

ONLINE LEARNING AND BLOOM'S TAXONOMY

DR.VANESSA DENNEN

FLORIDA STATE UNIVERSITY

Follow/Contact Me:

vdennen@fsu.edu

[@vdennen](#)

<http://vanessadennen.com>

LinkedIn: vanessadennen



OVERVIEW

Focus

- How to design online learning activities that help students meet learning outcomes.

Topics covered

- Online learning concerns
- Learner interactions
- Bloom's Taxonomy
- Online learning activity design

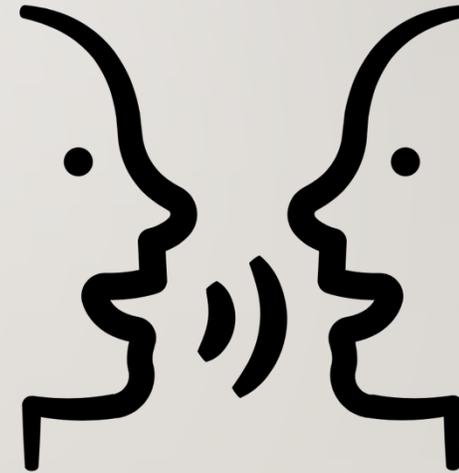
ONLINE LEARNING CONCERNS

- How do I handle **transactional distance**?
- How do I identify and address my **learning outcomes**?
- What **pedagogical strategies** or activities should I use?

TRANSACTIONAL DISTANCE

The BIG CHALLENGE that people discuss when shifting to online learning.

- Technology broadens distance
- Interaction techniques can lesson it



WHAT KINDS OF ACTIVITIES DO YOU TYPICALLY DO IN YOUR FACE-TO-FACE CLASSES?

Take 60 seconds to think about this and share your answer in the chat.



I ask my students to ...

Content

Computer

Instructor

Peer

Network

LEARNER INTERACTIONS

LEARNING TOOLS



Content linking/hosting



Quiz / test



Discussion boards



Synchronous video discussion (e.g., Zoom)



Asynchronous video discussion (e.g., FlipGrid)

TYPES OF LEARNING ACTIVITIES



Individual



Synchronous

Whole class

Small group



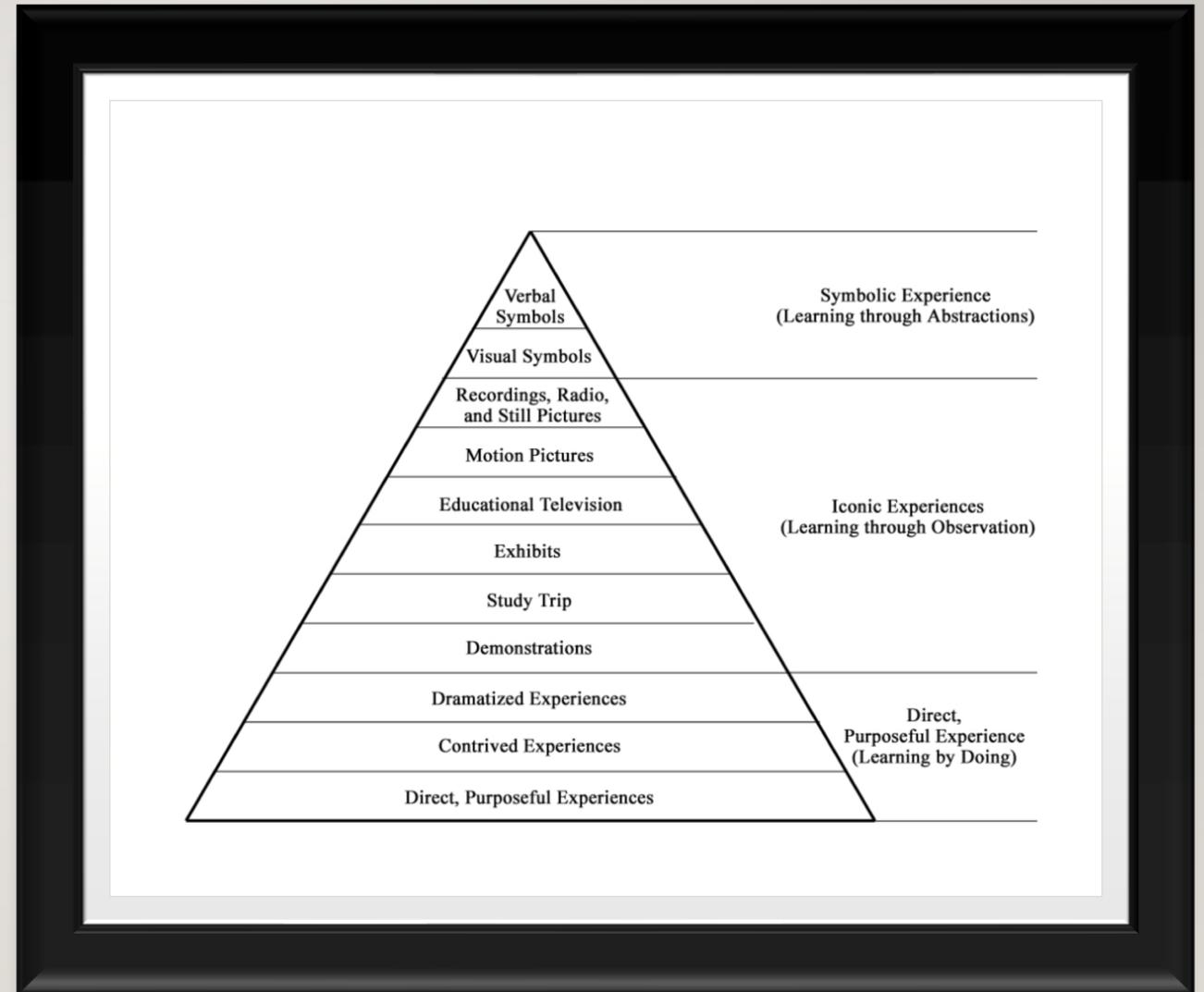
Asynchronous

Whole class

Small group

ANOTHER CONSIDERATION: DALE'S CONE OF EXPERIENCE

- How concrete must the learning experience be?
- How abstract can it be?
- How do we provide sufficiently concrete experiences online?



SO MANY OPTIONS,
HOW DO WE
CHOOSE?

LEARNING INTERACTIONS + LEARNING TOOLS = ???



Evaluation

Make and defend judgments based on internal evidence or external criteria.

argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

BLOOM'S TAXONOMY & ACTIVITIES

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize define differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

YOU HAVE TO WALK BEFORE YOU CAN RUN.

Comprehension

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select

SIDE NOTE: THE
TAXONOMY
HAS BEEN
REVISED



Old Version



New Version

WHY BLOOM'S TAXONOMY

- Break down instruction into component parts
- Gain clarity on what learners need to do
- Ensure instructional alignment



