



AFRICA CENTER
FOR STRATEGIC STUDIES

Adult Learning Modalities

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Lesson Overview

- **What do we know already?**
- **Domains**
- **Levels of leaning**
- **Knowledge types**
- **Assess objectives**
- **Group discussion**

Why use Bloom's taxonomy?

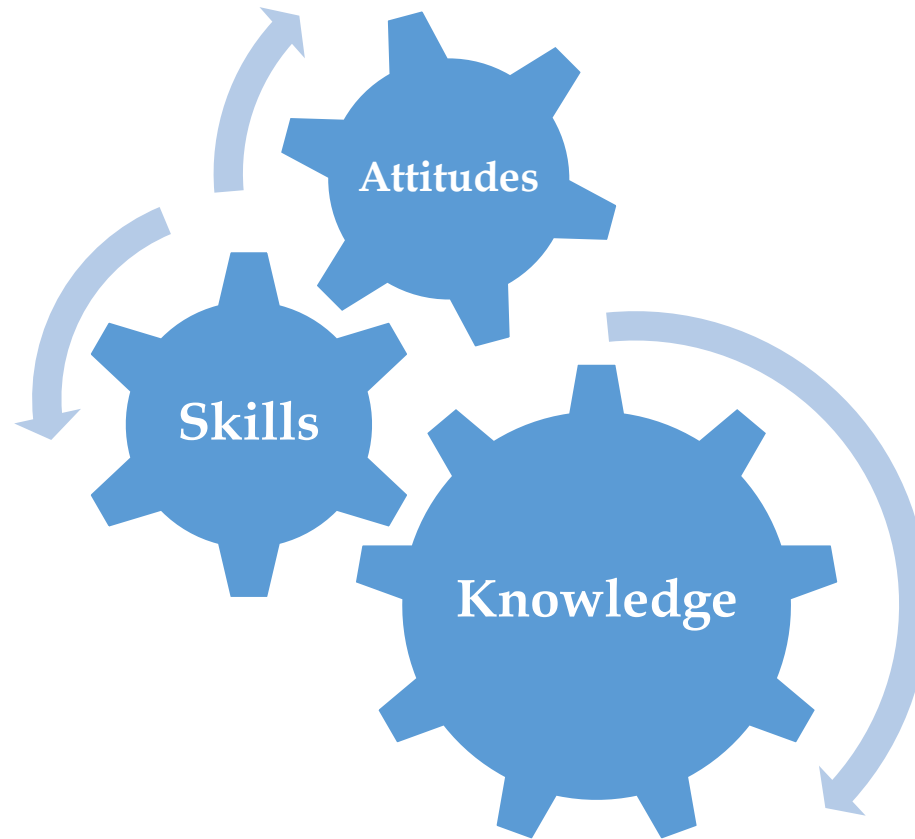
- Write and revise learning objectives
- Plan curriculum
- Identifies simple to most difficult skills
- Effectively align objectives to assessment techniques and standards
- Incorporate knowledge to be learned (knowledge dimension) and cognitive *process* to learn
- Facilitate questioning (oral language = important role within framework)



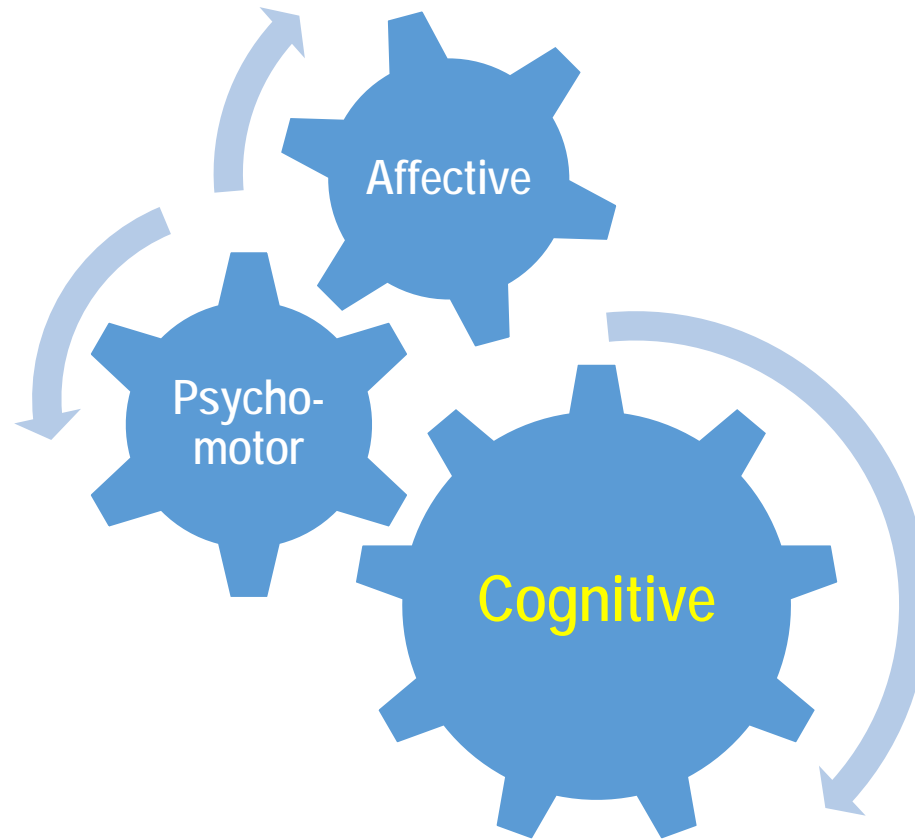
What?



