**Revised Bloom’s Taxonomy**

**The Cognitive Process Dimension**

**Name: Stacy French**

**Authentic Topic: Technology in the Work Force**

**Grade level: 13+**

**Did you use the iBook about Bloom’s Taxonomy or the PDF file on your computer? PDF**

**Remember that you will use one of your activities that you create for Analyze, Evaluate, or Create for your Instructional Design Project later in the course. So keep this file and come back to it later.**

**Assignment**

1. Rename this file to include your last name at the beginning of the file name and include your approved authentic topic.

Example: *Maxwell.ID-1Endangered Animals Activities*

* 1. Create one or more activities (or objectives or assessments) for each of the 19 Cognitive Processes.
     1. Each activity should stand on its’ own; i.e., do not build one activity from another activity or do not use information from one activity in another activity.
     2. These should be written as prompts for students, not as objectives.
  2. All activities must be about your approved authentic topic that you selected for your IDP.

***NOTE: you will use one of the activities you design for the Analyze, Evaluate, or Create level to build your IDP lesson.***

* 1. At least one activity at each of the Analyze, Evaluate, and Create levels must involve a technology project. Of course, you can use more.

Refer to the file, “Revised Bloom’s Taxonomy – Full Description”, for more information about each level and process.

**Revised Bloom’s Levels**

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| **Cognitive Processes (Alternate Names)** | **Definitions and Examples**  **(Do not delete the text in this column.)** | **Activity or Assessment Question**  **(All activities/assessments are directed at the**  **students or pupils in your class.)** |

1. **Remember: Retrieve relevant knowledge from long-term memory**

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| **1.1 Recognizing** (Identifying) | Location knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history) | True or False: Compaq and HP are the same company? Explain your answer: |
| **1.2 Recalling** (Retrieving) | Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history) | When was Windows 3.1 released? |

1. **Understand: Construct meaning from instructional messages, including oral, written, and graphic communication**

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| **2.1 Interpreting** (Clarifying, Paraphrasing, Representing, Translating) | Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents) | Read an instruction manual at [http://www.electronic-circuitry.com](http://www.electronic-circuitry.com/e/action/ListInfo/?classid=101) for any listed technology related product and note the key points and high light the steps. Taking note of the Do’s and Do not’s and especially dangers of improperly handling of the equipment. |
| **2.2 Exemplifying** (Illustrating, Instantiating) | Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles) | Create a video tutorial at [YouTube](http://www.youtube.com) or [Screencast-O-Matic](https://screencast-o-matic.com) illustrating the proper way to install a program. Name 3 uses of this program: |
| **2.3 Classifying** (Categorizing,  Subsuming) | Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders) | Create an excel spread sheet and include at least 3 graphs with 1 being a pie chart. |
| **2.4 Summarizing** (Abstracting,  Generalizing) | Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape) | Watch [an instructional video](https://www.youtube.com/watch?v=l9RR-VhndDY) and make note of the key points. |
| **2.5 Inferring** (Concluding, Extrapolation, Interpolating, Predicting) | Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples) | Research the computers from the 1990’s and compare those computers with computers used today. Make note of at least 10 major changes. |
| **2.6 Comparing** (Contrasting, Mapping, Matching) | Detecting correspondences between two ideas, objects, and the like (e.g., Compare and contrast historical events to contemporary situations) | Research switches, hub and routers. Explain how these devices are similar and how they are different.  Note 5 differences and 5 sililarities. |
| **2.7 Explaining** (Construction) | Construction a cause-and-effect model of a system (e.g., Determine how change, compromise, and culture affected the journey of your chosen explorer; Explain the causes of important 18th-century events in France) | Take a look at the changes in broadband technologies over the last 20 years. Expand List the differences in how we receive our data today and the changes that have occurred due to increased broadband speeds. |

1. **Apply: Carry out or use a procedure in a given situation**

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| **3.1 Executing** (Carrying out) | Apply a procedure to a familiar task (e.g., When serving as the cashier in the classroom store, count back change to the customers when they pay you; When studying about alcohol abuse, determine the difference in a man’s or woman’s blood alcohol levels at three different weights and three different amounts of alcohol consumed in one hour; Divide one whole number by another whole number, both with multiple digits) | Create an Access database and use an Excel spreadsheet to populate the database. Explain how this process works and how syncing works with the 2 programs.  \*\*\*Notepad can also be used to populate a database as well. Illustrate how this can be done using Notepad. |
| **3.2 Implementing** (Using) | Applying a procedure to an unfamiliar task (e.g., Use persuasion techniques to create a multimedia presentation to convince your principal to implement your recycling plan; Use Newton’s Second Law in situations in which it is appropriate) | Find a program similar to Power Point and create a presentation to encourage a client of the advantages to upgrading from analog to digital.  **Do not use Power Point!** |