BLOOM'S TAXONOMY: LOWER ORDER SKILLS

REMEMBER

Recognize or recall facts

- Identify
- List
- Select
- State

UNDERSTAND

Understanding facts and ideas

- Classify
- Compare
- Explain
- Paraphrase

BLOOM'S TAXONOMY: MIDDLE ORDER SKILLS

APPLY

Use knowledge and skills in a new situation

- Demonstrate
- Implement
- Practice
- Use

ANALYZE

Engage in detailed exploration

- Deconstruct
- Investigate
- Organize
- Test

BLOOM'S TAXONOMY: HIGHER ORDER SKILLS

EVALUATE

Make informed judgements based on information and criteria

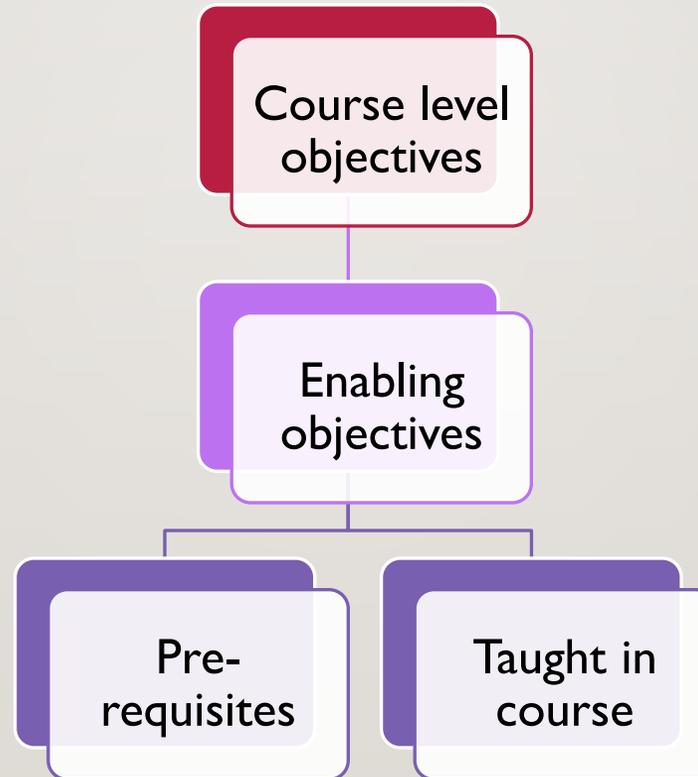
- Decide
- Justify
- Rate

CREATE

To modify something or make something new

- Construct
- Design
- Plan

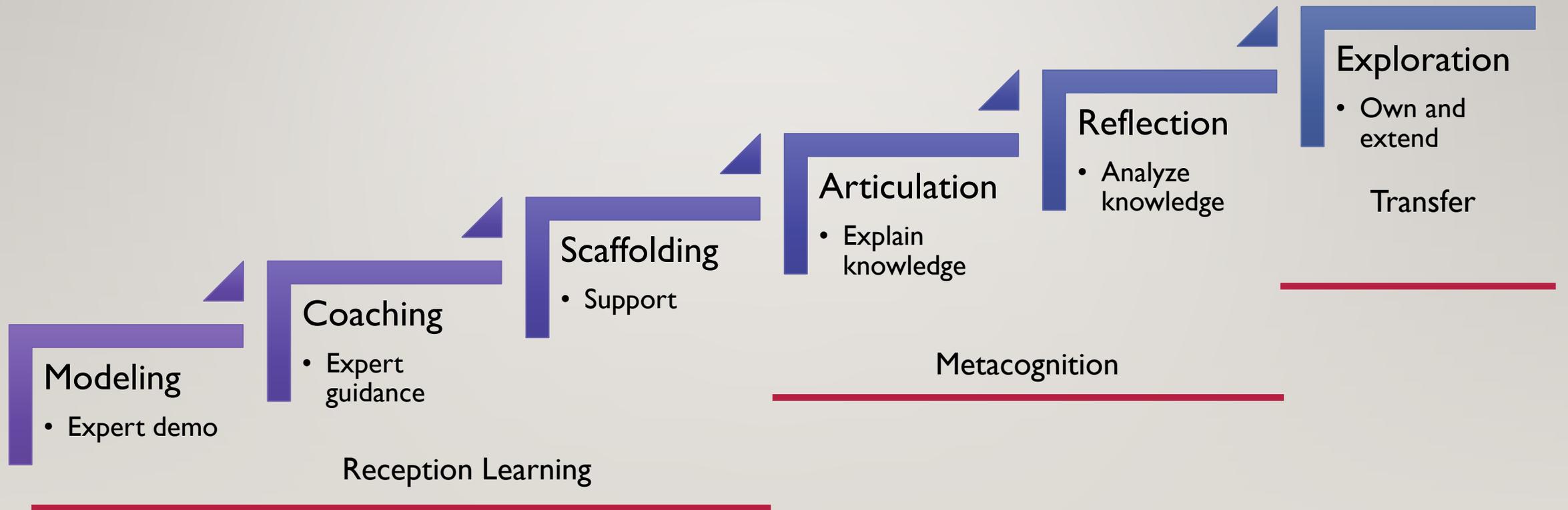
LEVELS OF OBJECTIVES



TRANSLATING OBJECTIVES INTO ACTIVITIES



RATIONALE FOR ACTIVITIES: COGNITIVE APPRENTICESHIP MODEL



ACTIVITIES AND THEIR RELATIONSHIP TO ASSESSMENT

INDIRECT

- Practice
- Exploration

DIRECT

- Performances
- Critiques
- Debriefs

PRACTICE:

- What order skills do you teach?
- What kinds of learning interactions will your students engage in?
- What learning tools will you use?

RETURN TO BLOOM: WHAT WOULD YOU DO IN AN ONLINE CLASS? LOWER ORDER SKILLS

REMEMBER

Recognize or recall facts

- Identify
- List
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- State

UNDERSTAND

Understanding facts and ideas

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Questions? Let's discuss!