

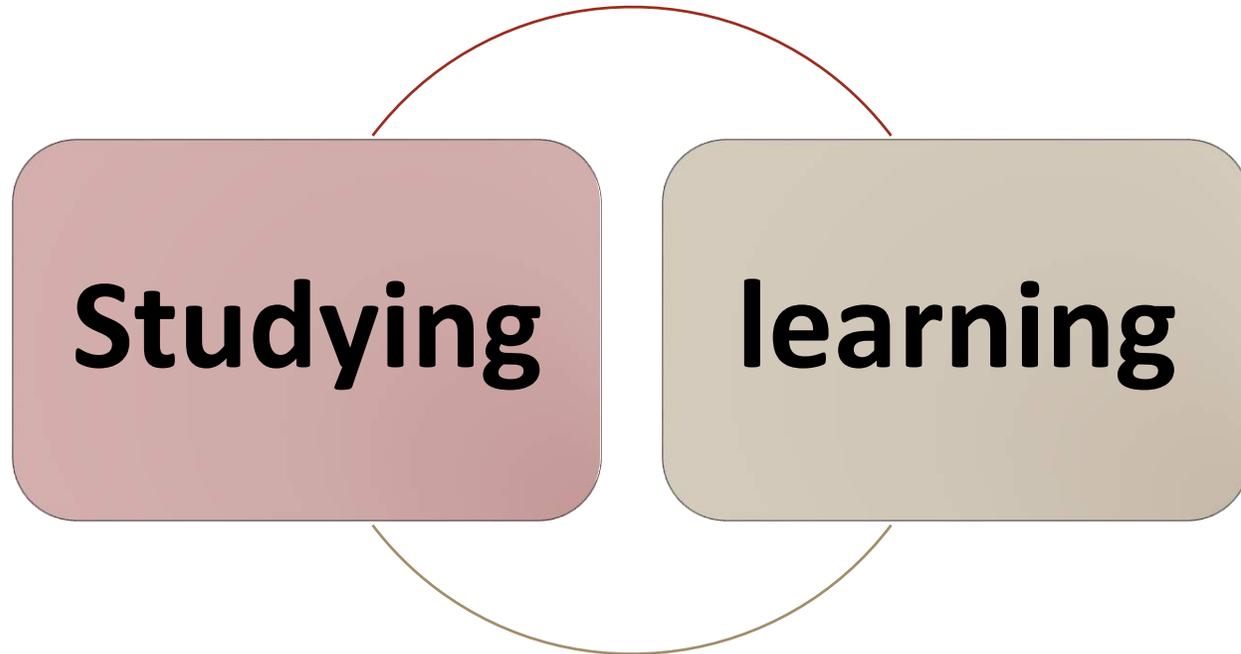
Designing Classroom Activities and Assignments with Bloom's Taxonomy

