

## Learning Skills, Room 120

### Strategic Learning

#### Intentionality

- Goal-directed activity driven by intention
- Attention to need for strategic approach
- Application of strategies to learning tasks

#### Active Learning

- Opposite of 'passive learning'
- Integration of writing, reading, recitation, doing
- Includes construction of knowledge
- Builds on brain's response to novelty
- Strategies
  - Taking notes in class
  - Re-writing notes
  - Making text notes
  - Graphic organizers
  - Recitation
  - Highlighting

#### Prior Knowledge

- Provides the foundation for the construction of new understanding
- Identifies misconceptions, faulty understandings, and gaps
- Can be accessed by strategies
- Memory dumps (concept maps, free writing)
- Recitation

#### Re-organization

- Impacts both learning and remembering
- Improves retention
- Associates concepts and supporting details
- Encourages critical thinking
- Strategies
  - Tables and charts
  - Diagrams
  - Outlines and lists
  - Cornell notes
  - Concept maps
  - Frames

#### Levels of Learning

- Based on Bloom's Taxonomy (see back page)
- 6 levels: 3 highest are critical thinking
- Strategies to prompt critical thinking
  - Intentionally use cue words from higher level
  - Identify cue words in assignments and tests
  - Identify required levels of thinking for assigned tasks

## Bloom's Taxonomy

Benjamin Bloom (1956) provided a useful structure against which to judge curriculum content and student learning for its value, balance, and level of intellectual demand. Note the skills and cue words level of learning.

<b>Competence</b>	<b>Skills Demonstrated</b>
<b>A. Knowledge</b>	Observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter  Cue words: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<b>B. Comprehension</b>	understanding information grasp meaning translate knowledge, into new context interpret facts, compare, contrast, order, group, infer causes predict consequences  Cue words: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
<b>C. Application</b>	use of information use methods, concepts, theories in new situation solve problems using required skills/knowledge  Cue words: apply, demonstrate, calculate, complete illustrate, show, solve modify, relate, change, classify, experiment, discover.
<b>D. Analysis</b>	seeing patterns organization of parts recognition of hidden meanings identification of components  Cue words: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
<b>E. Synthesis</b>	use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions  Cue words: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<b>F. Evaluation</b>	compare and discriminate between ideas make choices based on reasoned argument verify value of evidence recognize subjectivity  Cue words: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize