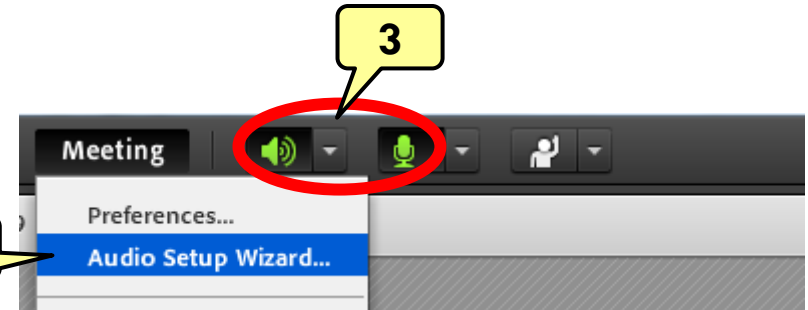


Welcome! As you enter the room, please...

- ❑ Plug in your headset (if available).
- ❑ Enable your speakers and mic (the icons on the top bar should be green).
- ❑ Run the audio setup wizard (see the “Meeting” menu on the left of the screen).
- ❑ “Raise your hand” by clicking the icon to let the hosts know you are ready to test your mic.
- ❑ After testing your mic, mute yourself by clicking the mic icon (to avoid background noise).

Feel free to use the chat at any time!





Start Recording!

Leadership Virtual Community of Practice (LVCP)

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Session 8: Learning Objectives & Bloom's Taxonomy

October 21, 2013

Session 8. Oct. 21, 2013

- Practicing the technology
 - CSE (Scott and Joe): Be prepared to take the reins for 15 minutes running an activity of your choice
- 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 FVCP partner, create an activity on Learning Objectives and Bloom's Taxonomy for your faculty VCP participants, post it to the portal by noon Oct. 20, and be prepared to discuss it

Tentative Agenda

- Welcome and learning objectives (5 minutes)
- Session facilitation by FVCP co-facilitators (20 minutes)
 - ▣ CSE, Scott and Joe
- Report on VCP activities on learning objectives and Bloom's Taxonomy (30 minutes)
- Wrap up and plans for Session 9 (5 minutes)

Session 8: Learning Objectives

- Gain familiarity with the Adobe Connect technology and identify and address facilitation challenges
- Describe attributes of learning objectives and strategies for writing them
- Apply a taxonomy of learning to the organizing of learning objectives

Practicing the Technology (20 minutes)

- One FVCP pair take the reins for 15 minutes
 - ▣ CSE, Scott and Joe
- Session facilitation (15 minutes)
 - ▣ FVCP pair conducts an activity of their choice
 - ▣ Participants (everyone else) engage in the activity & monitor for:
 - If/how does the activity apply to your own FVCP
 - Strengths of the activity
 - Ideas for improving the activity
- Reflection/discussion (5 minutes)

CSE, Scott and Joe

- Session facilitation (15 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 larger group to prepare your briefing (15 minutes)
 - ▣ Key points to highlight, etc.
 - ▣ Specific aspects on which you would like comments, suggestions, etc.
- Report out (15 minutes)
 - ▣ Group 1
 - ▣ Group 2

Session 9. Oct. 28, 2013

- Practicing the technology
 - ▣ Two pairs: Be prepared to take the reins for 15 minutes running an activity of your choice
 - EE, Susan and Jill
 - CE, Chris and Chris
- Post summary/outline of your FVCP program to the portal by noon, October 27, 2013
- With your FVCP partner, reflect on and discuss the LVCP program and be prepared to discuss:
 - ▣ Highlights, take aways, key insights, etc.
 - ▣ Strategies to address potential sources of apprehension