JULIANNA EDMONDS | ENGLISH

VIVIANNE ASTURIZAGA | MUSICOLOGY

FSU PROGRAM FOR INSTRUCTIONAL EXCELLENCE (PIE) WORKSHOP

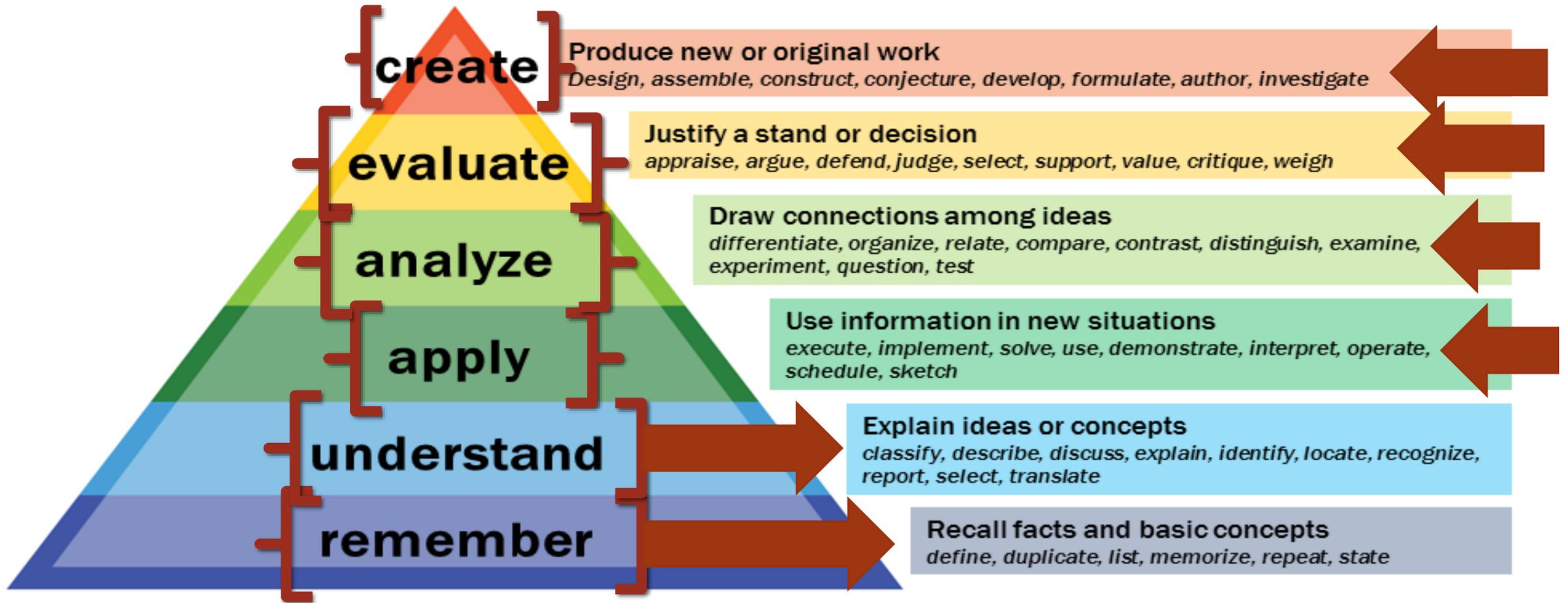
What is the difference in between?



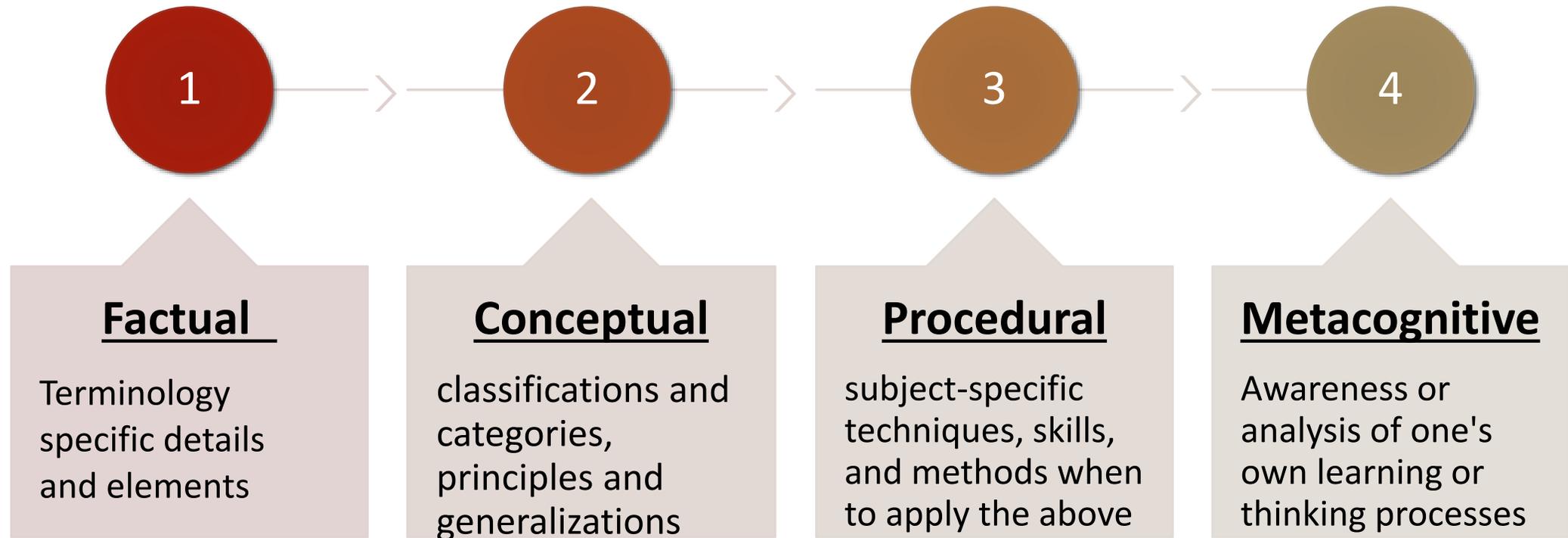
What is Bloom's Taxonomy?

