



SESSION V - CONSTRUCTING LESSON PLANS USING BLOOM'S TAXONOMY

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(PPT adopted from Dr. Jeanette
Coufal's training material)

OVERVIEW OF SESSION PARTS

- I. Constructing class profile
- II. Developing lesson plan I – basic levels in cognitive domain
- III. Developing lesson plan II – advanced levels in cognitive domain
- IV. Developing lesson plan III – Incorporating psychomotor and affective domains
- V. Post-lesson recordings and follow-up

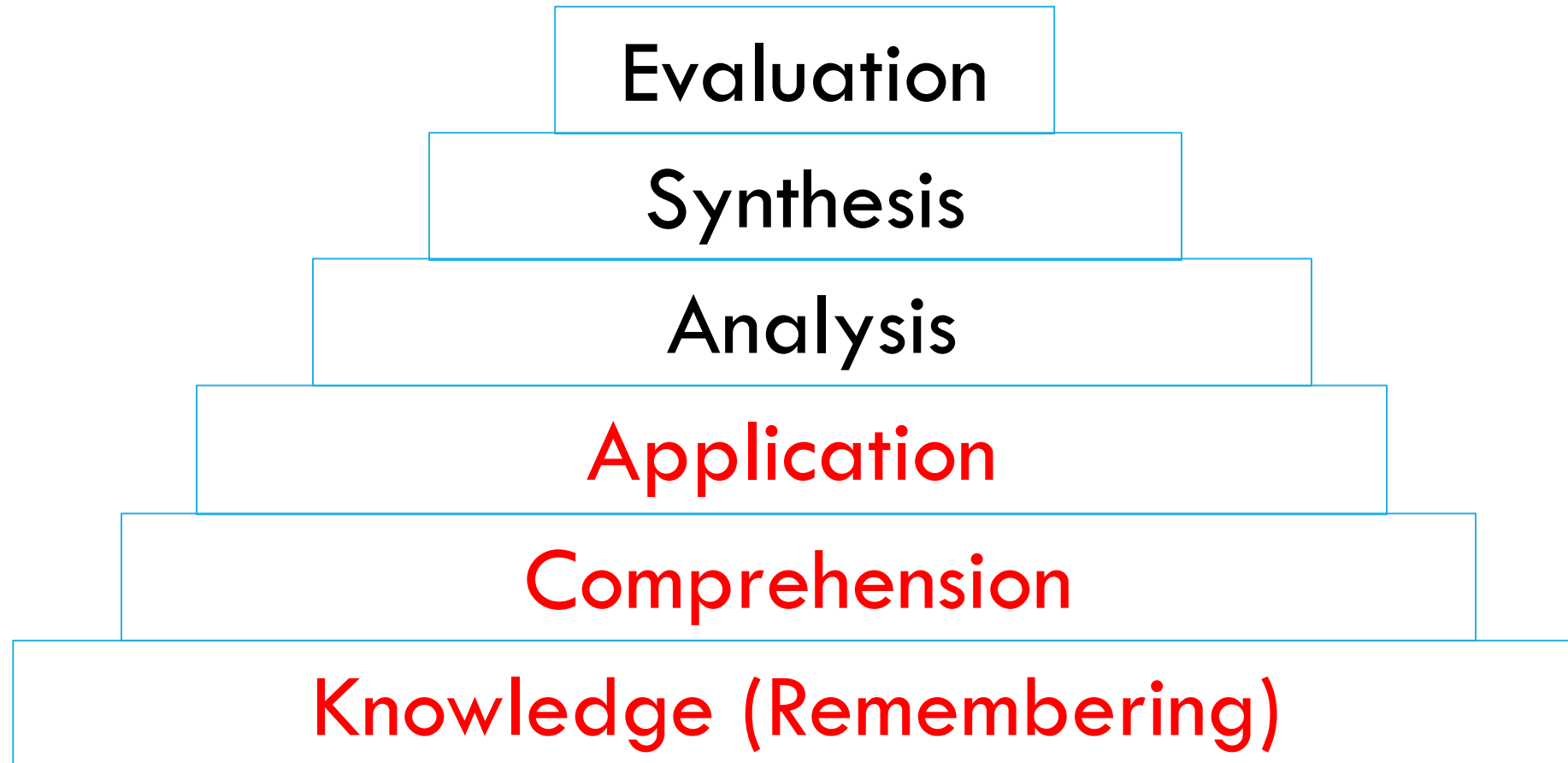
I. CONSTRUCTING CLASS PROFILE

- Student Background Information Questionnaire
- VAK Learning Style Inventory
- Class Profile Compilation form

DEVELOPING LESSON PLAN

- There are various templates we can use for planning a lesson.
- Lesson plans typically have the following components:
 - Topic/Title, date, your name, student group
 - Objectives*
 - Content and task break down
 - Length
 - Activities
 - References
 - Assessment plan

II. DEVELOPING LESSON PLAN I – BASIC LEVELS IN COGNITIVE DOMAIN



KNOWLEDGE (REMEMBERING)

Level 1 – Recall

Remembering previously learned material, recalling facts, terms, basic concepts from stated text/lecture

- Name
- List
- Recognize
- Choose
- Label
- Relate
- Tell
- Recall
- Match
- Define...

COMPREHENSION

Level 2- Understand

Demonstrating understanding of the stated meaning of facts and ideas

- Compare
- Describe
- Outline
- Organize
- Classify
- Explain
- Rephrase
- Show
- Relate
- Identify...

APPLICATION

Level 3- Put to Use

Solving problems by applying acquired knowledge, facts, and techniques in a different situation

- Apply
- Construct
- Model
- Use
- Practice
- Dramatize
- Restructure
- Simulate
- Translate
- Experiment...

ANALYSIS

Level 4- Break Down

Examining and breaking down information into parts

- Analyze
- Diagram
- Classify
- Contrast
- Sequence
- Simplify
- Summarize
- Relate to
- Categorize
- Differentiate...

SYNTHESIS

Level 5- Put Together

Compiling information in a different way by combining elements in a new pattern

- Compose
- Design
- Develop
- Propose
- Adapt
- Elaborate
- Formulate
- Originate
- Solve
- Invent...

EVALUATION

Level 6- Judge

Presenting and defending opinions by making judgments about information based on criteria

