Leadership Virtual Community of Practice (LVCP)

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Session 9: Learning Objectives & Bloom's Taxonomy

March 12, 2013

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- Learning Objectives and Bloom's Taxonomy
  - Read and be prepared to discuss Appendix D of HLW: *What are learning objectives and how can we use them?*
  - Review the two websites about (1) changes to Bloom's Taxonomy and (2) the revised Bloom's Taxonomy
    - www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
    - www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
  - With your VCP partner, create an activity on Learning Objectives and Bloom's Taxonomy for your faculty VCP participants, post it to the portal by noon on March 11, and be prepared to discuss it
- Practicing the technology
  - One pair (Mass and Energy Balance – Dick & Lisa): Be prepared to take the reins for 10 minutes running an activity of your choice

Tentative Agenda

- Welcome and learning objectives ~ 5 minutes
- Session facilitation by VCP co-facilitators ~15 minutes
  - Materials and Energy Balance – Dick & Lisa
- Report on VCP activities on learning objectives and Bloom's Taxonomy ~ 35 minutes
- Wrap up and plans for Session 10 ~ 5 minutes

Session 9: Learning Objectives

- Gain familiarity with the Adobe Connect technology and identify and address facilitation challenges

- Describe attributes of learning objectives (e.g., the SMART criterion; specific, measurable, attainable, relevant, timely) and strategies for writing them

- Apply a taxonomy of learning to the organizing of learning objectives

Practicing the Technology (~15 minutes)

- One VCP pair takes the reins
  - Materials and Energy Balance – Dick & Lisa

- Session facilitation (10 minutes)
  - Dick & Lisa conduct an activity of their choice
  - Everyone else engages in the activity & monitors for:
    - Strengths
    - Ideas for improvement
- Reflection/discussion (5 minutes)

Materials and Energy Balance – Dick & Lisa

- Session facilitation (10 minutes)
- Reflection/discussion (5 minutes)

Taxonomies of Types of Learning*

- Bloom's taxonomy of educational objectives: Cognitive domain (Bloom & Krathwohl, 1956)

- *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives (Anderson & Krathwohl, 2001)*

- Facets of understanding (Wiggins & McTighe, 1998)

- Taxonomy of significant learning (Fink, 2003)

- Evaluating the quality of learning: The SOLO taxonomy (Biggs & Collis, 1982)

* Elaborations on each of these taxonomies are on the portal

Activities for Learning Objectives & Taxonomies

- Focus: Briefings on today's activities
- Use the breakout room with your VCP partner to prepare your briefing (~10 minutes)
  - Key points to highlight, etc.
  - Specific aspects on which you would like comments, suggestions, etc.
- Report out (~25 minutes)
  - FOEE, Circuits, Mechanics, Materials & Energy, Thermal

Getting Ready to Start the VCPs

1. Use the short-answer polling feature to list **sources of apprehension** concerning the start of the VCPs

2. Choose one potential source of apprehension for which you will identify strategies to address

Session 10. March 19, 2013

- Prepare a list of strategies to address the potential source of apprehension you chose during Session 9
- With your VCP partner, reflect on and discuss the LVCP program and be prepared to discuss:
  - Highlights, take aways, missed opportunities, etc.
- Practicing the technology
  - Two pairs (Thermodynamics – John & Milo and FOEE – Mary & Jennifer): Be prepared to take the reins for 10 minutes running an activity of your choice