



CEDARVILLE
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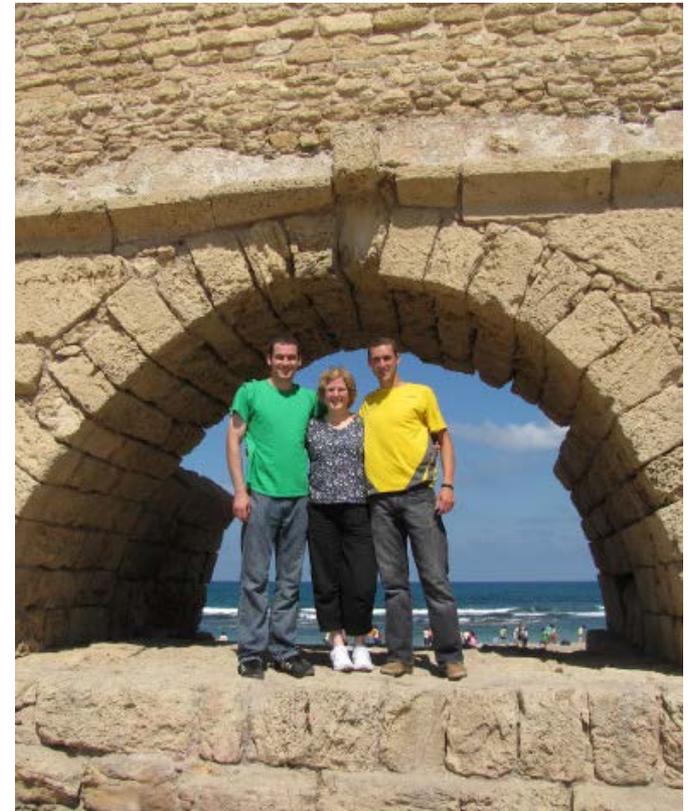
Learning at the Collegiate Level

Preparing for Cedarville

Inspiring Greatness

Becky Kuhn

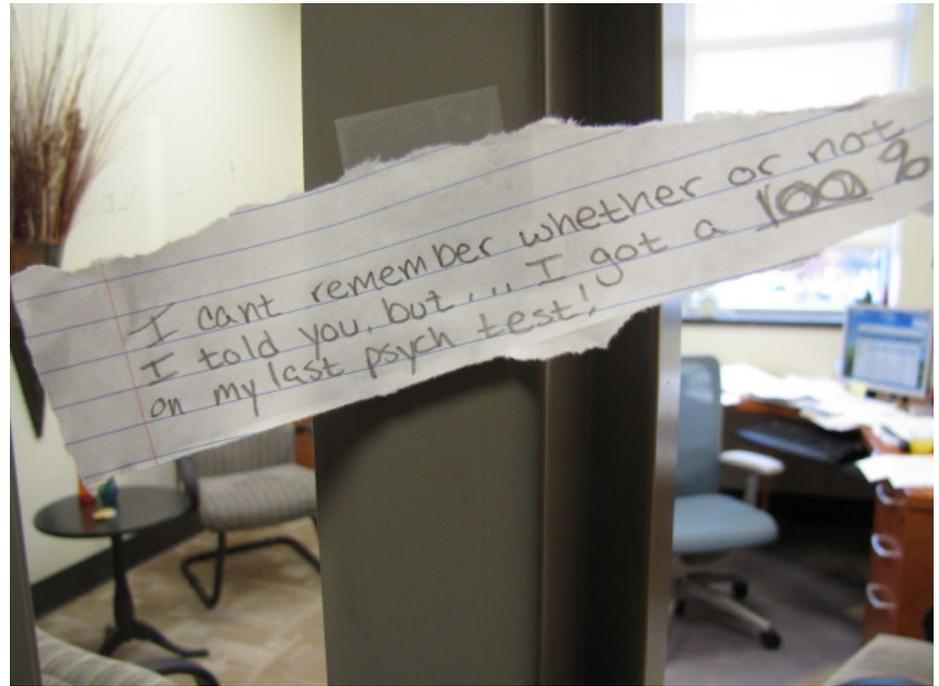
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My Family



The Cove



Agenda for this evening

- Bloom's Taxonomy
- Deep Learning
- Observations
- Recommendations
- Resources available to CU students
- Your questions

