

1. Bloom's Taxonomy: Review
2. Small Teaching Lab 1: Small Ball
 - a. Opening & Closing Question of a class session
 - b. Weekly 15 minute session applying concept to a new problem/question
 - c. Prediction-Exposure-Feedback exercise
3. Small Teaching Lab 2: Small Ball
 - a. Identify the fundamentals for
 - i. Major Assignments, Minor Assignments
 - ii. The Course Itself, the Discipline at Large
 - iii. Program Major, Program Minor
4. Small Teaching Lab 3: Swing for the Fences
 - a. Interleaving Test Questions: Unit Tests or Midterm-Final
 - b. Start with units, move to interleaving
 - c. Interleave the whole course

Bloom's Taxonomy of Educational Objectives

1. Knowledge/Remembering: Retrieving, recognizing, recalling information
 - a. What do you remember about _____?
 - b. How would you define _____?
 - c. How would you identify _____?
 - d. How would you recognize _____?

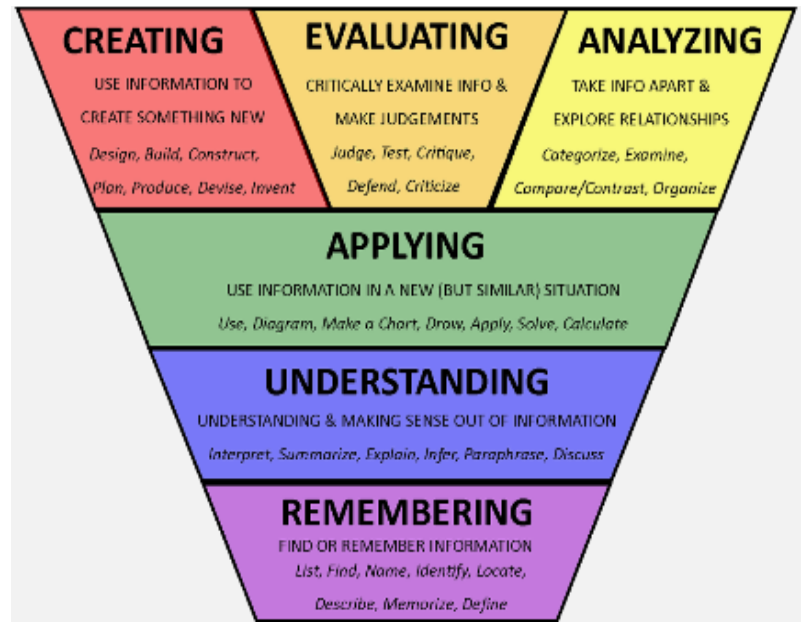
2. Comprehension/Understanding: Constructing meaning through interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
 - a. How would you generalize _____?
 - b. How would you express _____?
 - c. What can you infer from _____?
 - d. What did you observe _____?

3. Application/Applying: Using a procedure through executing, implementing
 - a. How would you demonstrate _____?
 - b. How would you present _____?
 - c. How would you change _____?
 - d. How would you modify _____?

4. Analysis/Analyzing: Breaking material into constituent parts by differentiating, organizing, attributing
 - a. How can you sort the parts _____?
 - b. What can you infer _____?
 - c. What ideas validate _____?
 - d. How would you explain _____?

5. Synthesis/Evaluating: Making judgment based on criteria by checking and critiquing
 - a. What alternative would you suggest for _____?
 - b. What changes would you make to revise _____?
 - c. How would you generate a plan to _____?
 - d. What could you invent _____?

6. Evaluation/Creating: Reorganizing elements through generating, planning, producing
 - a. What criteria would you use to assess _____?
 - b. What data was used to evaluate _____?
 - c. How could you verify _____?
 - d. What information would you use to prioritize _____?



For more questions based on the New Bloom's, see "Revised Bloom's Taxonomy – Question Starters" at <https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf>

Anderson, Lorin W., David R. Kratwohl, Benjamin S. Bloom, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.

