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Bloom's Taxonomy of Cognitive Development

Bloom's Taxonomy is a structure for classifying educational objectives so that teachers and students have a common framework for determining the types of desired changes in student behaviour as learning takes place. Bloom suggests that there are at least six distinct levels of behavioural outcomes related to thinking and that each level is arranged in a hierarchy from the simplest to the most complex. These levels, defined in simple operational terms, are:

Knowledge Level:

Students learn information through remembering content, either by recall or recognition.

Comprehension Level:

Students understand information through translation, interpretation, or extrapolation (doing something extra with the material or even being comprehended).

Application Level:

Students use information in a context different from the one in which it was taught.

Analysis Level:

Students examine (break down) specific parts of the information in order to accomplish such tasks as reading between the lines, finding subtle implications, or completing a logical dissection of communication.

Synthesis Level:

Students do something new and different with information in a process that is directly opposite to that of analysis. Synthesis requires integrating ideas in new and different ways.

Evaluation Level:

Students judge information by considering alternatives in making a judgment, establishing criteria for judging those alternatives, and by defending that final judgment among the established alternatives.

It is suggested that teachers use the Bloom Reference Chart with its collection of "verbs" or "behaviours" when designing their lesson plans, their tests, their classroom discussion questions, and their units of study so that students continue "to stretch their minds and tease their imaginations" in teaching and learning process.

William's Taxonomy of Divergent Thinking and Feeling

The Williams Model has been widely used in middle level classrooms as a major delivery system in developing creativity in students. The first four behaviours are associated with the cognitive or intellectual domain while the last four behaviours are associated with the affective or feeling domain. The levels of Williams Taxonomy are listed below along with selected pupil behaviours and cue words.

Levels and Learner Expectations

Trigger Words

Cognitive

Fluency is a skill that enables the learner to generate lots of ideas, oodles of related answers, scads of operations, or a heap of choices in a given situation.

how many? oodles
one a heap
quantity scads
a few lots

Flexibility is a skill that enables the learner to change everyday objects to fit a variety of categories by taking detours and varying size, shape, quantities, time limits, requirements, objectives, or dimensions in a given situation.

variety detour
adapt alternatives
different change
redirect

Originality is a skill that enables the learner to seek the unusual or not-obvious by suggesting clever twists to change content or arrive at strategies to seek the novel in a given situation.

unusual clever
unique not obvious
new novel

Elaboration is a skill that enables the learner to stretch a topic by expanding, enlarging, enriching or embellishing a list of finds or possibilities in order to build on previous thoughts or ideas in a given situation.

embellish stretch
expand upon enlarge
build enrich
embroider add on

Key to CSF Learning Outcomes

English

S - Speaking and Listening
R - Reading
W - Writing

Science

Live & Living
L - Living Together
B - Biodiversity, Change & Cont.
S - Structure & Function

The Arts

C - Creating, Making & Presenting
P - Past & Present Contexts
U - Using Skills & Techniques

Maths

Mathematical Tools and Procedures
C - Communicating Maths
M - Mathematical Tools
S - Strategies for Investigation
CM - Contexts for Maths
Measurement
M - Measuring
C - Choosing Units
E - Estimating
Number
M - Mental Computation
N - Numbers and Counting
Chance and Data
C - Chance
I - Interpreting Data
S - Summarising & Presenting Data

Health and Physical Education

Human Relations
Health of Individuals & Populations
Safety

Study of Society & Environment

Time, Continuity & Change
Place & Space
Culture
Resources
Natural & Social Systems

Technology

Information
Materials

SELF



Overview of Self

- Understanding oneself is designed to provide students with a means of understanding themselves as individuals and as members of the various groups to which they belong. Students show their English skills of speaking and listening, reading and writing in a variety of situations.
- An appreciation of their physical selves is also promoted, through serious and fun activities. Not only is active leisure a focus, but more passive activities such as collecting, reading and playing card games are highlighted.
- The reflection page provides each student with an invaluable opportunity to develop their metacognitive skills in terms of thinking about how they have lived a typical day in their lives.
- The student's membership of society is shown through the work covering their responsibilities as citizens. An awareness of many democratic process is encouraged as students are shown through the electoral process used in Australia, through being encouraged to write to a Member of Parliament, airing a grievance and through an analysis of the two major parties in Australia.
- Many students in the middle years are often worried about meeting the expectations of their peers. The mini unit on peer pressure provides an excellent starting point for students to understand why this occurs and how they can deal with it.
- The perennial issues of leadership and responsibility completes the unit and encourages the students to think deeply about themselves and their place in their school, thus providing an excellent introduction to the unit on School Days