

## **February 5, 2016**

1. Competition Updates
2. Observation Field Trip Forms
3. Instructional Methodology Strategies
  - A. Cooperative Learning Structures
  - B. Bloom's Taxonomy

## Essential Question:

How might having students work in groups enhance learning?

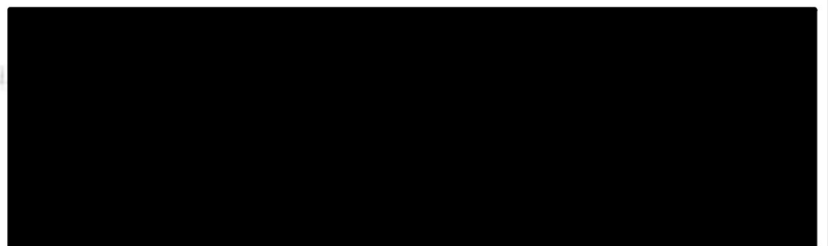
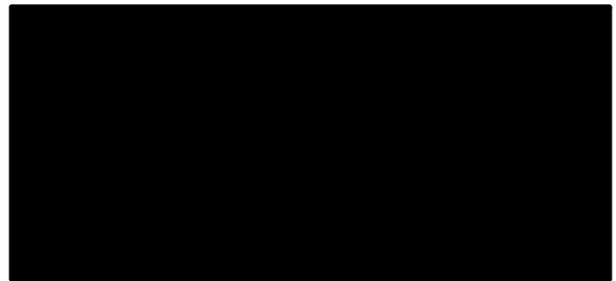
**Task:** Work together to assemble puzzle

### Rules:

- ~No picture
- ~NO TALKING
- ~4 minutes



## Activity Debrief



## Overview of Cooperative Learning Structures

~As we review each structure, think of a class activity that has employed that structure.

What worked well?

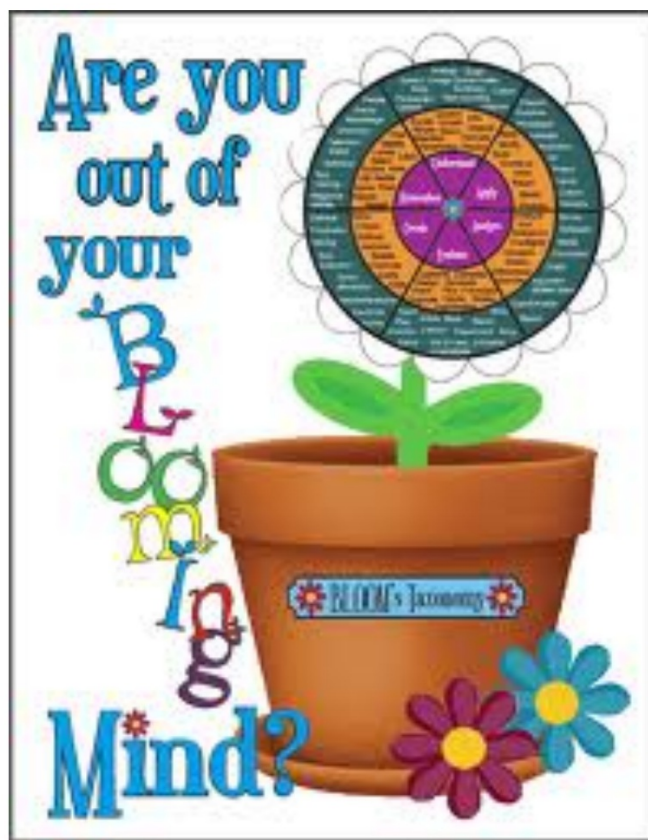
What did not work well?

What could have been done differently to insure success?



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# Questioning Strategies



As you watch the film, answer the questions.





**New Version**

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.

*Note that the top two levels are essentially exchanged from the traditional to the new version.*



**Old Version**

<b>Remembering:</b> can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
<b>Understanding:</b> can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<b>Applying:</b> can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
<b>Analyzing:</b> can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
<b>Evaluating:</b> can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<b>Creating:</b> can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.



Remembering

Defend the step-mother's attitude toward Cinderella.

Understanding

Formulate a theory on why the step-sisters did not like Cinderella.

Applying

Tell what might have happened if Cinderella had not lost her shoe.

Analyzing

What is the function of the king in the storyline?

Evaluating

Give an example of how the fairy godmother used her wand to help Cinderella.

Creating

How many step-sisters did Cinderella have?



Remembering

How many step-sisters did Cinderella have?

Understanding

Give an example of how the fairy godmother used her wand to help Cinderella.

Applying

Tell what might have happened if Cinderella had not lost her shoe.

Analyzing

What is the function of the king in the storyline?

Evaluating

Defend the step-mother's attitude toward Cinderella.

Creating

Formulate a theory on why the step-sisters did not like Cinderella.

## **Homework:**

1. Pick your favorite childhood story other than Cinderella.
2. Write questions according to Bloom's Taxonomy.
3. Pick one of the cooperative learning structures and outline a lesson to teach that story to your students using the story, the questions, and the cooperative learning structure.