

Collaborating to succeed

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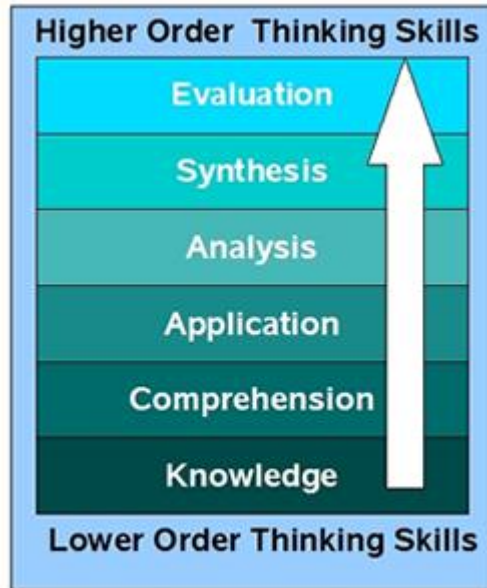
Want your learners to be more independent? To think more critically?



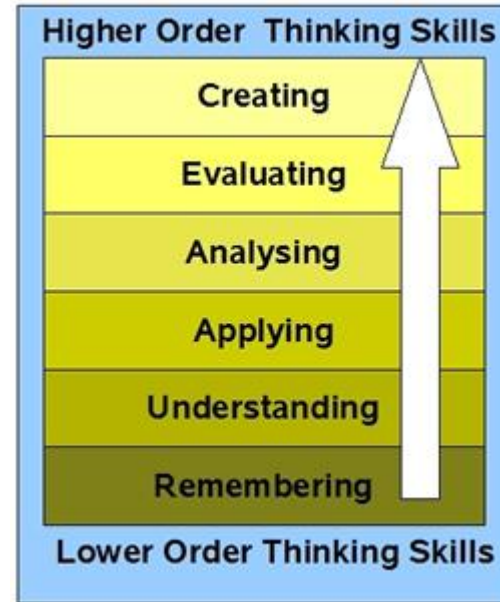
- Rely heavily on the teacher
- Cannot make decisions about their learning
- Do not know their own strengths and weaknesses
- Do not link classroom learning with the real world
- Think the teacher is responsible for their learning
- Do not set learning goals - only work with extrinsic motivators such as grades
- Do not reflect on how well they are learning

- Are self-reliant
- Can make informed decisions about their learning
- Are aware of their strengths and weaknesses
- Connect classroom learning with the real world
- Take responsibility for their own learning - plan and set goals
- Are intrinsically motivated by making progress in learning
- Often reflect on the learning process and their own progress

Bloom's Digital Taxonomy



Bloom 1950s



1990s, Lorin Anderson
and David Krathwohl

Bloom's Digital Taxonomy. (n.d.). Educational Origami. Retrieved April 22, 2012, from <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

“Critical thinking is a capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgement. The evidence, and therefore the judgement, will pay appropriate attention to context.”

And
“The introduction of reflective activities into the curriculum will usually support the development of critical thinking so long as the reflection is sufficiently deep”
(Moon, 2004)

A new perspective on the elusive activity of critical thinking: Jenny Moon (2005)
<http://www.cemp.ac.uk/people/jennymoon.php>

Bloom's Digital Taxonomy

Key Terms

Creating

Verbs →

Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs →

Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs →

Comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating, mashing, linking, validating, reverse engineering, cracking, media clipping

Applying

Verbs →

Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, sharing, editing

Understanding

Verbs →

Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating, subscribing.

Remembering

Verbs →

Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

HOTS Higher Order Thinking Skills

LOTS Lower Order Thinking Skills

- COMMUNICATION SPECTRUM**
- Collaborating*
 - Moderating*
 - Negotiating*
 - Debating*
 - Commenting*
 - Net meeting*
 - Skyping*
 - video conferencing*
 - Reviewing*
 - Questioning*
 - Replying*
 - Posting & Blogging*
 - Networking*
 - Contributing*
 - Chatting*
 - e-mailing*
 - Twittering/Microblogging*
 - Instant messaging*
 - Texting*