Educational Activities

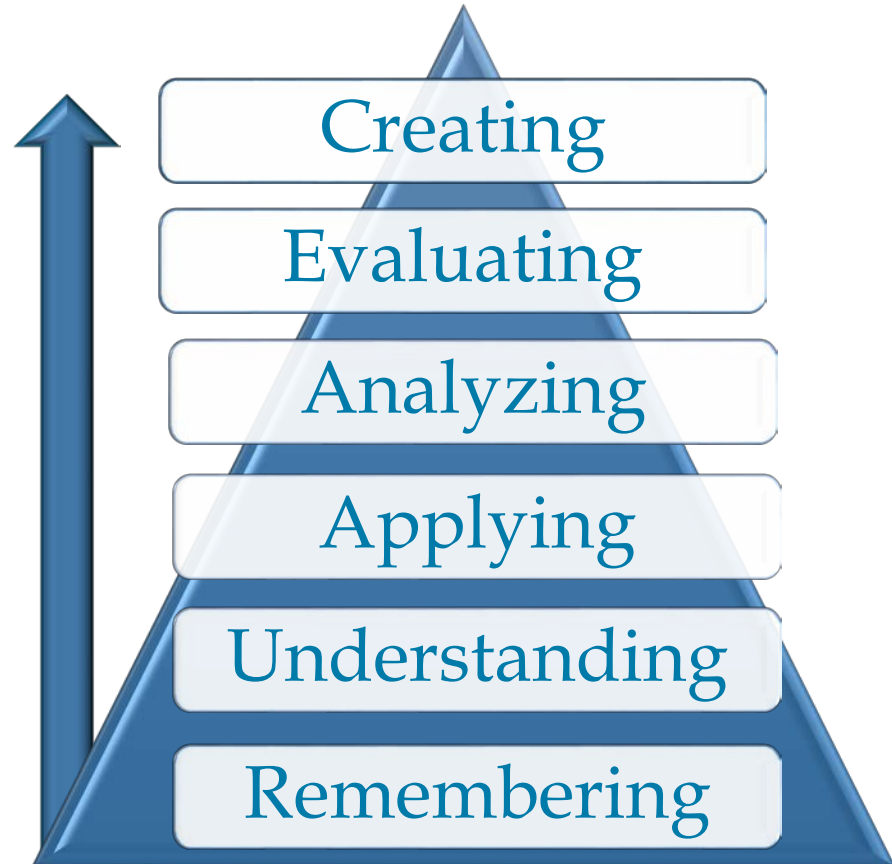


Domains of Educational Activities



Bloom's Cognitive Domain

Levels of Learning



Remembering

Student is able to recall, restate and remember learned information.

- Describing
- Finding
- Identifying
- Listing



- Retrieving
- Naming
- Locating
- Recognizing

Can students recall information?

Understanding

Student grasps meaning of information by interpreting and translating what has been learned

- Classifying
- Comparing
- Exemplifying
- Explaining



- Inferring
- Interpreting
- Paraphrasing
- Summarizing

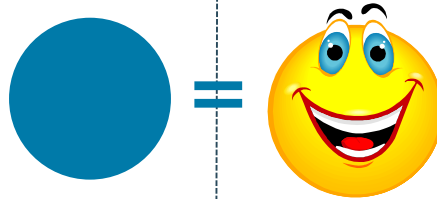
Can students explain ideas or concepts?

Applying

Student makes use of information in a context similar to the one in which it was learned.

- Implementing
- Carrying out

- Using
- Executing



Can students use the information in another familiar situation?

Analyzing

Student breaks learned information into its parts to best understand that information.

- Attributing
- Comparing
- Deconstructing
- Finding



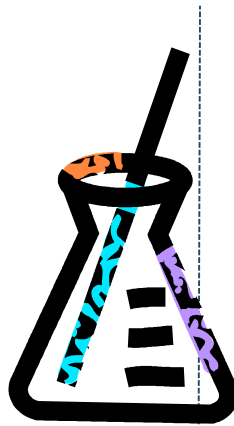
- Integrating
- Organizing
- Outlining
- Structuring

Can students break information into parts to explore understandings and relationships? ?