1. **Analyze: Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose**

**Remember: If a student can “google” a question or prompt to find the answer OR if it only takes a few minutes to answer a prompt, it is not higher-level thinking at the Analyze, Evaluate, or Create level.**

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| **4.1 Differentiation** (Discriminating, Distinguishing, Focusing, Selecting) | Distinguishing relevant from irrelevant parts or important parts of presented material; Differentiating is different from the cognitive processes associated with Understand because it involves structural organization and, in particular, determining how the parts fit into the overall structure or whole. (e.g., Research at least ten different methods of protecting crops from insect pests. Distinguish which are chemical or not and select the two best methods to use in organic farming in Kentucky. Justify your answer.) | Research 5 peripherals that are compatible with Windows 10 and 5 that are not. Explain why each peripheral is or is not compatible. |
| **4.2 Organizing** (Finding coherence, Integrating, Outlining, Parsing, Structuring) | Determine how elements fit or function within a structure; Builds systematic and coherent connections among pieces of relevant information; Occurs in conjunction with Differentiating since the student first identifies the relevant or important elements and then determines or imposes an overall structure, configuration, or arrangement on the content. (e.g., After studying about how to farm tilapia fish and how to grow plants in water, determine how the elements of these two systems can fit or function within one system to mutually benefit both the fish and the plants; Structure evidence from the recent presidential election into evidence to determine which political party will probably win the next presidential election in four years) | Why is compatibility important? What can cause compatibility issues? What can happen when there is a compatibility issue? What is the “Blue Screen of Death”? How has the BSOD warning changed over the years? Explain why compatibility so important in todays technology. |
| **4.3 Attributing** (Deconstructing) | Determine a point of view, a bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective.) | Write an argumentative paper on the advantages of analog devices. Defend the position against upgrading to digital. |

1. **Evaluate: Make judgments based on criteria and standards**

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| **5.1 Checking** (Coordinating, Detecting, Monitoring, Testing) | Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has external consistency; determining the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist’s conclusions follow from the raw data; Evaluate another group’s business plan to determine whether the productive resources (natural, human, and capital) were used in the most effective manner and whether their product reflects consumer demands.) | Open [event viewer](%25windir%25/system32/eventvwr.msc%20/s) in Control Panel. For Mac users [⌘ + Shift + C](⌘%20+%20Shift%20+%20C). There will be different issues that will present themselves with various icons. Research the icons, determine their meaning, and which are harmless and which ones that require or need attention. |
| **5.2 Critiquing** (Judging) | Determining inconsistencies between a product and external criteria; determining whether a product has external consistency (e.g., Judge which of two methods is the best way to solve a problem given a set of external criteria or standards; Create a blog to present the inconsistencies of the debate on whether or not organic food is better for people and the environment. Use the USDA’s criteria for organic food classification as a basis for your response. Give your personal conclusion and justification.) | Visit [Newegg](ww.newegg.com), [Amazon](http://www.amazon.com), and [EBay](http://www.ebay.com) and one technology that is available on all 3 sites, preferably a tablet, a desktop or laptop. Do a cost analysis of buying the device from the different websites and determine whether it would be cost effective to purchase from these sites or from a local vendor. |

1. **Create: Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure**

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| **6.1 Generating** (Hypothesizing) | Generating original, alternative hypotheses based on criteria (e.g., Generate as many original hypotheses as you can to explain why some businesses might not have been a success in our town; Generate original hypotheses to account for an observed phenomenon) | Present an idea for business to upgrade their technology, including computers, laptops, tablets, smart devices, networking equipment (storage and maintenance). Also, the type of business will determine the types of equipment to be purchased. |
| **6.2 Planning** (Designing) | Designing original detailed procedure for accomplishing some task (e.g., Submit an original business plan for your proposed business including cover sheet, table of contents, executive summary, business context, business profile, marketing analysis, challenges and responses, marketing plan, financials, time table, summary of needed capital.) | Going with the idea from 6.1, find a creative way to emphasize your point to your client. Find a convincing way to promote your idea visually, via slideshow, animation or a Power Point similar application. There are various websites that you can use to present your idea: [Animoto](http://www.animoto.com), [HPReveal](https://studio.hpreveal.com/home), etc. |
| **6.3 Producing** (Constructing) | Inventing an original product (e.g., Build an original habitat for an original animal you created.) | Create a simulation that will walk your client through the process of upgrading their system or business network, including, but not limited to PCs, laptops, hubs, switches, servers, telephones, website development, etc.  Resources: [Articulate](https://articulate.com/support/article/creating-an-interactive-simulation-sl2), [YouTube Tutorial](https://www.youtube.com/watch?v=_5dlXCC7vkQ), [Lynda.com](https://www.lynda.com/Captivate-tutorials/Creating-simulation/447238/484299-4.html) |

Anderson, L. W., Krathwohl, D. R., et al (Eds..) (2001). A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives. Boston, MA: Allyn & Bacon.