Bloom's Taxonomy

Original

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

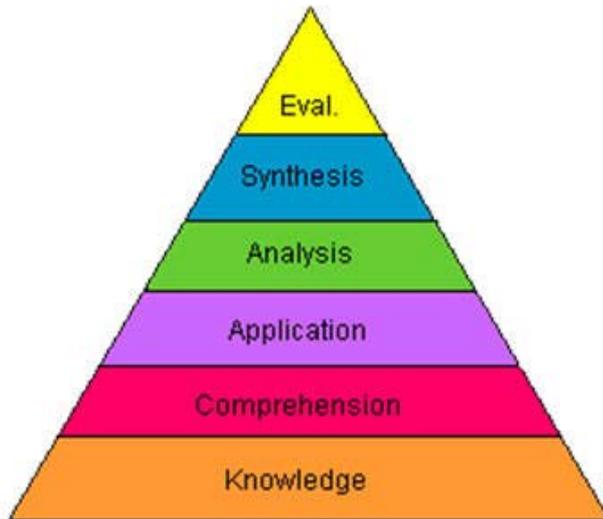
Revised

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

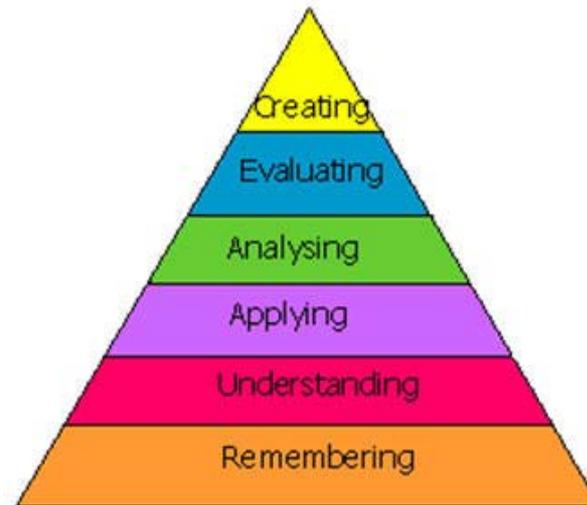
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Bloom's Taxonomy Updated

Old Version



New Version



(Overbaugh, 2009)

Knowledge / Remembering

Can the student recall or remember the information?

- Remembering
- Memorizing
- Recognizing
- Recalling identification
- Recall of information

- Who, what, when, where, how...?
- Describe, define, duplicate, list, memorize, recall, repeat, reproduce, state

Comprehension / Understanding

Can the student explain ideas or concepts?

- Interpreting
 - Translating from one medium to another
 - Describing in one's own words
 - Organization and selection of facts and ideas
- Retell, classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Application / Applying

Can the student use the information in a new way?

- Problem solving
- Applying information to produce some result
- Use of facts, rules, and principles
- How is...an example of...?
- How is...related to...?
- Why is...significant?
- Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Analysis / Analyzing

Can the student distinguish between the different parts?

- Subdividing to show how something is put together
- Identifying motives
- Separation of a whole into component parts

- What are the parts or features of...?
- How does...compare / contrast with...?
- What evidence can you list for...?
- Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, question, test

Evaluation / Evaluating

Can the student justify a stand/position or a decision?

- Making value decisions about issues
- Resolving controversies or differences of opinion
- Development of opinions, judgments or decisions

- Do you agree...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- Appraise, argue, defend, judge, select, support, value, evaluate

Synthesis / Creating

Can the student create a new product or point of view?

- Creating a unique, original product that may be in verbal form or may be a physical object
- Combination of ideas to form a new whole
- What would you predict/infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What solutions would you suggest for...?
- Assemble, construct, create, design, develop, formulate, write

Bloom's Taxonomy Resources

- <http://www.nwlink.com/~Donclark/hrd/bloom.html>
- <http://www.officeport.com/edu/blooms.htm>
- http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- http://en.wikipedia.org/wiki/Bloom's_Taxonomy
- <http://www.teachers.ash.org.au/researchskills/dalton.htm>

3 Types of Learners

- Ken Bain – Researcher and Author of *What the Best College Teachers Do*
- Deep Learners
- Strategic Learners
- Surface Learners

- <http://bestteachersinstitute.org/id32.html>
- <http://www.collab.org/programsservices/conferences/Bain%20Handout.pdf>

Deep Learners

- Grapple with ideas, theories, concepts
- Think about arguments and evidence, implications and applications
- Approach material from several perspectives

Deep Learners

- Develop understanding and make sense of what they're learning
- Create meaning and make ideas their own
- Focus on the meaning of what they're learning

Deep Learners

- Relate ideas together and make connections with previous experiences
- Ask themselves questions about what they're learning, discuss their ideas with others and enjoy comparing different perspectives

Deep Learners

- Are likely to explore the subject beyond the immediate requirements
- Are likely to have positive emotions about learning

Surface Learners

- Seek only to remember information long enough for a project or test
- Aim to reproduce information to meet external demands (tests/assessment/grade)

Surface Learners

- May aim to meet requirements minimally; may appear to be focused on passing the assessment instead of learning
- Focus on pieces of information without making connections between them and seeing the structure of what is being learned

Surface Learners

- Limit their study to the bare essentials
- May learn information simply by rote memorization for the purpose of reproducing it
- Are likely to have negative emotions about learning

Surface Learners – Why?

