

Training on: **Pedagogy and Assessment Bloom's Taxonomy**

at Digital Class Room, DT-5
Daffodil International University
March 6th, 2016

Organized by
DIU's Institutional Quality Assurance Cell

Agenda of Activities

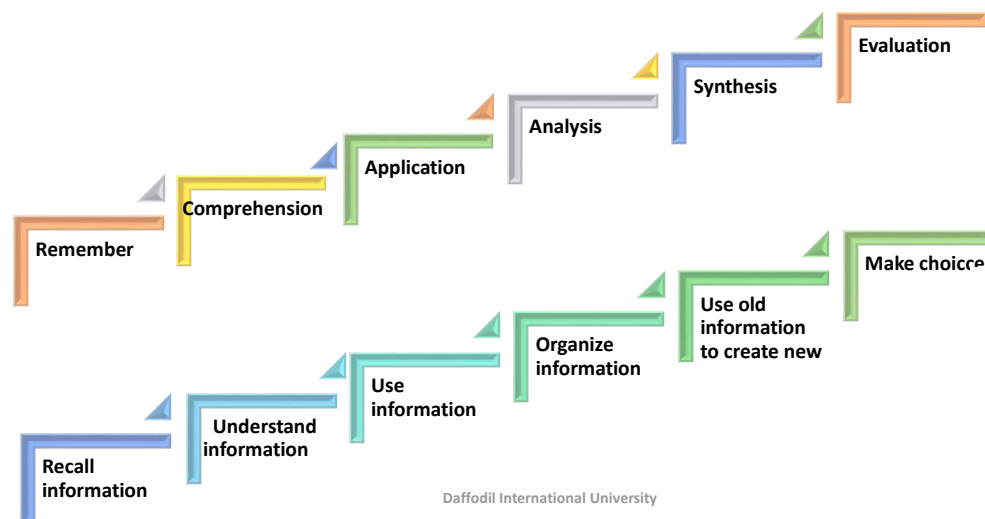
- Revisiting Bloom's Taxonomy
- Bloom's Taxonomy and Measuring Effectiveness of T/L
- Translating the Taxonomy in to Lesson Plans
- Achieving T/L Effectiveness through Student-Centered Methods
- Mapping of Learning Outcomes
- Framework for Program Evaluation
- Peer Review Tools and Practices

Revisiting Bloom's Taxonomy

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Bloom's Taxonomy: The KNOWING part of Learning



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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Convert	Apply	Analyze	Categorize	Appraise
Describe	Defend	Change	Appraise	Combine	Argue
Identify	Distinguish	Compute	Breakdown	Compile	Assess
Label	Estimate	Construct	Categorize	Compose	Challenge
Name	Explain	Demonstrate	Diagram	Create	Compare
Outline	Generalize	Discover	Discriminate	Design	Conclude
Select	Give examples	Integrate	Illustrate	Devise	Contrast
State	Indicate	List	Outline	Explain	Criticize
Recognize	Interpret	Manipulate	Point out	Formulate	Describe
	Predict	Modify	Relate	Integrate	Discriminate
	Review	Practice	Select	Manage	Explain
	Rewrite	Prepare	Separate	Organize	Evaluate
	Summarize	Produce	Subdivide	Plan	Interpret
	Translate	Show	Test	Prepare	Judge
		Solve		Propose	Justify
				Rearrange	Verify
				Reconstruct	
				Restructure	
				Revise	
				Rewrite	
				Summarize	

Action Verbs that Guide Us to Evaluate the Change of Behaviors

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Bloom's Taxonomy and Measurement of T/L Effectiveness

Important Elements in the Learning Objectives

- **Performance**: An objective always says what a student is expected to do and must be measurable; the objective sometimes describes the product or result of the doing
- **Conditions**: An objective always describes the important conditions (if any) under which the performance is to occur
- **Criterion**: An objective describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.

