types of learning and application and moves to more complex types
  - Also moves from concrete (specific) to abstract (general)
- Used to aid in determining learning objectives
- Helps instructors to recognize what is involved in successfully completing a task
  - A range of skills are generally needed
Revised Taxonomy (Anderson, Krathwohl, et al 2001)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

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For additional resources, see: www.celt.iastate.edu/teaching/RevisedBlooms1.html
The Knowledge Dimension

I. Factual
   I. Knowledge of terminology, specific details, and elements

II. Conceptual
    I. Knowledge of classifications and categories, principles and generalizations, theories, models, and structures

III. Procedural
    I. Knowledge of subject-specific techniques, skills, and methods
    II. Understanding of when to apply the above

IV. Metacognitive
    I. Awareness or analysis of one's own learning or thinking processes
The Cognitive Process Dimension

I. Remember
   I. Retrieve relevant knowledge from long-term memory

II. Understand
   I. Comprehend the meaning of knowledge that has been gained

III. Apply
   I. Use a concept in a new situation or perform abstraction

IV. Analyze
   I. Separates material or concepts into component parts so that its organizational structure may be understood

V. Evaluate
   I. Make judgments about the value of ideas or materials

VI. Create
   I. Put elements together to make something new
Asks students to critique the logic and reasoning in one of three assigned articles
3 pages long, researched, MLA citations
Instructions excerpt:
- You need to do the following in order to successfully complete the assignment:
  - Utilize the strategies you learned for Rhetorical Essay 1.
  - Evaluate the strength and validity of the author’s argument.
  - Identify logical fallacies, if any.
Learning Objectives

- Describe what students should know or be able to do
- Noun Phrase + Verb = Learning Objective
  - Example: Evaluate the quality of an argument’s logic and reasoning
- Verb – Cognitive Process Dimension
  - Example: Evaluate (Evaluate)
- Noun Phrase – Knowledge Dimension
  - Example: the quality of an argument’s logic and reasoning (Conceptual)
Choosing appropriate/descriptive verbs
  - Shared vocabulary increases student comprehension
Clearly expressing expectations and desired outcomes
Articulating learning objectives
Moving from lower to higher order thinking
  - Building on skills/strategies
Example Assignment Learning Objectives

1. Learn the elements of logic and reasoning
   1. (Factual, Remember)
2. Explain why different parts of an argument show flawed reasoning
   1. (Conceptual, Understand)
3. Evaluate the quality of an argument’s logic and reasoning
   1. (Conceptual, Evaluate)
4. Choose an element or multiple related elements to create an argumentative essay
   1. (Conceptual, Create)
Sources

- http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/
- http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
- http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives