ONLINE LEARNING AND BLOOM'S TAXONOMY

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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.

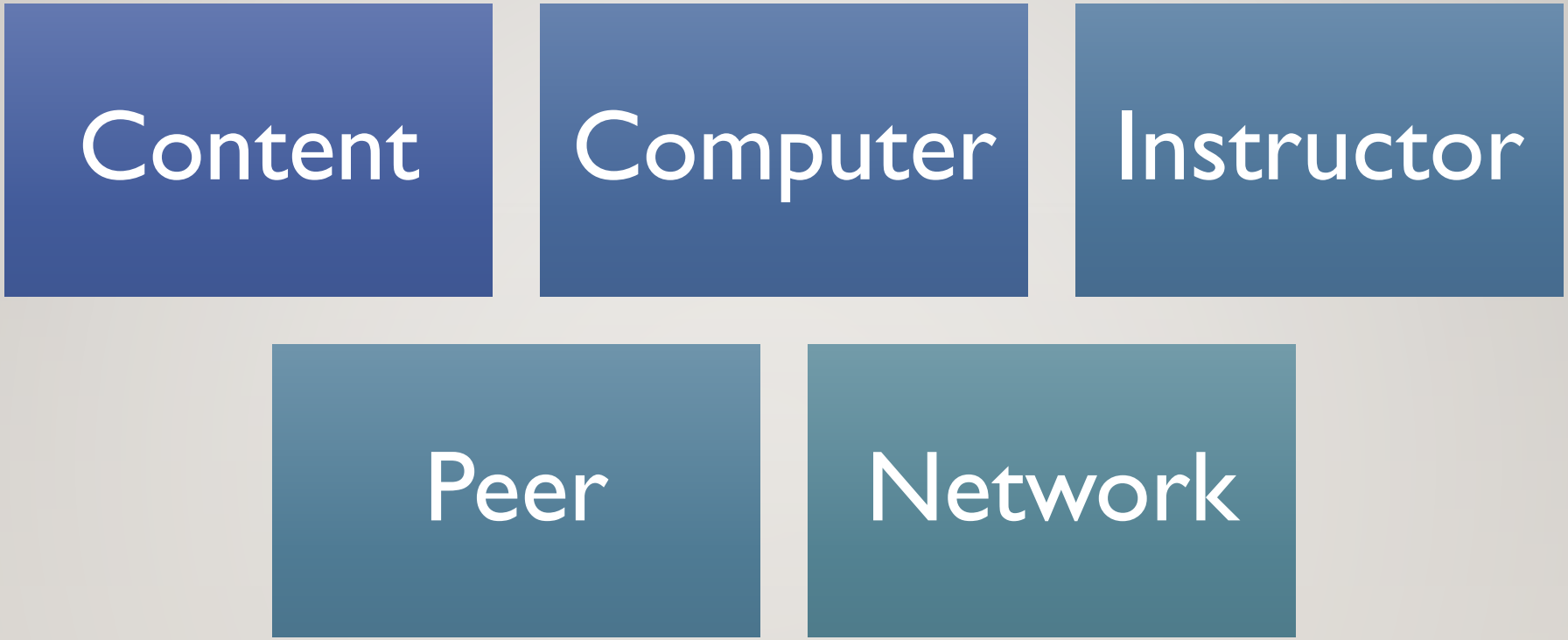
- Technology broadens distance
- Interaction techniques can lesson it

Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22-38). New York, NY: Routledge.

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 …



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

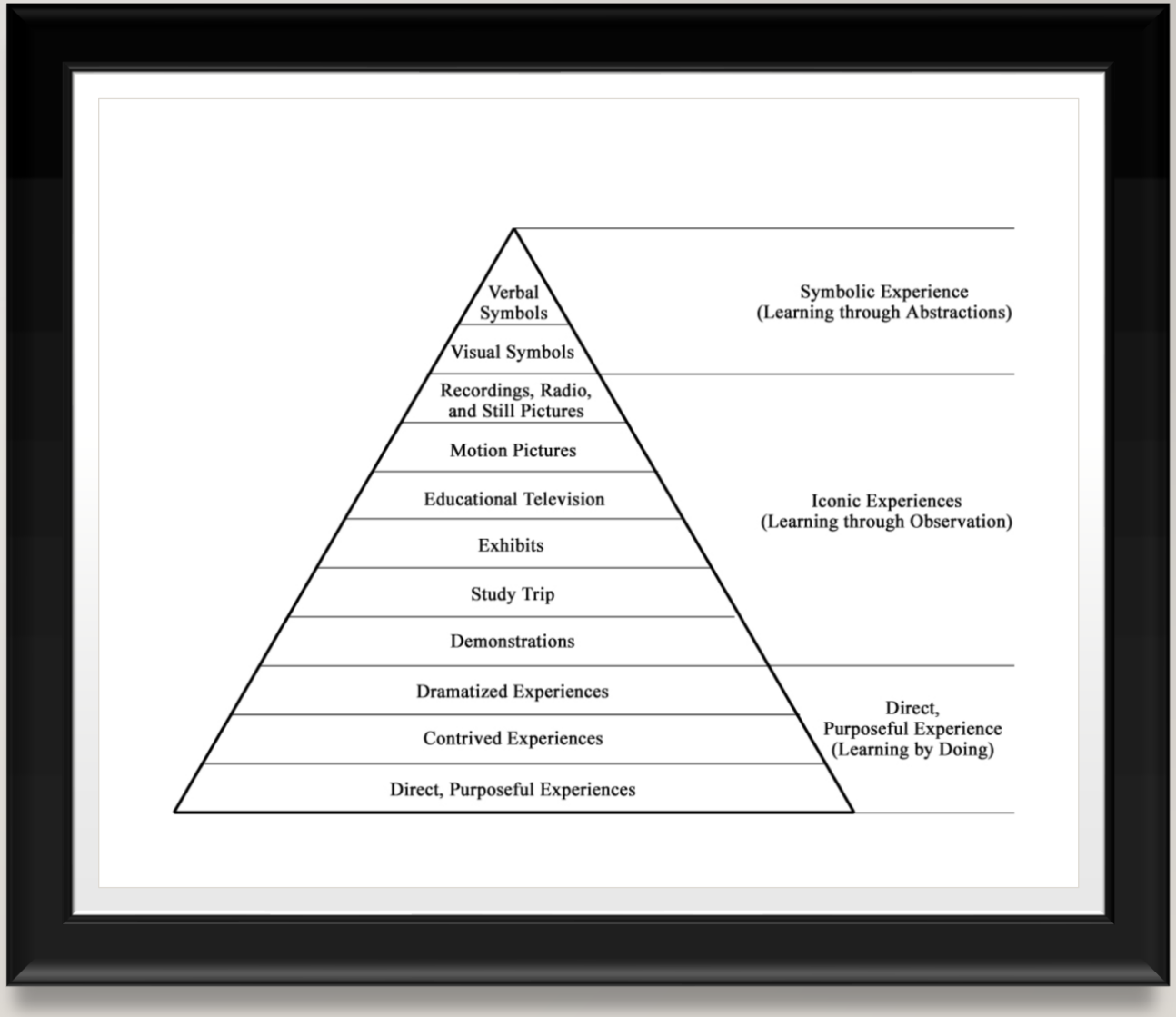
Asynchronous

Whole class

Small group

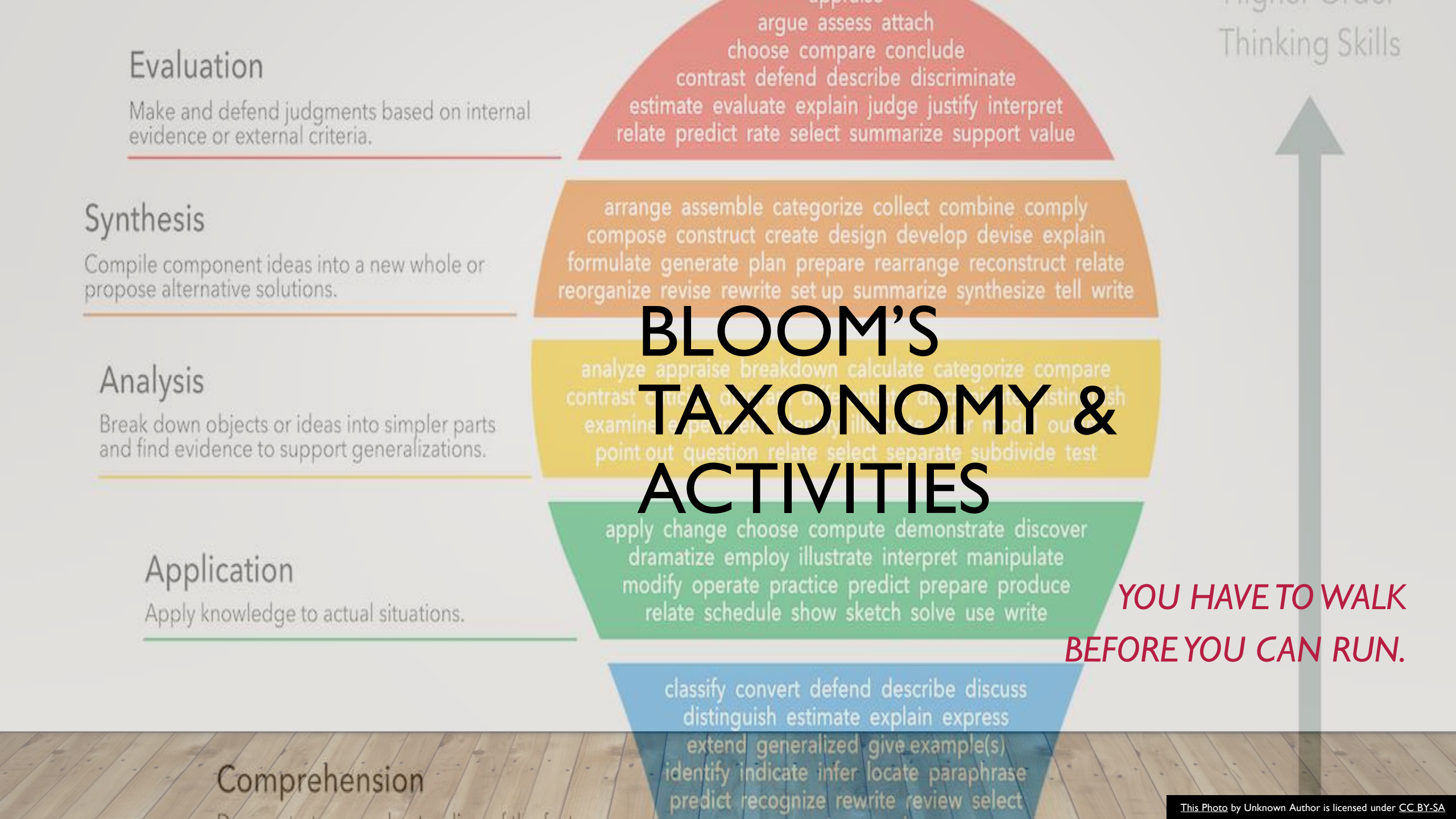
ANOTHER CONSIDERATION: DALE'S CONE OF EXPERIENCE

- 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?

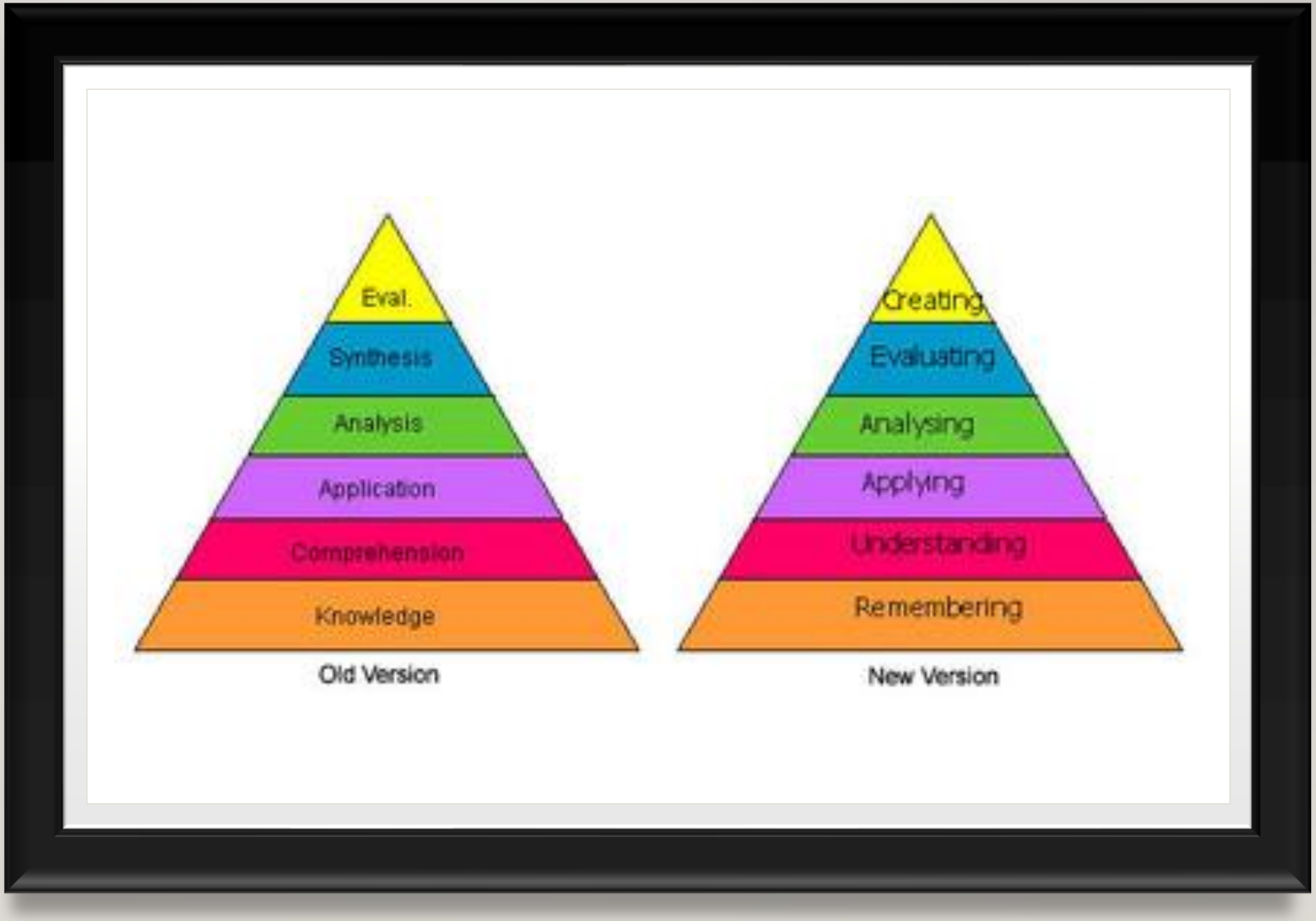
LEARNING INTERACTIONS + LEARNING TOOLS = ???



BLOOM'S TAXONOMY & ACTIVITIES

YOU HAVE TO WALK BEFORE YOU CAN RUN.