- ❑ **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

Bloom's Taxonomy



The Knowledge Dimension



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 you 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 you 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

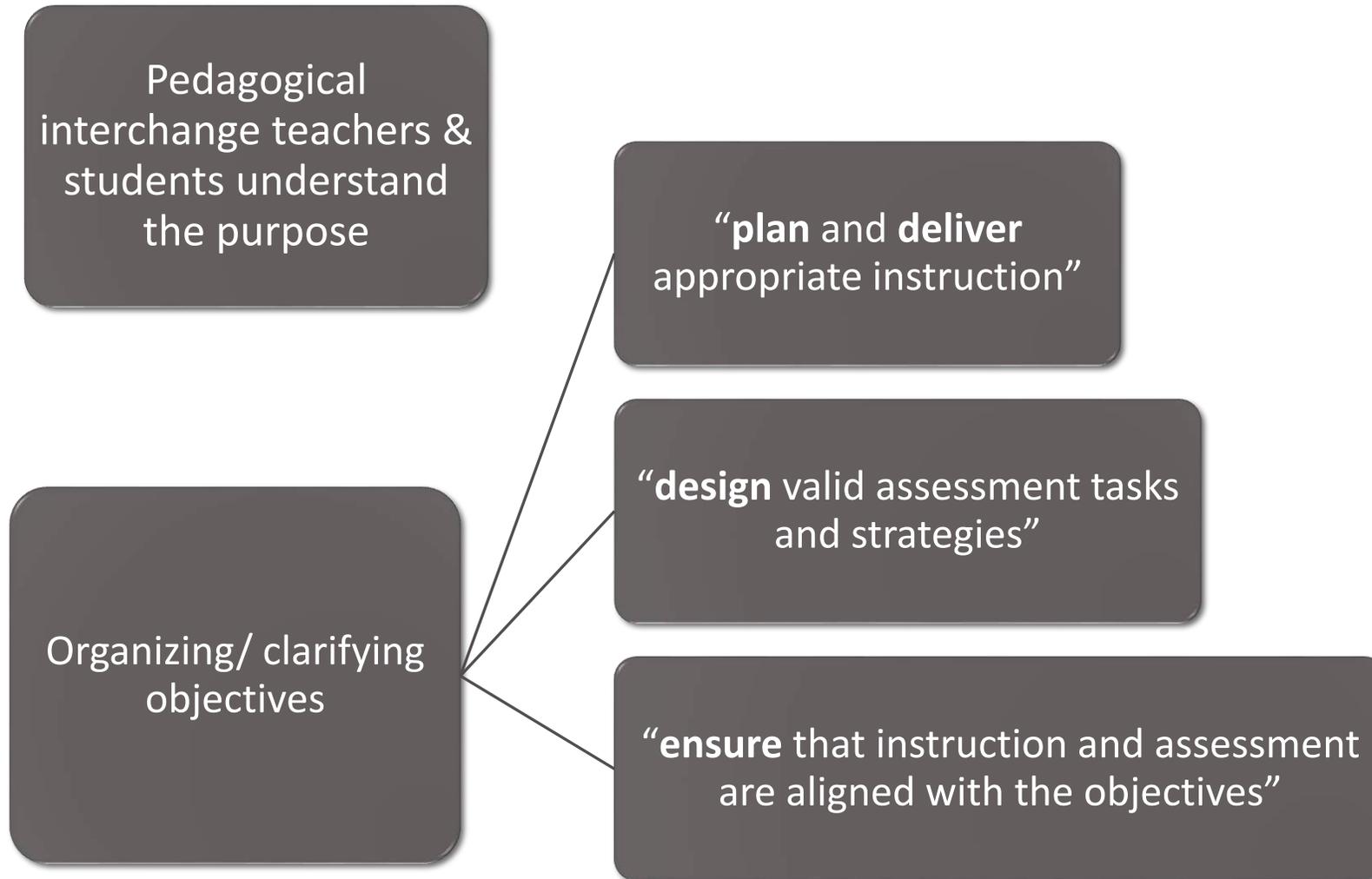
You found a system to
learn the information

Counting the
Vowels:
What made
the
Difference?