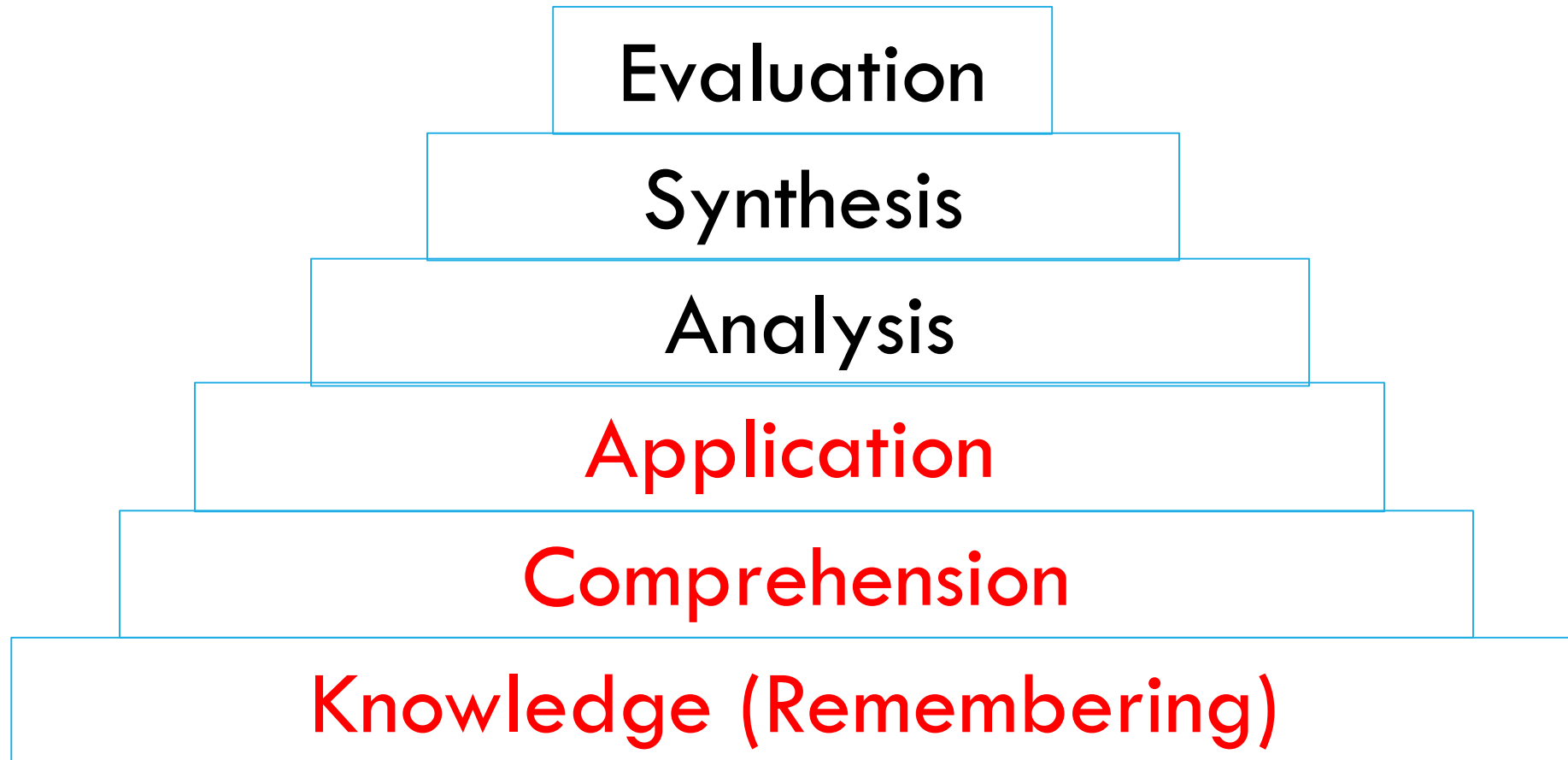
- Judge
- Rank
- Rate
- Evaluate
- Recommend
- Defend
- Justify
- Prioritize
- Support
- Prove...

BLOOM'S TAXONOMY OF THINKING SKILLS CAN HELP YOU:

1. Write course goals and objectives.
2. Develop questions for class discussion.
3. Choose teaching methods and learning activities.
4. Choose methods to assess students.

** One lesson usually includes from two to five objectives, containing more than one domain (cognitive, affective, psychomotor)

