Designing Classroom Activities and Assignments with Bloom’s Taxonomy

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FSU PROGRAM FOR INSTRUCTIONAL EXCELLENCE (PIE) WORKSHOP
What is the difference in between?

Studying  learning
What is Bloom’s Taxonomy?

- **Framework** for categorizing educational goals
- Aids in determining **learning objectives**
- Helps **instructors recognize** what is involved in successfully completing a task and **skills** generally needed
- Groups types of knowledge and **cognitive** processes
- From **concrete** (specific) to **abstract** (general), simple to complex
The Knowledge Dimension

1. **Factual**
   - Terminology
   - Specific details and elements

2. **Conceptual**
   - Classifications and categories
   - Principles and generalizations

3. **Procedural**
   - Subject-specific techniques, skills
   - And methods when to apply the above

4. **Metacognitive**
   - Awareness or analysis of one's own learning or thinking processes
Revising knowledge: Count the Vowels

Dollar Bill
Dice
Tricycle
Four-leaf clover
Hand
Six-pack
Seven Up
Octopus

Cat Lives
Bowling Pins
Football Team
Dozen Eggs
Unlucky Friday
Valentine’s Day
Quarter Hour
Now recall the words you saw...

1. Write down the number of items your remember
2. Divide this number by 15, and multiply it by 100
3. How did you do? C, D, F?
4. Look at the list again, can you figure out the organization principle?
5. Write down the number of items your remember, did it improve?
Did you become smarter from the first to the second attempt?

What is the difference?

| You were aware of the goal | You found a system to learn the information |

Counting the Vowels: What made the Difference?
Why to use Bloom’s Taxonomy?

Pedagogical interchange teachers & students understand the purpose

“plan and deliver appropriate instruction”

Organizing/ clarifying objectives

“design valid assessment tasks and strategies”

“ensure that instruction and assessment are aligned with the objectives”
Application of Bloom’s Taxonomy

Create Course Goals and Learning Outcomes
Learning Outcomes:
• Statements which describe what the learner is expected to achieve as a result of instruction
• Guide teacher and learner
• Allow analysis of teaching and learning
• Contain measurable verb

Examples:
• Students will understand the basic concepts behind sports business
• Students will be able to analyze music from the Classical and Romantic periods
• This course will help students learn how to design a safe and effective exercise program for a healthy adult
Providing a Course Overview

- **Situate** learning objectives within the theme of the course
- **Pose** guiding questions for students to reflect on throughout the semester
- **Have students annotate and discuss the syllabus as a beginning-of-semester activity**

## Course Overview

Advanced Writing and Editing (AWE) represents an advanced-level continuation of the 3000-level Writing and Editing in Print and Online. This class has two primary objectives: 1) To engage students in advanced theoretical perspectives on writing and editing 2) To facilitate the composition of a range of texts to be shared with various audiences, academic as well as public. To this end the course will build on and engage in theoretical as well as conceptual perspectives on writing and editing by engaging students in the following questions:

- How does writing enact change within particular communities?
- How does writing allow us to position ourselves within or against certain communities?
- How do readers read and writers write for different goals, audiences, and purposes?
- What kinds of work do community-engaged writers, editors do? Where and how do they do accomplish their writing tasks?
- Put another way; in a world where most people write, what does it mean to be a community-engaged writer?
- How do writers gain authority when writing publicly and professionally?
- What are the core concepts of advanced writing and editing?
- What genres, design principles, digital technologies and research skills should advanced writers and editors be familiar with?
Course Calendar

- Design the Course Calendar as a road map to help students navigate the course
- Embed outcomes within
- Help students conceptualize the course as a whole by breaking it into sections
- Have a primary organizing theme:
  - Organize by major projects, by units, by major assessments (like exams) depending on the nature of the course

Project One: Exploring Identity and Location through Genre

<table>
<thead>
<tr>
<th>Week #1</th>
<th>In-Class Work</th>
<th>Homework for Next Class</th>
</tr>
</thead>
</table>
| **Tuesday** 8/28 | 1. Introduction to the course  
2. Course policy sheet  
3. Intake survey | 1. Review Syllabus on your own  
2. Read *BBG* “Understanding Rhetorical Situations” pp.4-11; Read “Genres” pp. 16-29  
3. Browse the [FSU Museum of Everyday Writing](https://example.com) |
| **Thursday** 8/30 | 1. Introduce Major Assignment #1  
Key Terms: Genre and Identity  
Discuss: What do we mean by “composing”? | 1. Compose Journal #1 and submit to Canvas by class time  
2. Read *BBG* pp. 69-79 |
Course Map

More specifically, this course is focused on the presences and absences of women in the rhetorical tradition. The course is thus built on four units, all of which interrogate a critical dilemma or paradox within rhetorical theory and history. While the paradoxes explored within each unit will undoubtedly recur and surface in new ways throughout the entire semester, think of each single unit as a thematic exploration of a specific dilemma in rhetorical theory, with its own set of questions.

Unit One: Exploring Classical Rhetoric and (Re)mapping Rhetorical Terrain: History versus Truth

In the first unit, we will analyze the relationship between history and truth. Students will be introduced to the term historiography and will begin to grapple with the idea that history is shaped and does not occur in a linear narrative, at the same time that they are exposed to this linear narrative constructed for them by textbooks and other sources. Throughout this unit, we will destabilize history as a “truth” by complicating the male-dominated narrative of the citizen-orator.

Some Questions to Think With: What female contributions were made to the shaping of this narrative, and how were they silenced? In rhetorical history, whose story is being told, and whose stories are left out? Who or what is being represented in this history? How do they know what they know? How do we know what we know? How can we responsibly ‘look back on’ someone’s story without imposing our own perspectives?
Scaffolding Assignments

**WHAT IS SCAFFOLDING?** – It is structuring assignments and course material in a systematic way to support your learning objectives and make the goals and process transparent to students.

**Process Scaffolding:**

<table>
<thead>
<tr>
<th>Possible steps in a complex assignment</th>
<th>Smaller assignments to help students master each step</th>
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</thead>
<tbody>
<tr>
<td>Topic Selection</td>
<td>- Free-writing</td>
</tr>
<tr>
<td></td>
<td>- Proposal</td>
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<tr>
<td></td>
<td>- Working Thesis Statement</td>
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<tr>
<td>Research</td>
<td>- Annotated Bibliography</td>
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<tr>
<td></td>
<td>- Read Map</td>
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<tr>
<td>Evaluation of Sources</td>
<td>- Critical Review</td>
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<tr>
<td></td>
<td>- Literature Review</td>
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<tr>
<td>Draft</td>
<td>- Outline</td>
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<td></td>
<td>- First Draft</td>
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<td>Revision</td>
<td>- Peer Review</td>
</tr>
<tr>
<td></td>
<td>- Meta-Statement</td>
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<tr>
<td>Possible Objective</td>
<td>Ideas for large classes</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------</td>
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<tr>
<td>Remember a term or definition</td>
<td>iClicker questions</td>
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<td></td>
<td>self-test quiz</td>
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<tr>
<td>Improve comprehension of a complex concept</td>
<td>One-minute paper</td>
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<td>Reflection paper</td>
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<td></td>
<td>Statement of confusion</td>
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<tr>
<td>Synthesize course concepts throughout the term</td>
<td>Learning journal</td>
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<td></td>
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<tr>
<td>Develop more sophisticated research and writing</td>
<td>Peer-review of drafts</td>
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<tr>
<td>assignments</td>
<td></td>
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</tbody>
</table>

From University of Toronto Centre for Teaching and Learning. See more [here](#).
Piquing interest

- Case study
- Current events
- Media
- Concept mapping
- Group study tools via Google docs
- iClickers or other voting devices
- Review questions
Engage and Teach

Classroom activities should reinforce different learning outcomes.