Rex Heer, 2012, Iowa State University Center for Excellence in Learning and Teaching

Why to use Bloom's Taxonomy?



Application of Bloom's Taxonomy

Create Course Goals and Learning Outcomes

Writing Course Outcomes

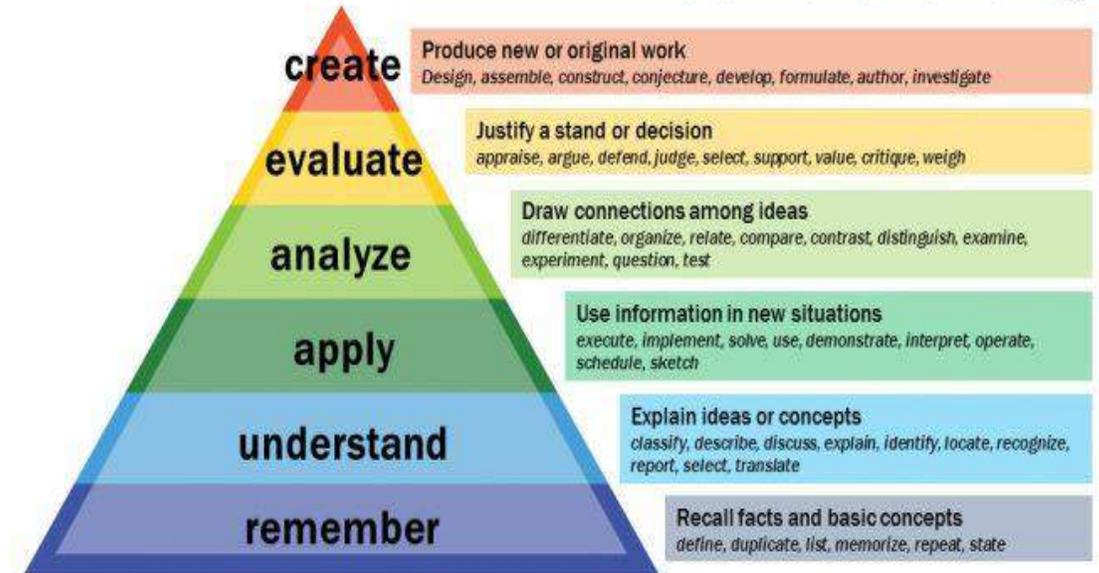
Learning Outcomes:

- 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

Bloom's Taxonomy



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

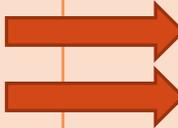
Advanced Writing and Editing (AWE) represents an advanced-level continuation of the 3000-level Writing and Editing in Print and Online. This class has two primary objectives: 1) To engage students in advanced theoretical perspectives on writing and editing 2) To facilitate the composition of a range 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

Week #1		
Date	In-Class Work	Homework for Next Class
Tuesday 8/28	<ol style="list-style-type: none">1. Introduction to the course2. Course policy sheet3. Intake survey	<ol style="list-style-type: none">1. Review Syllabus on your own2. Read <i>BBG</i> "Understanding Rhetorical Situations" pp.4-11; Read "Genres" pp. 16-293. Browse the FSU Museum of Everyday Writing
Thursday 8/30	<ol style="list-style-type: none">1. Introduce Major Assignment #1  <p>Key Terms: Genre and Identity</p> <p>Discuss: What do we mean by "composing"?</p>	<ol style="list-style-type: none">1. Compose Journal #1 and submit to Canvas by class time2. Read <i>BBG</i> 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?

Building Units Based on Outcomes

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:

Possible steps in a complex assignment	Smaller assignments to help students master each step
Topic Selection	<ul style="list-style-type: none">■ Free-writing■ Proposal■ Working Thesis Statement
Research	<ul style="list-style-type: none">■ Annotated Bibliography■ Read Map
Evaluation of Sources	<ul style="list-style-type: none">■ Critical Review■ Literature Review
Draft	<ul style="list-style-type: none">■ Outline■ First Draft
Revision	<ul style="list-style-type: none">■ Peer Review■ Meta-Statement

Assignments that support critical thinking goals in large classes

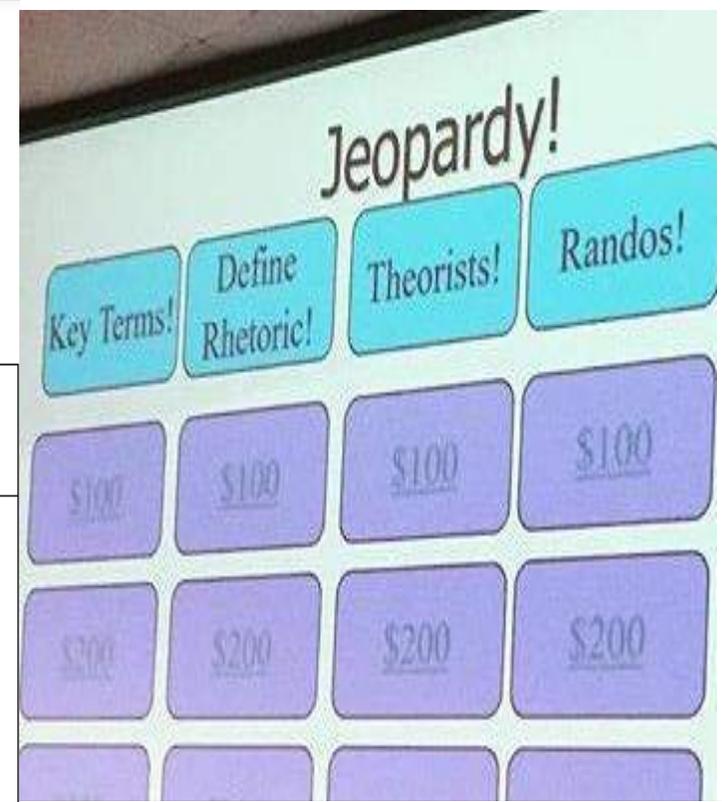
Possible Objective	Ideas for large classes	Advantages
Remember a term or definition	<ul style="list-style-type: none">■ iClicker questions■ self-test quiz	<ul style="list-style-type: none">■ Quick and can be used to help break up the lecture
Improve comprehension of a complex concept	<ul style="list-style-type: none">■ One-minute paper■ Reflection paper■ Statement of confusion	<ul style="list-style-type: none">■ Can be given in-class or as homework■ Can be unmarked or given pass/fail grades■ Could be submitted simply to help you see where students are having trouble
Synthesize course concepts throughout the term	<ul style="list-style-type: none">■ Learning journal	<ul style="list-style-type: none">■ Does not require feedback■ Can be submitted periodically and given pass/fail grades
Develop more sophisticated research and writing assignments	<ul style="list-style-type: none">■ Peer-review of drafts	<ul style="list-style-type: none">■ Helps students learn how to evaluate assignments, but the onus is on students, not the instructor or TA.