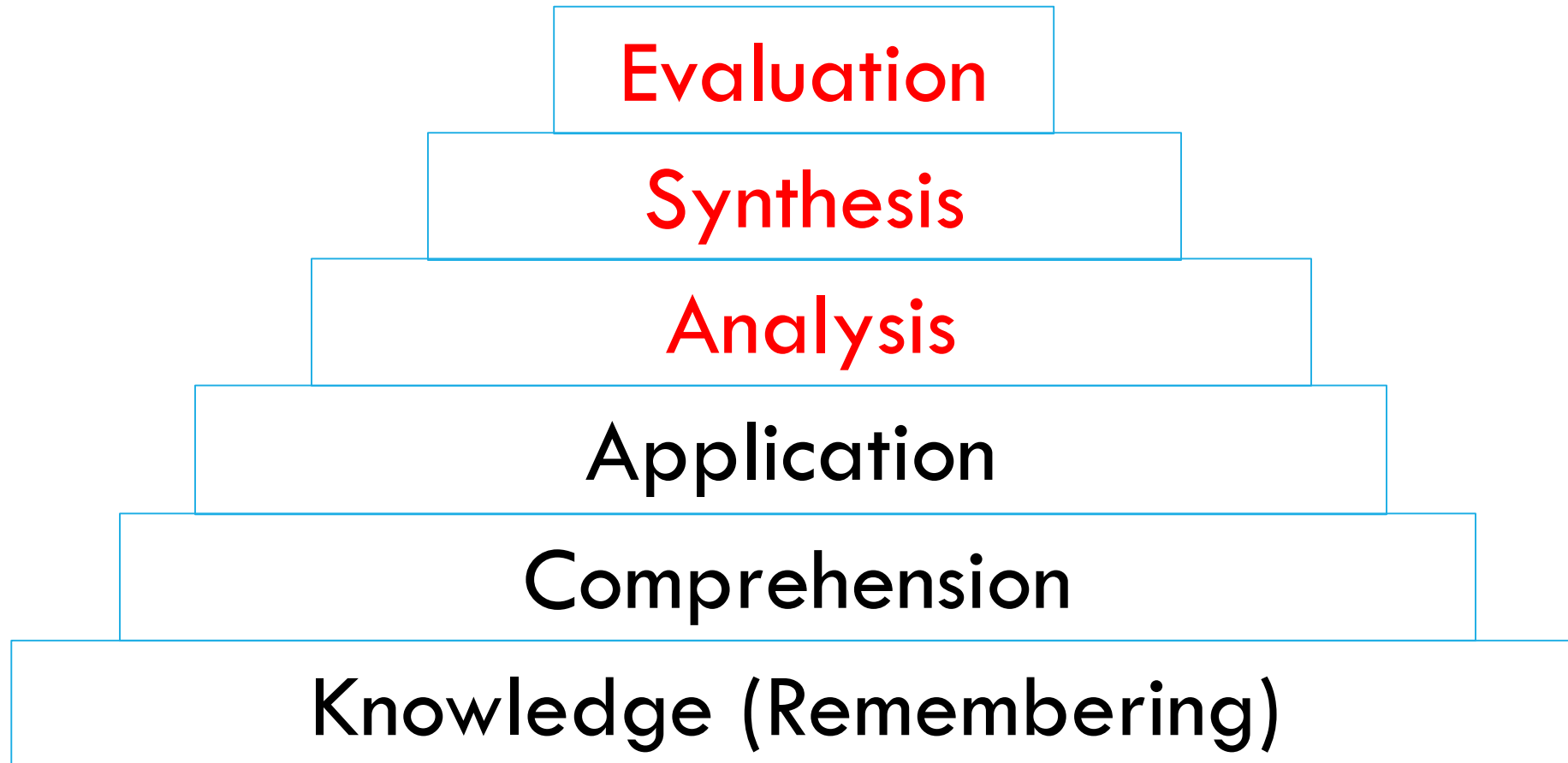
EXERCISE – 1: DEVELOPING LESSON OBJECTIVES



INSTRUCTION FOR EXERCISE - I

- 1) Form a group of three, and choose a course and a lesson topic for an hour and 15 minutes long session.
- 2) Build a lesson plan by first writing three objectives for that lesson from the first three levels of cognitive thinking skills suggested by Bloom. Use the list of cognitive domain taxonomy verbs to write your objectives.
- 3) Then, complete the rest of the lesson plan template based on the objectives you want to achieve for the lesson.

EXERCISE – 2: DEVELOPING LESSON OBJECTIVES



INSTRUCTION FOR EXERCISE- 2

- 1) In your group, and choose a course and a lesson topic for another hour and 15 minutes long session. (You can use the same topic you used for Exercise – 1)
- 2) Build a lesson plan by first writing three objectives for that lesson from the three higher levels of cognitive thinking skills suggested by Bloom. Use the list of cognitive domain taxonomy verbs to write your objectives.
- 3) Then, complete the rest of the lesson plan template based on the objectives you want to achieve for the lesson.

INCORPORATING THE PSYCHOMOTOR AND AFFECTIVE DOMAINS

Psychomotor domain – learning depends on mastery of a physical skill.