> Think, Pair, Share
> Fishbowl Discussion
> Free-Writes

What other classroom strategies have worked for you in the past?
Assessment

• Reflect learning outcomes
• Make weight consistent with effort
• Clearly communicate the purpose, expectations, and requirements
• Provide rubric or scoring guide that corresponds to your learning objectives
# Paper One: Explication Rubric

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Exemplary (100%)</th>
<th>Proficient (85%)</th>
<th>Needs Improvement (75%)</th>
<th>Not Evident (0%)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim</strong></td>
<td>Establishes an original and contestable claim that is creative and extends beyond a one-dimensional idea based on the chosen visual/textual interaction</td>
<td>Establishes an original and contestable claim</td>
<td>Establishes a claim, but it lacks specificity or originality.</td>
<td>Does not establish any sort of claim</td>
<td>60</td>
</tr>
<tr>
<td><strong>Analysis/Comparisons between text and visual</strong></td>
<td>Establishes a logical structure of comparisons and contrasts between the two and does so in an intelligent and cohesive manner; includes details about the media's ideas, values, and overall message</td>
<td>Establishes a logical structure of comparisons and contrasts between the two and observes about the media's ideas, values; may have some inconsistencies</td>
<td>Establishes a structure, but may have disconnects between the text and visual</td>
<td>Does not establish a logical structure or compare the visuals to the text.</td>
<td>90</td>
</tr>
<tr>
<td><strong>Support and Analysis</strong></td>
<td>Selectively uses appropriate concrete details and analysis to connect to the argument; can we see the visuals and do we understand what is lost without them?</td>
<td>Uses appropriate concrete details and objective analysis and connects them to the argument but may be weak in some of those connections</td>
<td>Uses appropriate details, but does not connect them to the text and visuals' interplay</td>
<td>Does not use details or analysis appropriate to the argument.</td>
<td>60</td>
</tr>
<tr>
<td><strong>Style and Mechanics</strong></td>
<td>Adheres to the conventions of grammar, punctuation, spelling, mechanics, and usage. Contains little to no mechanical errors. Establishes an original style that enhances the reading of the essay.</td>
<td>Adheres to the conventions of grammar, punctuation, mechanics, and usage. Contains minimal mechanical errors. Makes an attempt at an original style.</td>
<td>Adheres to the minimal conventions of grammar, punctuation, mechanics, and usage. Contains some mechanical errors.</td>
<td>Does not adhere to the conventions of grammar, punctuation, mechanics, and usage. Mechanical errors interfere with the reading of the essay.</td>
<td>60</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Follows MLA formatting with no errors.</td>
<td>Follows MLA formatting with minimal errors such as margins, line-spacing, page numbers, etc.</td>
<td>Attempts to follow MLA formatting, but has major errors with citations, headings, lack of line-spacing, title, etc.</td>
<td>Does not follow MLA formatting; has multiple errors</td>
<td>30</td>
</tr>
</tbody>
</table>

**Comments:**

**Earned Total:** 300
Break time! (5 Minutes)
Outcomes Matrix Activity

We will assign each table a course goal. With colleagues at your table, take 3-5 minutes to think of learning objectives, instructional activities, and assessments you would use to move through each level of Bloom’s Taxonomy. Prepare to present afterwards.

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Learning Objectives</th>
<th>Instructional Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will teach students how to...</td>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
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<td></td>
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<td></td>
<td>3.</td>
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</tbody>
</table>
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Questions?
Sources

http://www.celt.iastate.edu/teaching-resources/effectivepractice/revised-blooms-taxonomy/

http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm


https://ctl.utsc.utoronto.ca/technology/sites/default/files/scaffolding.pdf

https://lsa.umich.edu/sweetland/instructors/teaching-resources/sequencing-and-scaffolding-assignments.html