Translating the Taxonomy in to Lesson Plans

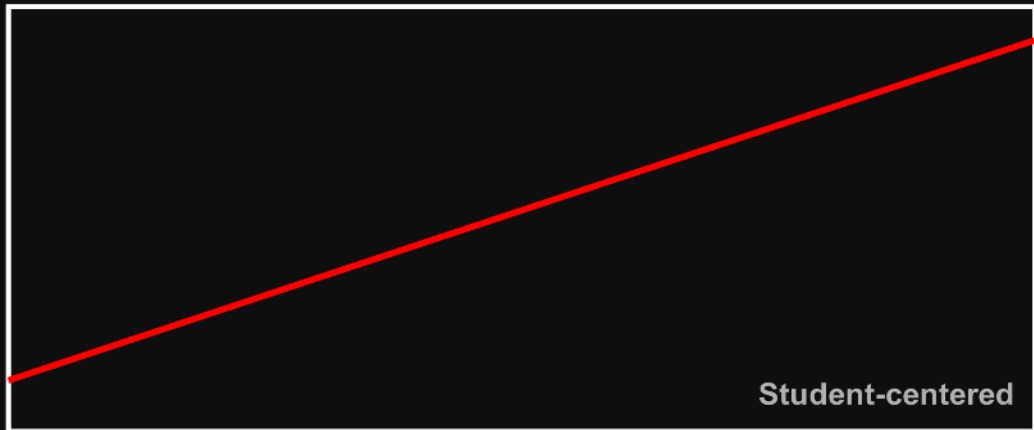
Lesson Plan

Content	Learning Objectives	Teaching methods	Time required	Resources needed
Student Assignment				
Methods for evaluating students				
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Achieving T/L Effectiveness through Student-Centered Methods

Activities Continuum

Teacher-centered



Lecture **Guided discussion** Demonstration/
practice **Structured exercise** Role plays **Case studies** Small group discussions **Simulation**

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Teaching Methods and Learning Enhancement

Methods	Learner role		Means of Learning			Learning Behavior		
	Passive	Active	See	Hear	Do	K	S	A
1. Lecture	✓		✓	✓		✓		✓
2. Reading	✓		✓			✓		✓
3. VDO or Movies	✓		✓	✓		✓		✓
4. Demonstration	✓		✓	✓	✓	✓	✓	
5. Panel Discussion / Seminar with Experts	✓		✓	✓		✓		✓
6. Group Discussion	✓	✓	✓	✓	✓		✓	✓
7. Case Study		✓		✓	✓		✓	✓

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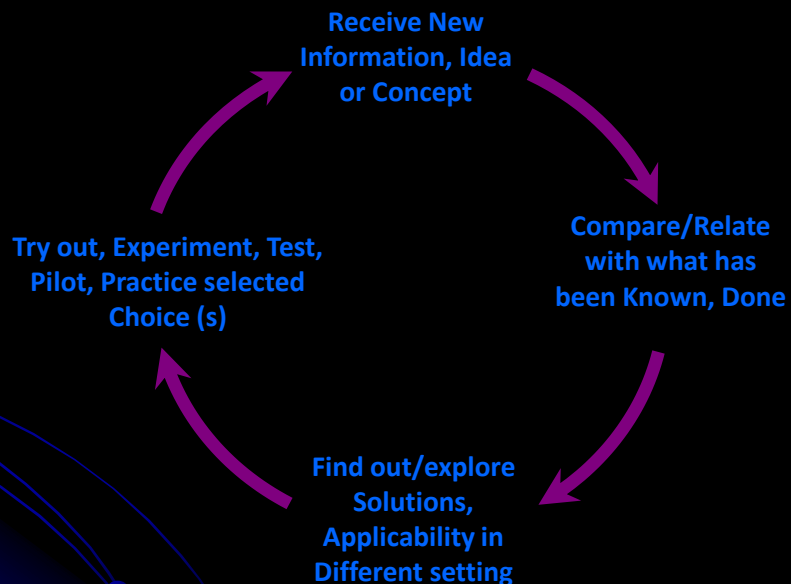
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Teaching Methods and Learning Enhancement

Methods	Learner role		Means of Learning			Learning Behavior		
	Passive	Active	See	Hear	Do	K	S	A
8. Project Work		✓			✓	✓	✓	✓
9. Coaching		✓	✓	✓	✓		✓	✓
10. Field Practice		✓	✓	✓	✓		✓	✓
11. Brainstorming		✓		✓	✓		✓	✓
12. Role Playing		✓			✓		✓	✓
13. Simulation		✓	✓	✓	✓	✓		✓
14. Field Trip	✓		✓	✓		✓		✓