- Assessment rewards students for taking a surface approach – eg. Exams can be passed through the rote learning of facts or lists of information
- The subject is taught in a way which doesn't make clear its overall structure or the connections between topics

Surface Learners – Why?

- Students don't see any intrinsic value in learning the subject and teaching doesn't help them to see the value
- Students have been successful by using surface approaches in the past

Surface Learners – Why?

- Students have multiple other commitments and are trying to do the bare minimum necessary to pass the subject

Strategic Learners

- Ride the fence between “Deep” and “Surface”
- Will employ either surface learning OR deep learning – which ever the course demands

Strategic Learners

- The goal is simply to earn a good grade
- *Which type of learner are we fostering?*

One way to promote Deep Learning

Ken Bain says **Questions** are crucial.

“...questions play an essential role in the process of learning and modifying mental models...The more questions we ask, the more ways we can index a thought in memory. Better indexing produces greater flexibility, easier recall, and richer understanding.”

One way to promote Deep Learning

“When we can successfully stimulate our students to ask their own questions, we are laying the foundation for learning...” p. 31

One way to promote Deep Learning

“...the natural critical learning environment is not dependent on whether or not teachers lecture. But lectures from highly effective teachers nearly always have the same five elements of natural critical learning...”

One way to promote Deep Learning

*They **begin with a question** (sometimes embedded in a story), continue with some attempt to help students understand the **significance** of the question (connecting it to larger questions, raising it in provocative ways, noting its implications),*

One way to promote Deep Learning

*stimulate students to engage the question **critically**, make an argument about how to **answer** that question (complete with evidence, reasoning, and conclusion), and **end with questions.***” p. 107

(emphasis added)

Some observations

- **Many capable intelligent students lack basic study skills and learning strategies**
 - Organizing assignments and responsibilities
 - Managing time effectively

Some observations

- Processing information (use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help build bridges between what they already know and what they are trying to learn and remember)

“You don’t know it until
you can articulate it!”

Some observations

- Reading strategies for appropriate pace and comprehension and recall
- Writing skills
- Selecting the main idea (identifying important information for further study from among less important information and supporting details)

Some observations

- Test strategies (test preparation and test taking strategies)...looking for the “best” answer instead of the “right” answer
- Identifying locations conducive for learning and studying (study environment)
- Identifying and limiting distractions (Facebook, cell phone, computer games, social events...)

Some observations

- Many students have difficulty following a set schedule for classes and assignments and often submit assignments late
- Many students are overwhelmed with the **volume** of material presented in their classes and with the **pace** at which it is presented

Recommendations

- Help your student approach college learning as a “full time job” – at least 40 hours/week of classes and learning. Ratio of 2:1
- Help your student identify their strengths and interests <http://strengthsquest.com>
- Explore Learning Styles
<http://www.vark-learn.com/english/index.asp>

Recommendations

- Begin now to address skills and strategies that need to be improved
- Understand “gpa” with relationship to keeping scholarships
- Realize that at the collegiate level, a “C” is a reasonable grade
- Choose to enjoy learning!

Resources at CU

Academic Enrichment Center – The Cove

- COLL 0900 Foundations course

<http://www.cedarville.edu/Offices/Academic-Enrichment/Foundations.aspx>

Designed to:

- Orient you to the Cedarville learning community
- Identify your personal strengths
- Help you develop a plan to achieve your goals
- Introduce you to effective tools and resources
- Develop strategies for success...in college and in life!

Resources at CU

Academic Enrichment Center – The Cove

- Academic Peer Coaches
- Peer Tutoring
- “Magellan” – our self-guided web portal for learning resources
- Academic Success Workshops
- Individual consultations with a Learning Assistance Specialist

Resources at CU

Academic Enrichment Center – The Cove

- Support and academic advising for exploratory/undeclared majors
- Disability Services
<http://www.cedarville.edu/Offices/Academic-Enrichment/Disabilities.aspx>
 - Accommodations based on documentation

Resources at CU

- Office of the Registrar
- Academic Advisor
- Writing Center
- Career Services
- Counseling Services
- Faculty and Staff

Your Questions

Thanks so much for participating in this webinar.