E.g., learning to hold a pencil,

- to play the piano,
- to draw a sketch,
- to throw a baseball, and
- to operate a machine

LEVELS OF PSYCHOMOTOR DOMAIN

Naturalization

Articulation

Precision

Manipulation

Imitation

ACTION VERBS IN PSYCHOMOTOR DOMAIN

Imitation – willing, prepared, watches

Manipulation – attends, is interested

Precision – Senses, has a feel for, is able

Articulation – Practices, imitates, replicates

Naturalization – Masters, develops, changes

WRITING PSYCHOMOTOR OBJECTIVES

Psychomotor objectives- Should be written in a specific form, broken down into measurable parts, and a degree of acceptable performance must be stated.

Examples:

- Students will be able to throw a ball with 80 percent accuracy from a distance of 3 feet into a 1-foot-diameter circle.
- Given two points on a page, students will be able to draw a straight line, using a ruler and a pencil, between the two points with 100 percent accuracy.
- While listening to paragraph read aloud, students will be able to type the paragraph with 60 percent accuracy.

EXAMPLE- TEACHING COMPUTER TYPING

Place each phrase below into one of the levels of psychomotor domain:

Students will...

- *“position themselves in front of the desktop”*
- *“Type by touch”*
- *“Position their fingers on the desktop as constructed”*
- *“Correct a type error without looking at the keyboard”*

CONT'D

- *“Type a letter the instructor calls without looking”*
- *“Complete typing a sentence without error ”*
- *“Type paragraphs without committing type errors”*
- *“Show an aptitude for computer typing”*
- *“Use appropriate keyboard buttons to position cursor”*
- *“Come to computer room to practice”*

INSTRUCTION FOR EXERCISE - 3

- 1) Form a group of three, and choose a course and a skill-based lesson topic for an hour and 15 minutes long session.
- 2) Build a lesson plan by first writing three objectives for that lesson from the five levels of psychomotor skills suggested by Bloom.
- 3) Then, complete the rest of the lesson plan template based on the objectives you want to achieve for the lesson.

LEVELS OF AFFECTIVE DOMAIN

Characterization

Organization

Valuing

Responding

Receiving

ACTION VERBS IN AFFECTIVE DOMAIN

Receiving– to take in, to listen, to encounter, to be aware

Responding– to react, to reply, to answer, to comply

Valuing– to accept, to reject, to esteem, to regard, to desire

Organization– to compare, to order, to prioritize

Characterization – to internalize, to personalize, to demonstrate

WRITING AFFECTIVE OBJECTIVES

Affective objectives- are about feelings and attitudes students are expected to develop as a result of the instruction.

- Cannot be written in a measurable form, yet, making a conscious aim to develop students' affective dimension is important
- Affective domain is exhibited in students' behavior and attitude, such as caring, tolerance, appreciation, etc.

EXAMPLES- AFFECTIVE OBJECTIVES

Place each phrase below into one of the levels of the affective domain:

Students will...

- *“appreciate the importance of good nutrition habits as evidenced by their keeping food diaries throughout the semester”*
- *“advocate the preservation of natural resources as evidenced by data taken periodically by an observer”*
- *“participate in classroom discussions as evidenced by data taken periodically by an observer”*

CONT'D

- *“prefer to read books by authors recommended in class as opposed to making random choices, as evidenced by a survey of the books checked out of the library voluntarily”*
- *“attend to their work as evidenced by completion of their assignments.”*

INSTRUCTION FOR EXERCISE - 4

- 1) Form a group of three, and choose a course and a lesson topic for an hour and 15 minutes long session.
- 2) Build a lesson plan by first writing three objectives for that lesson from the five levels of affective domain suggested by Bloom.
- 3) Then, complete the rest of the lesson plan template based on the objectives you want to achieve for the lesson.

POST-LESSON RECORDING AND FOLLOW UP

- Formative assessment tools (after each lesson)
- Teaching Log (One's a week)



Thank you!

What Questions Do you Have?