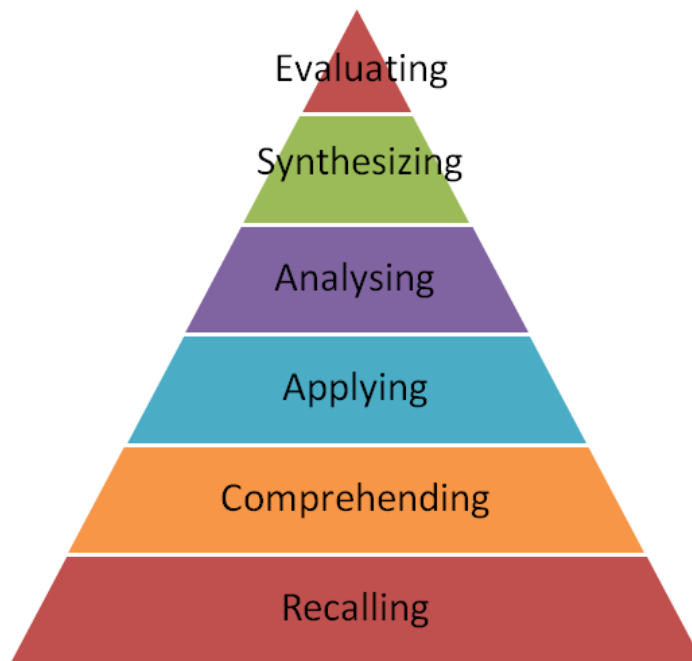


# EDG11 Professional Standards II

## Blooming your lesson

### Introduction

When we conduct lessons, we want our students to engage in 'higher' levels of thinking (evaluation, synthesis, and analysis) rather than just low levels.



### *Lesson objectives*

When writing your lesson objectives, you should also use Bloom's taxonomy to use verbs (action words) which will maximize your students' chances of engaging in higher levels thinking.

*Evaluation:*

This is the highest level of abstraction. At this level, students are making judgments about issues using his/her own evaluative criteria or criteria provided by others.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Appraise</i>	<i>Conclude</i>	<i>Prove</i>	<i>Support</i>
<i>Assess</i>	<i>Critique</i>	<i>Rate</i>	<i>Justify</i>
<i>Evaluate</i>	<i>Judge</i>	<i>Interpret</i>	<i>Compare and contrast</i>

*Synthesising:*

This is the opposite of Analysing. At this level, students synthesise (make or construct) something new. They blend elements and parts in order to form a coherent whole that was not previously present.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Design</i>	<i>Compose</i>	<i>Reinforce</i>	<i>Substitute</i>
<i>Plan</i>	<i>Integrate</i>	<i>Revise</i>	<i>Intervene</i>
<i>Adapt</i>	<i>Propose</i>	<i>Reorganise</i>	<i>Rewrite</i>

*Analysing:*

At this learning level, the student engages in analysis. That is, he/she breaks down a complex ideas into their constituent parts in such a way that the relationships among those parts are made clear.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Break down</i>	<i>Debate</i>	<i>Examine</i>	<i>Illustrate</i>
<i>Classify</i>	<i>Differentiate</i>	<i>Infer</i>	<i>contrast</i>
<i>Compare</i>	<i>Distinguish</i>	<i>Research</i>	<i>Outline</i>

*Applying:*

At this level of learning, the student uses understanding in new situations.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Act</i>	<i>Change</i>	<i>Discover</i>	<i>Negotiate</i>
<i>Articulate</i>	<i>Model</i>	<i>Establish</i>	<i>Produce</i>
<i>Assess</i>	<i>Compute</i>	<i>Use</i>	<i>Pretend</i>

*Comprehending or Understanding:*

This is the lowest non-rote form of understanding. The student knows about what information is being communicated and can make use of it without necessarily seeing its implications or relationships to other information.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Classify</i>	<i>Illustrate</i>	<i>Summarise</i>	<i>Estimate</i>
<i>Describe</i>	<i>Conclude</i>	<i>Explain</i>	<i>Report</i>
<i>Discuss</i>	<i>Convert</i>	<i>Locate</i>	<i>Interpret</i>

*Recalling or Knowledge:*

This is the lowest level. It describes students' recall of facts. This level mainly relies on student's memory – the ability to recall what they had previously committed to memory.

For example:

*At the end of the lesson, students should be able to: (use a verb from the list below)*

<i>Count</i>	<i>Find</i>	<i>State</i>	<i>Select</i>
<i>Define</i>	<i>Identify</i>	<i>List</i>	<i>Record</i>
<i>Draw</i>	<i>Label</i>	<i>Name</i>	<i>Copy</i>

### *Aligning your teaching strategies*

Choose strategies that will help your students attain the learning objectives. After you have considered Bloom's taxonomy in writing your lesson objectives, you must also choose teaching strategies that are aligned to the levels at which your students are learning.

In your classroom, you can use knowledge and comprehension activities to check for student understanding of new concepts.

Examples:

- Brainstorming for facts,
- matching and definition exercises,
- fill in the gaps, etc.

When students have demonstrated adequate understanding of new skills and ideas, you could then present them with specific scenarios that allow them to apply:

Examples:

- word problems in Maths,
- a document to edit in Language,
- an essay assignment in Biology, etc

Once students have demonstrated the ability to apply new knowledge, you can then proceed to use more demanding activities to promote 'higher' level thinking including analysis, synthesis and evaluation.

Examples activities:

- reflective journal writing
- designing an experiment in Science
- debating Climate change in Geography
- writing a position essay on gender equality in Social studies.