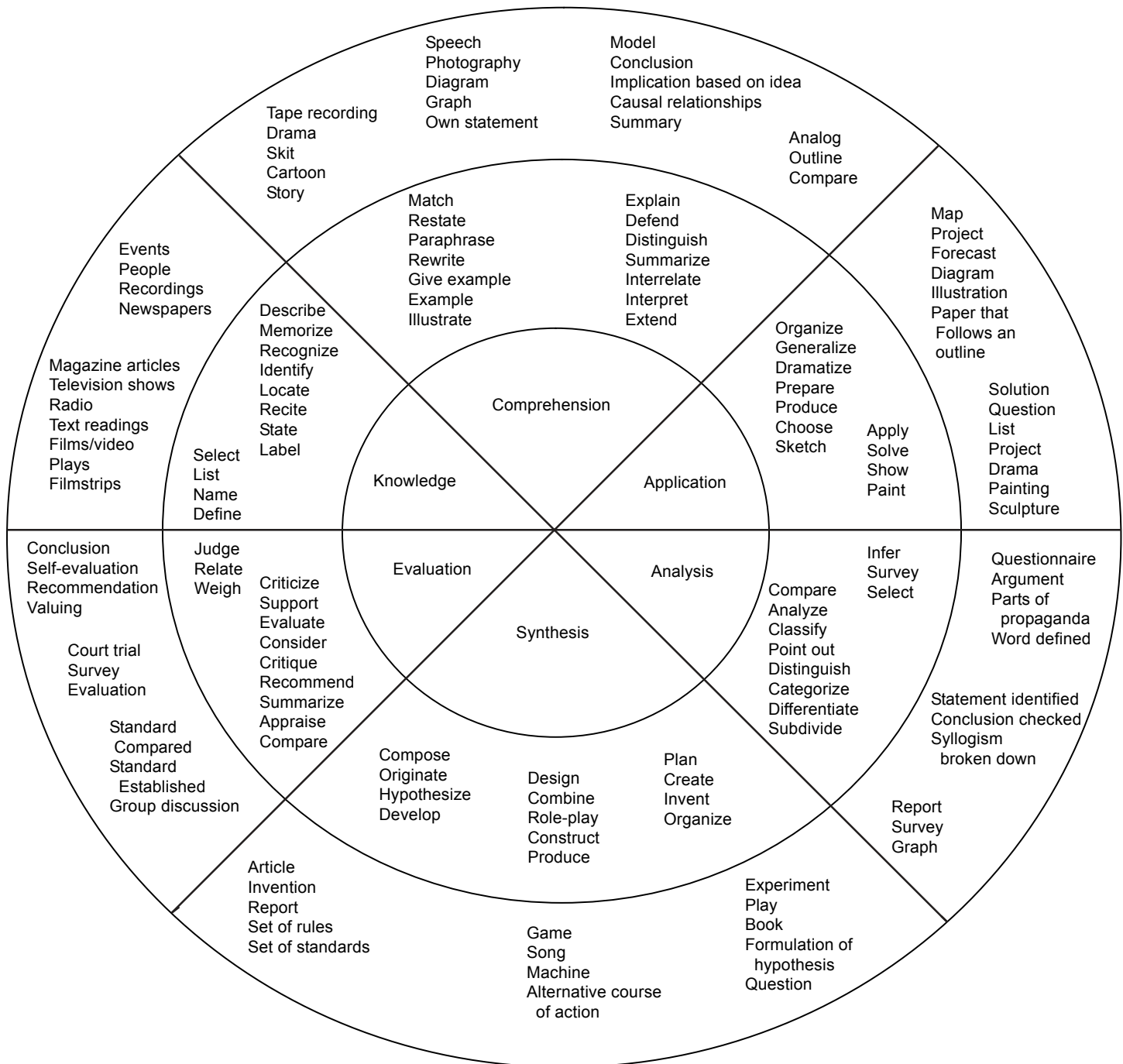
Armstrong, Patricia. "Bloom's Taxonomy." Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Bloom, Benjamin S., Max D. Englehart, Edward Furst, Walter H. Hill, and David R. Krathwohl, *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*. New York: David McKay, 1956.

Forehand, Mary. "Bloom's Taxonomy: Original and revised." From M. Orey, ed. *Emerging perspectives on learning, teaching, and technology*. <https://s3.amazonaws.com/vu-wp0/wp-content/uploads/sites/59/2010/06/12092513/BloomsTaxonomy-mary-forehand.pdf>

Bloom's Verbs

And Matching Assessment Types



Source: The Tenth Annual Curriculum Mapping Institute: Snowbird Utah, July15-18, 2004
Adapted from Benjamin Bloom

Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

WORDS TO AVOID	PHRASES TO AVOID
<ul style="list-style-type: none">• <i>Believe</i>• <i>Hear</i>• <i>Realize</i>• <i>Capacity</i>• <i>Intelligence</i>• <i>Recognize</i>• <i>Comprehend</i>• <i>Know</i>• <i>See</i>• <i>Conceptualize</i>• <i>Listen</i>• <i>Self-Actualize</i>• <i>Memorize</i>• <i>Think</i>• <i>Experience</i>• <i>Perceive</i>• <i>Understand</i>• <i>Feel</i>	Evidence a (n): To Become: To Reduce: <ul style="list-style-type: none">• <i>Appreciation for</i>• <i>Acquainted with</i>• <i>Adjusted to</i>• <i>Awareness of</i>• <i>Capable of</i>• <i>Comprehension of</i>• <i>Cognizant of</i>• <i>Enjoyment of</i>• <i>Conscious of</i>• <i>Familiar with</i>• <i>Interest in</i>• <i>Interested in</i>• <i>Knowledge of</i>• <i>Knowledgeable about</i>• <i>Understanding of</i>