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

Charting Evolving Definitions of Rhetoric

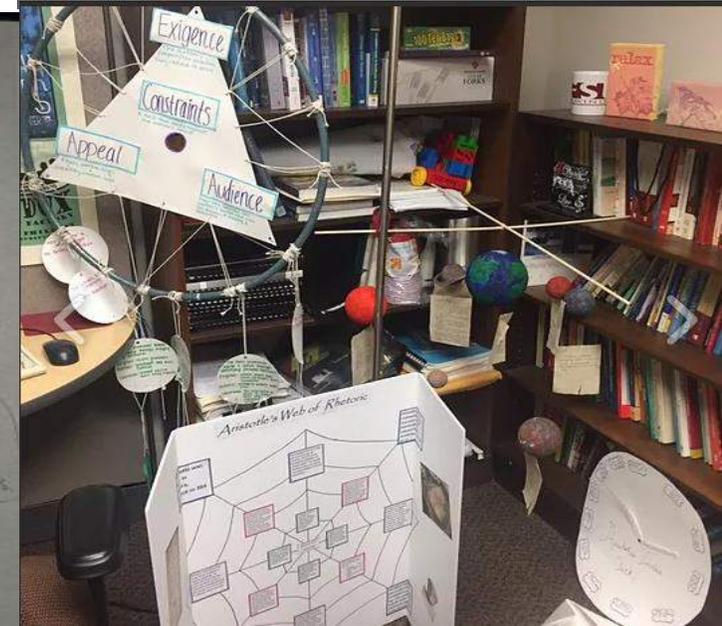
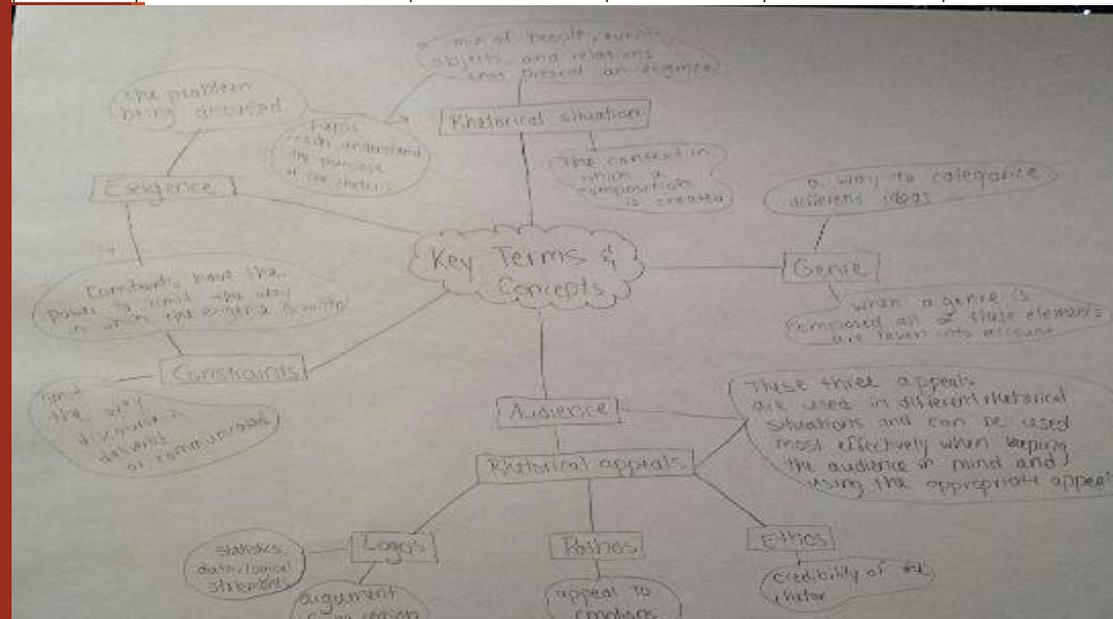
- #1: How does this theorist/thinker define "rhetoric"?
- #2: What are the limitations/benefits of this definition?
- #3: How might this definition be applied (or not) to contemporary contexts, situations, or public discourse/communication?
- #4: What is the relationship between language and way(s) of knowing (epistemology) in this definition?
- #5: What key terms emerge from this theorist's contribution?

Theorist	Definition of Rhetoric	Consequences of Definition	Application of Definition	Relationship between knowledge and language	Key Terms/ concepts
Aristotle	"Faculty of discovering in any given case the available means of persuasion"	Doesn't account for the limits of an epistemology formed solely through sense perceptions Provides a taxonomy for rhetorical practice	Courtrooms; ads, speeches; political contexts	knowledge is observable and found through empiricism	Logos, pathos, ethos; enthymeme; endoxa; five canons; topoi; maxims;



❑ 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?