SIDE NOTE: THE TAXONOMY HAS BEEN REVISED



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

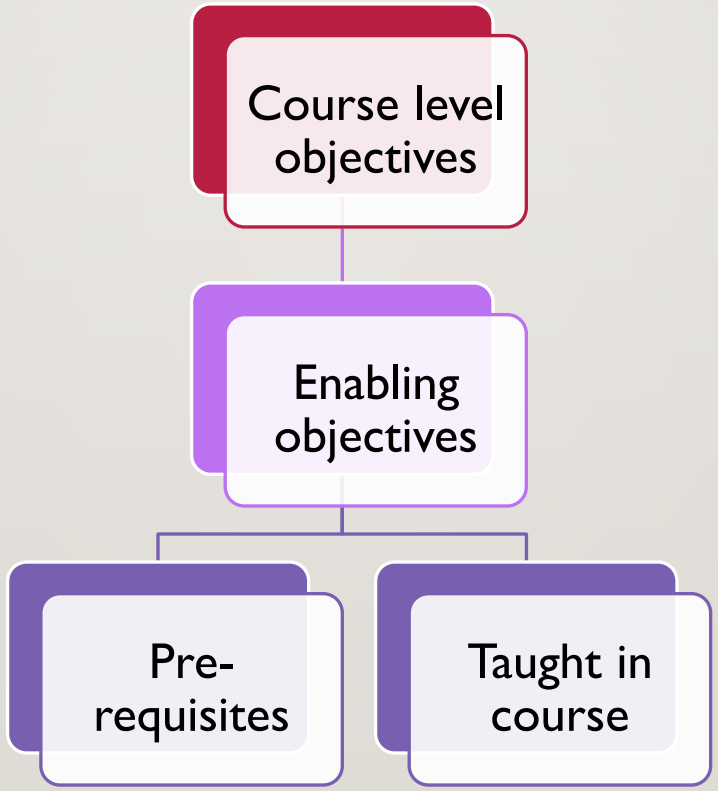
- Decide
- Justify
- Rate

CREATE

To modify something or make something new

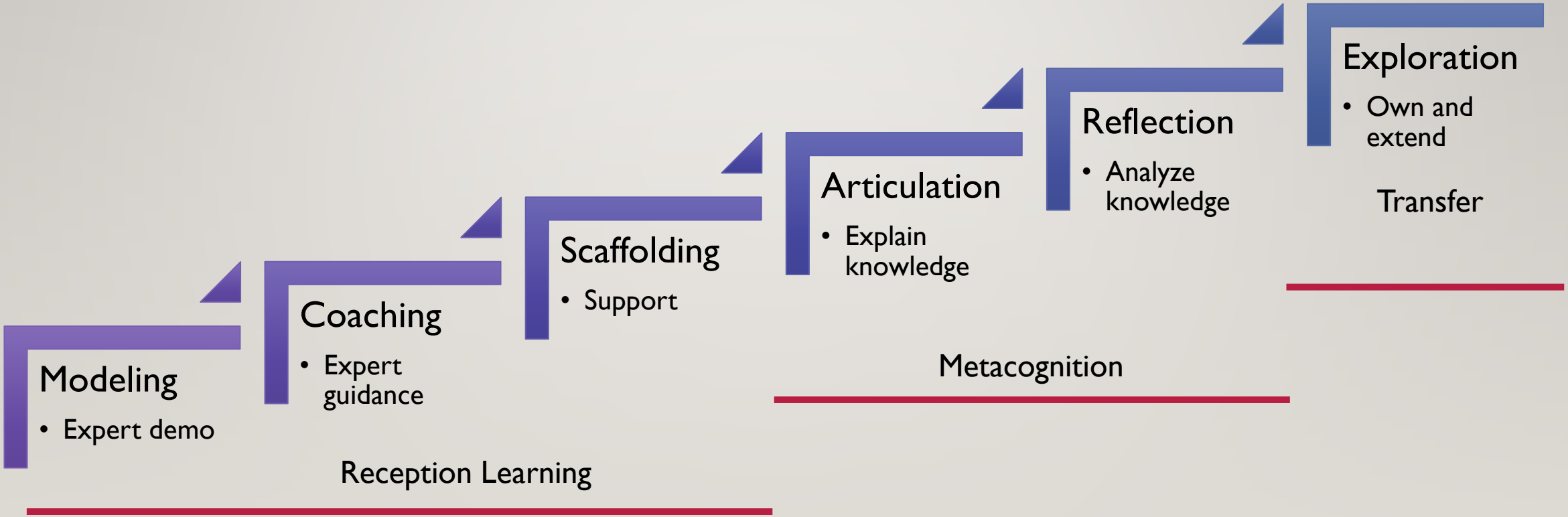
- Construct
- Design
- Plan

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

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Recognize or recall facts

- Identify
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UNDERSTAND

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Questions? Let's discuss!