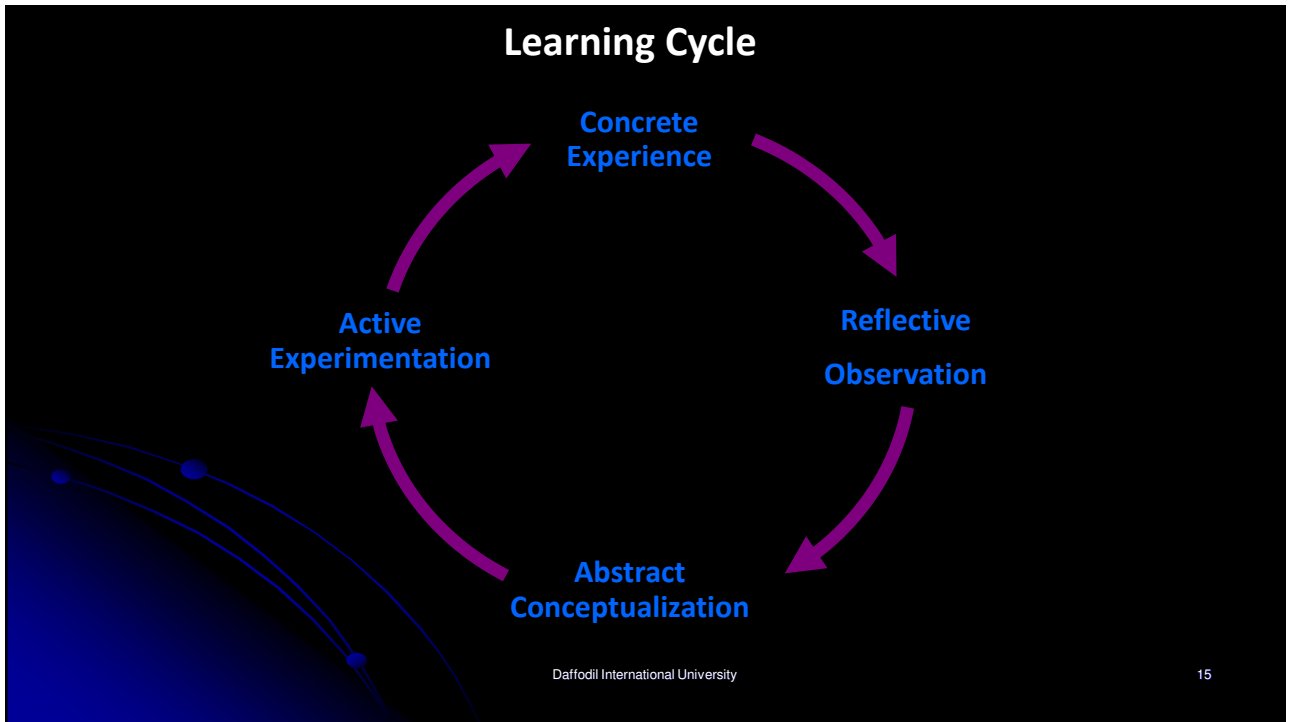
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Learning Cycle



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K-W-L Approach → active learning

WHAT YOU **K**NOW ?

WHAT YOU **W**ANT TO KNOW ?

WHAT YOU **L**EARN ?

K-W-L

What you Know ?	What you Want to know ?	What you Learn ?
Manage content	Stimulate learning	Motivate to explore new information
Raw materials (contents) given by teachers	Process of T/L	Help creating concrete knowledge

Mapping Learning Outcomes

Learning Outcomes Map

Curriculum / Program								
Learning Objective 1	Learning Objective 2			Learning Objective 3	Learning Objective 4			
Course 1		Course 2		Course 3				
Objective 1.1	Objective 1.2	Objective 2.1	Objective 2.2	Objective 3.1	Objective 3.2	Objective 3.3	Objective 3.4	Objective 3.5
Many many lesson plans and learning objectives								
Student Evaluations								

Framework for Program Evaluation –
Refer to IQAC Manual

2 Key Concepts in Program Evaluation

Use Bloom's for Learning Evaluation

- I Know
- I Understand
- I Apply
- I can Analyze
- I can Solve problems
- I can make best Choice

Kirk Patrick's Approach

Kirk Patrick's Approach for Evaluation

- I Know
- I Understand
- I Apply
- I can Analyze
- I can Solve problems
- I can make best Choice

Kirk Patrick's Approach for Evaluation

- Reaction - Do they like it ?
- Learning - Do they know, can they do it and are they willing ?
- Behavior - Have they applied in the real situations ?
- Result - Is the result good ?

Level-1: reaction

- How the students felt about learning event ?
- Pointing out contents areas that missing
- How the student felt about relevance of events ?
- Reaction on learning environment ?