Evaluating

Student makes decisions based on in-depth reflection, criticism and assessment.

- Checking
- Critiquing
- Detecting
- Experimenting



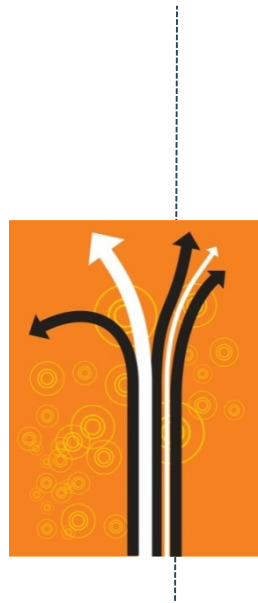
- Hypothesising
- Judging
- Monitoring
- Testing

Can students justify a decision or a course of action?

Creating

Student creates new ideas and information using what previously has been learned.

- Constructing
- Designing
- Devising
- Inventing



- Making
- Planning
- Producing

Can students generate new products, ideas or ways of viewing things?

Creating

Generating new ideas, products, or ways of viewing things.
Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action.
Checking, hypothesising, critiquing, experimenting, judging

Analyzing

Breaking information into parts to explore understandings and relationships.
Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation.
Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts.
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information.
Recognising, listing, describing, retrieving, naming, finding

Knowledge Dimension

Knowledge Type	
Factual	Bits of information.
Conceptual	More complex and organized knowledge – knowledge of classifications, categories, principles, and generalizations
Procedural	How to “do something” or “when to do what”.
Metacognitive	Knowledge about cognition in general, an “awareness of and knowledge of one’s own cognition” encompasses strategic knowledge, contextual knowledge, and self-knowledge.

Factual

Knowledge of terminology

Knowledge of specific details and elements

- Events, locations, people, dates, sources of information
- Knowledge from readings

Conceptual

Knowledge of classifications and categories

- More abstract than factual knowledge
- Form the connecting links between and among specific elements

Knowledge of principles and generalizations

- Bring together large numbers of specific facts and events, describe processes and interrelationships between specific details

Knowledge of theories, models and structures

- Paradigms, epistemologies, ways of organizing subject matter

Procedural

Knowledge of how to do something

Knowledge of subject specific skills

Knowledge of subject specific techniques and methods

Knowledge of the criteria for determining when to use appropriate procedures.

Metacognitive

Knowledge about cognition in general and one's own cognition.

Strategic knowledge

- General strategies for learning, thinking and problem solving
- Monitor own knowledge level, regulate their cognition

Knowledge of cognitive tasks, including contextual and conditional knowledge.

- When to use various cognitive processes to learn – knowledge of how you remember a room full of people's names quickly.

Self-knowledge

- Knowledge of own strengths and weaknesses in relation to cognition and learning

Taxonomy Matrix

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	Objective Assessment Activity					
Conceptual			Objective Assessment Activity			
Procedural						
Meta-cognitive						

Examples

Objective: Participants will be able to evaluate research articles for quality and accuracy.

- Evaluate – Level 5
- Research articles for quality and accuracy. - notice that a certain amount of knowledge must already have been attained as to what is a quality research study, the elements that make up an accurate research study. - therefore, - Conceptual knowledge

Examples

Objective: Participants will analyze the influence commercials dealing with food seen on TV/newspapers/magazines have on their own senses and understand how those influences work on them.

- Analyze – Level 4
- Metacognitive – awareness of self and how external influences may modify their behavior

Bloom's Taxonomy and Learning Outcome Verbs

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Associate	Apply	Analyze	Appraise	Arrange
Count	Classify	Calculate	Appraise	Assess	Assemble
Define	Compare	Classify	Calculate	Choose	Collect
Draw	Contrast	Demonstrate	Categorize	Compare	Compose
Identify	Differentiate	Dramatize	Classify	Criticize	Construct
List	Discuss	Employ	Compare	Determine	Create
Name	Distinguish	Examine	Debate	Estimate	Design
Point	Estimate	Illustrate	Diagram	Evaluate	Formulate
Quote	Explain	Interpret	Differentiate	Grade	Integrate
Read	Express	Locate	Distinguish	Judge	Manage
Recite	Extrapolate	Operate	Examine	Measure	Organize
Record	Interpolate	Order	Experiment	Rank	Plan
Repeat	Locate	Practise	Inspect	Rate	Prepare
Select	Predict	Report	Inventory	Recommend	Prescribe
State	Report	Restructure	Question	Revise	Produce
Tabulate	Restate	Schedule	Separate	Score	Propose
Tell	Review	Sketch	Summarize	Select	Specify
Trace	Tell	Solve	Test	Standardize	Synthesize
Underline	Translate	Translate		Test	Write
		Use		Validate	
		Write			





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