Bloom's Digital Taxonomy



Creating



Evaluating



Analysing



Applying

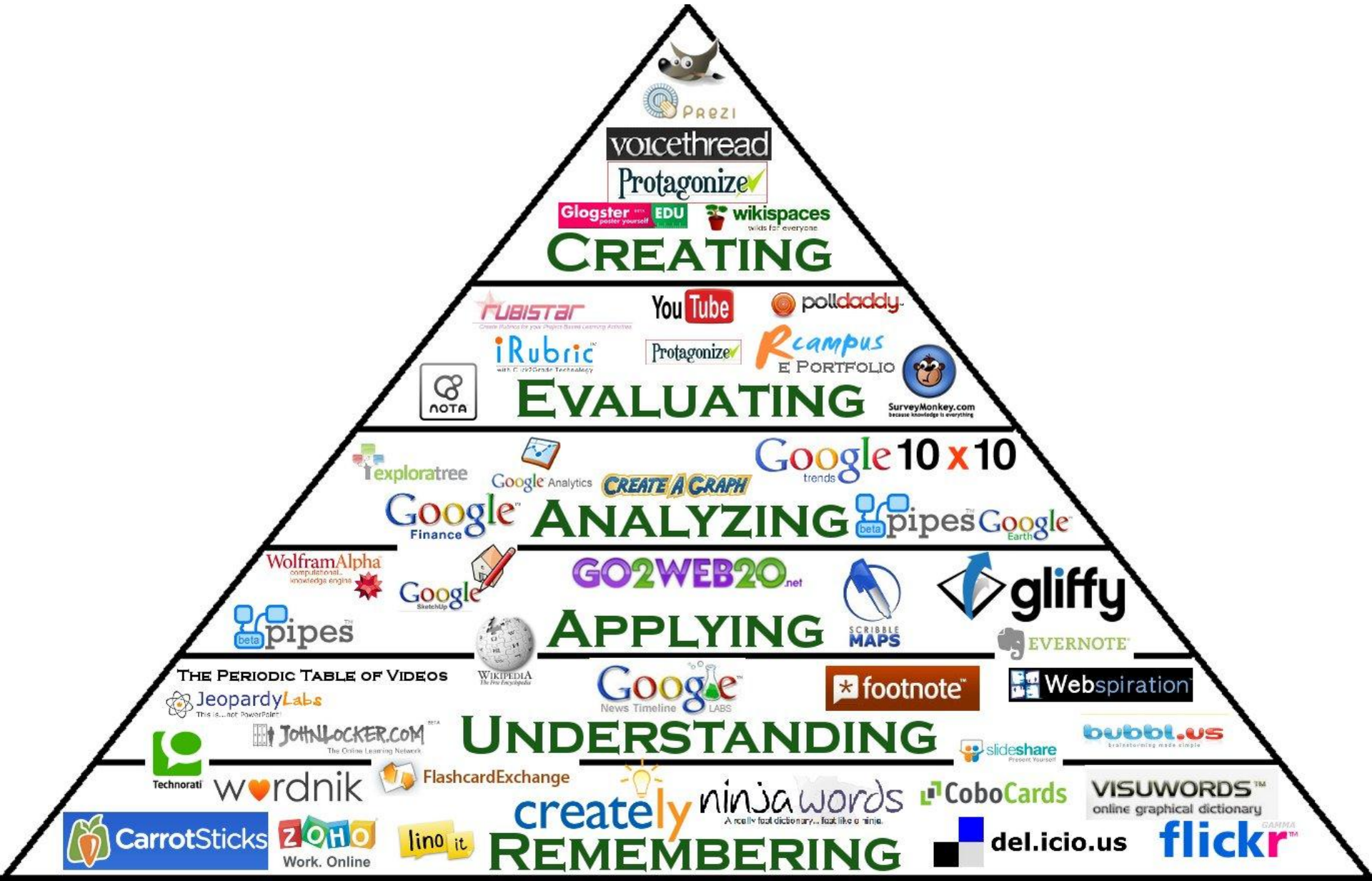


Understanding



Remembering

Bloom's Digital Taxonomy Pyramid



<http://youtu.be/6WPVWDkF7U8>

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- How does collaboration enable learning?

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