Level-2: learning

- Measuring knowledge by test
- Measuring skills by observation or outputs from exercise
- Measuring attitude by observing change of behavior

Level-3: behavior

- Doing skills
- Brain skills
- What the students apply, how the students apply and the students can understand cause – effect relationship
- Willingness and confident to use problem solving tools
- Work place environment is matter

Level-4: results

- Quality of works improved
- Improve human relations
- Improved quality of services
- Costs reduced
- Less complaints
- More productivity

Self-Assessment Report

Contents of SAR

Part 1: Introduction

- Content page
- Executive summary
- Organization of the self-assessment
- Brief description of the university, faculty and department

Part 2: QA KPI/Criteria Requirements

- Write-up on how the university, faculty or department addresses the requirements of the QA criteria

Part 3: Strengths and Weaknesses Analysis

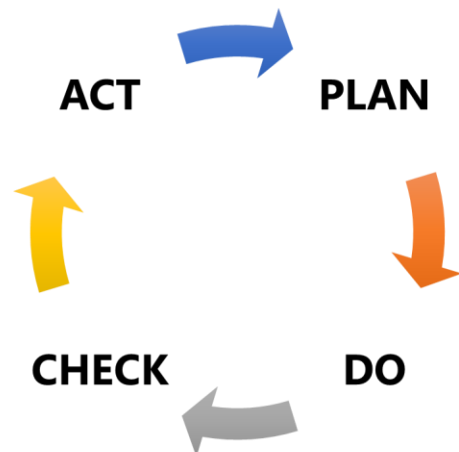
- Summary of strengths
- Summary of Weaknesses
- Summary of Assessment Score
- Improvement plan

Part 4: Appendices

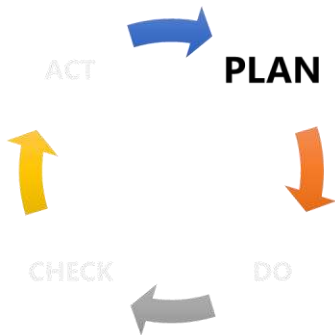
- Glossary/Abbreviation/Technical terms
- Supporting documents and evidences

How to write SAR ?

- Plan
- Do
- Check
- Act

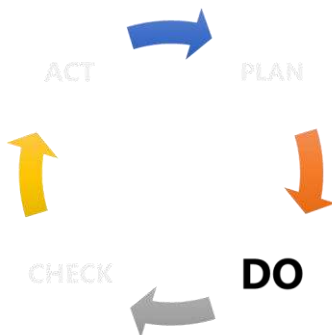


How to write SAR ?



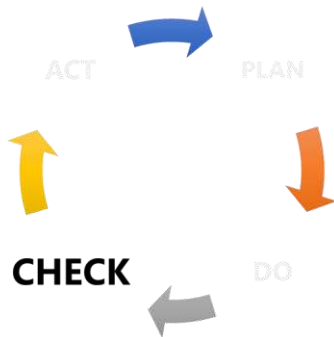
- Gaps, needs, problems and barriers analysis
 - Knowing where it is broken, what need to be fixed, what are obstacles
- Goals setting
 - Where we want to be, what we want improve ?
- Formulate specifications / ToRs
 - ways or alternatives to fix problems or eliminate barriers
- Design the solutions
 - Get big picture of how to do

How to write SAR ?



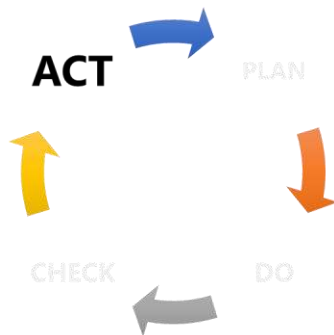
- Build teams and set up the organization
 - Who are responsible, who make decision route for reporting
- Create right culture
 - Set norms and practices that everybody want to follows
- Agree on work procedures
- Execution the designed solutions
 - Getting things done

How to write SAR ?



- Set targets and indicators
 - Where you want to be ? How do you know you already get there ?
- Monitor and evaluate
 - Efficiency and effectiveness
- Check and report outcomes (results)
- What need to keep, add, change and remember
 - Finding out what are missing

How to write SAR ?



- Institutionalize accountability system
 - Accept human errors and create willingness to change
- Plan for improvement of quality
 - Address the most important elements
- Record lessons learned and share with others
- Remember the lessons, and try not to repeat the mistakes

Thank you for your attention