



LILIE, LLC Course Information

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Title of Course (45 hours): *Strategies for Critical Thinking and Learning*

Course Description: This course will explore the various levels seen in Bloom's Taxonomy and how to create, implement, and evaluate lessons that promote critical thinking in the classroom. In addition, teachers will analyze the taxonomy revisions seen in the cognitive and knowledge domains, and ultimately reflect upon their own lessons and explore ways to improve them in order to promote higher level thinking skills.

Overall Course Objective and Expectation(s):

- To provide teachers with an insight into the development and implementation of state standards in the classroom.
- To define and explore the purposes and relationships among global, educational, and instructional objectives.
- To evaluate Bloom's Taxonomy, explore the reasoning for its revision, and examine the effectiveness of specific content area performance indicators.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

- *Excerpts from Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy; Orin W. Anderson and David Krathwohl; Longman Publishers; San Francisco; 2001*
- *Article: A Revision of Bloom's Taxonomy: an overview by David Krathwohl*
- *Editorial: This Issue. (Benjamin Bloom and Educational Development)*
- *website: Major Categories in the Taxonomy of Educational Objectives*
- *Website: Levels and types of Questions*
- *State Standards of various content Areas*
- *Districts' Curricula of various content areas*
- *Marzano, Robert J. and Kendall, John S. The New Taxonomy of Educational Objectives Second Edition Corwin Press; 2007*

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- Taxonomy Defined
- The Committee: Bloom was not the sole creator of the Original Taxonomy
- Why was there a need for an educational taxonomy? An educational history
- Bloom's Verbs are only ½ of a well-written objective
- The identification of the domains: Cognitive, Knowledge, Affective, and Psychomotor
- Major categories and subcategories in the Cognitive Domain
- What is the knowledge domain?

Objectives:

- Review the reasoning for the creation of Bloom's Taxonomy.
- Define and explore the components of the Cognitive, Affective, and Psychomotor Domains.
- Define the knowledge dimension and examine the relationship between the cognitive and knowledge domain and how this relates to current curricula.

Impact on Classroom Instruction:

- Addressing how and why Bloom's Taxonomy is implemented in the classroom in order to promote a higher level of thinking
- Implementing higher level cognitive and knowledge combinations to measure student learning

Learner Outcomes and Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Read *Chapters 1-2 of A Taxonomy for Learning, Teaching and Assessing* pages 1-24 Write a summary of the key findings expressed in the chapters
- Choose a lesson or an assessment and evaluate its value based on Bloom's Taxonomy. To be evaluated during week IV after knowledge acquisition of the course content. Post lesson.
- Does this educational tool promote higher level thinking, or does it fall short?
- Write a lengthy description of the lesson and your evaluation of its measure.



Week II

Topic(s):

- Article: A Revision of Bloom's Taxonomy: an overview by David Krathwohl
- Editorial: This Issue.(Benjamin Bloom and Educational Development)
- The major changes of the cognitive categories
- Metacognition; the highest domain of knowledge
- The knowledge dimension and its classifications

Objectives: Review Bloom's taxonomy and discuss whether Bloom's taxonomy is a valid tool to measure student learning. Introduce and discuss the reasoning behind its revision. Compare and review Excerpts of Marzano and Kendall's The New Taxonomy of Educational Objectives

Impact on Classroom Instruction:

Gain understanding of the knowledge domain and its function with the cognitive of the taxonomy and utilize in pedagogical practice

Learner Outcomes/Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Compare the two taxonomies, The Original and The Revised. Practice and master using the Taxonomy Table to create higher level learner instructional objectives (Written comparison of the original and revised taxonomy as it relates to content area)
- Chapter 4 The Revised Taxonomy Structure Pages 38-63 Written Summary
- Explore the NYS Core Curriculum or CCSSI of a specific content area and grade level via the NYS Department of Education Webpage. Choose one standard as a focus. Evaluate the standard's effectiveness by analyzing the statement of objectives. Are all components on the Taxonomy being met? Is there too much of one cognitive/knowledge component being addressed? 3-4 page written analytical paper posted with website for class discussion.



Week III

Topics:

- Defining Global, Educational, and Instructional Objectives and the fundamentals of each
- Infusing the cognitive and knowledge domain to create instructional objectives
- How to use the taxonomy table when measuring the effectiveness of performance indicators, objectives, and test questions. How does the Taxonomy Table locate curriculum gaps? Practice of various vignettes.
- Reading Pages 1-113, Marzano and Kendall, chapters: The Need for a Revision of Bloom's Taxonomy, The Knowledge Domains, and the three Systems of Thinking

Objectives:

Review the components of the revised taxonomy as it relates to Education today and the CCSSI.
Analyze participants' findings

Impact on Classroom Instruction Formulate realistic applicability of information to be used in assessing Educational and instructional goals.

Learner Outcomes/ Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Written summary and analysis of Marzano's *The New Taxonomy of Educational Objectives* Pages 1-33
- Written summary and analysis of Marzano's *The New Taxonomy of Educational Objectives* Pages 34-113
- Responses to taxonomy worksheets (practice in evaluating objectives)



Week IV

Topic(s):

- Content vs. Knowledge when planning lessons Page 12 of *A Taxonomy for Learning, Teaching, and Assessing*
- Explore NYS curricula as posted by the participants of the class
- Read evaluations of the standards of various content areas and offer commentary
- Reexamine first week Original Taxonomy lesson and revise
- Evaluate week one's lesson as it relates to the revised taxonomy and higher level thinking skills in practice
- Addressing Long-Standing Problems in Classroom Instruction, pages 232-259 *A Taxonomy for Learning, teaching, and Assessing*
- Final thoughts

Objectives:

- Review the components of the revised taxonomy as it relates to Education today and the CCSSI.
- Analyze participants' findings > review content of course as it applies to planning daily and weekly lessons.

Impact on Classroom Instruction: Formulate realistic applicability of information to be used in assessing educational and instructional goals when planning. Evaluate various cognitive/knowledge domain combinations relevant to content area and grade level. Review objectives written in planning for the week's lesson (applicable during school year only...during summer months review last week of instruction before summer respite)

Learner Outcomes/ Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Complete Taxonomy questionnaire and e-mail student log.
- Written reaction to chapter assignment
- Evaluation of week I lesson
- Peer evaluation of state assessment/standards assessment
- Response to content vs. knowledge as it pertains to content area