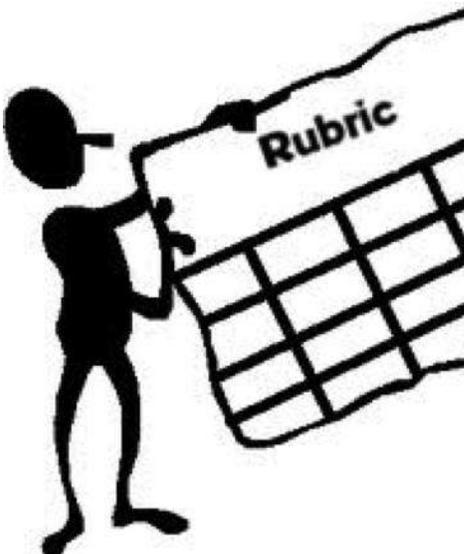


Assessment

- 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

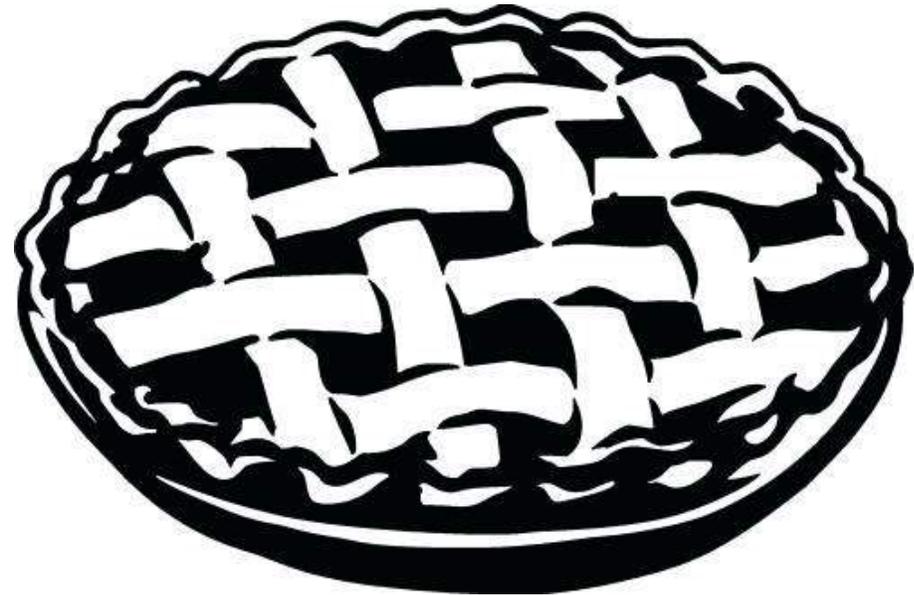


PAPER ONE: EXPLICATION RUBRIC



Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (75%)	Not Evident (0%)	Value
Claim	Establishes an original and contestable claim that is creative and extends beyond a one-dimensional idea based on the chosen visual/textual interaction	Establishes an original and contestable claim	Establishes a claim, but it lacks specificity or originality.	Does not establish any sort of claim	60
Analysis/Comparisons between text and visual	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	Establishes a logical structure of comparisons and contrasts between the two and observes about the media's ideas, values; may have some inconsistencies	Establishes a structure, but may have disconnects between the text and visual	Does not establish a logical structure or compare the visuals to the text.	90
Support and Analysis	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?	Uses appropriate concrete details and objective analysis and connects them to the argument but may be weak in some of those connections	Uses appropriate details, but does not connect them to the text and visuals' interplay	Does not use details or analysis appropriate to the argument.	60
Style and Mechanics	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.	Adheres to the conventions of grammar, punctuation, mechanics, and usage. Contains minimal mechanical errors. Makes an attempt at an original style.	Adheres to the minimal conventions of grammar, punctuation, mechanics, and usage. Contains some mechanical errors.	Does not adhere to the conventions of grammar, punctuation, mechanics, and usage. Mechanical errors interfere with the reading of the essay.	60
Format	Follows MLA formatting with no errors.	Follows MLA formatting with minimal errors such as margins, line-spacing, page numbers, etc.	Attempts to follow MLA formatting, but has major errors with citations, headings, lack of line-spacing, title, etc.	Does not follow MLA formatting; has multiple errors	30
				Earned Total	300
Comments:					

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.

Course Goals	Learning Objectives	Instructional Activities	Assessments
This course will teach students how to...	1.		
	2.		
	3.		

Vivianne Asturizaga
v.asturizaga@fsu.edu

Julianna Edmonds
jedmonds@fsu.edu

Questions?

Sources

Armstrong, P. (n.d.). *Bloom's Taxonomy*. Center for Teaching, Vanderbilt University.

<http://www.celt.iastate.edu/teaching-resources/effectivepractice/revise-blooms-taxonomy/>

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

<http://www.vccs.edu/wp-content/uploads/2016/11/fyafi16-catherine-glaiser-course-design.pdf>

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

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