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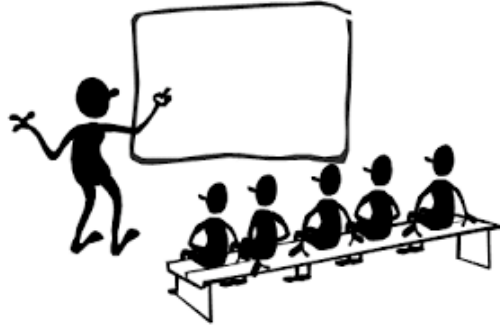
Quick Framing and Demo



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Presenting Course Content



Assessing Content Learning

Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

Application

Apply knowledge to actual situations.

Comprehension

Demonstrate an understanding of the facts.

Knowledge

Remember previously learned information.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write


classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Higher Order
Thinking Skills

Lower Order
Thinking Skills

Working with the information they are learning in ways that both deepen the learning and develop core transferable skills



You can learn
a great deal
ABOUT guitar
playing in a
one-hour
lecture

But if you want to
play guitar, that
requires a
very different
learning
process

But if you want to
play guitar, that
requires a
very different
learning
process



Transferable Skills

are required in many jobs. They include:



Problem solving



Communications



Financial literacy



Critical thinking



Creativity



Teamwork



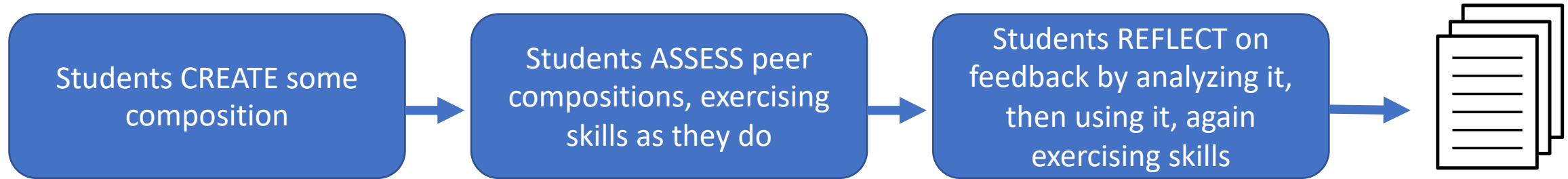
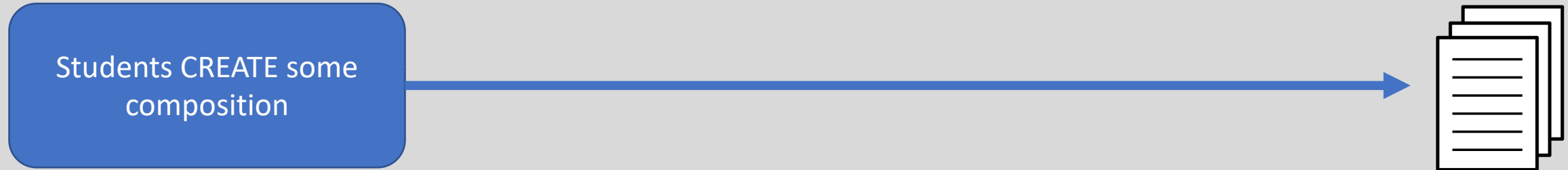
Digital literacy



Presentation skills

Like any skill, these skills can only be developed through repeated practice using the skill, preferably in a structured context that is rich in feedback

Traditional



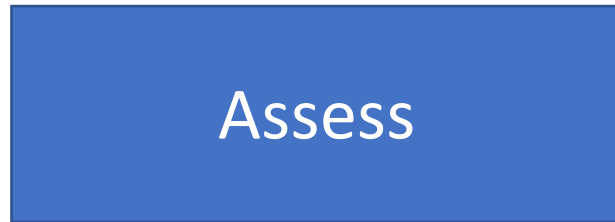
Formative Peer-Assessment



Repeated Structured Practice

1

Students Submit an Initial Composition



The instructor defines some sort of composition that is intended to provoke students to exercise some relevant cognitive skill – the target skill

Conscientious students will do so well ... others perhaps not so well. But in the phases that follow all will exercise other skills and will learn more about the target skill as they do.

2

Skills Exercise via Peer Assessment

Create

Assess

Reflect

Compositions can be selected randomly (or intelligently) and presented anonymously.

Each composition must be critically analyzed to determine quality and things in need of improvement – **Critical Thought**

Students must think of ways to improve and the impact they would have on quality – **Creative Thought**

Then these potential improvements must be communicated to the peer in a manner that is useful and appropriately toned – **Expressive Communication & E.I.**

Then they do it again ... and again ... and again ... providing repetition within a structured learning environment.

3 Skills Exercise via Feedback Learning

Create

Assess

Reflect

Students can be required to explicitly assess the feedback they receive ... and they can be asked for formatively revise their work in light of useful feedback

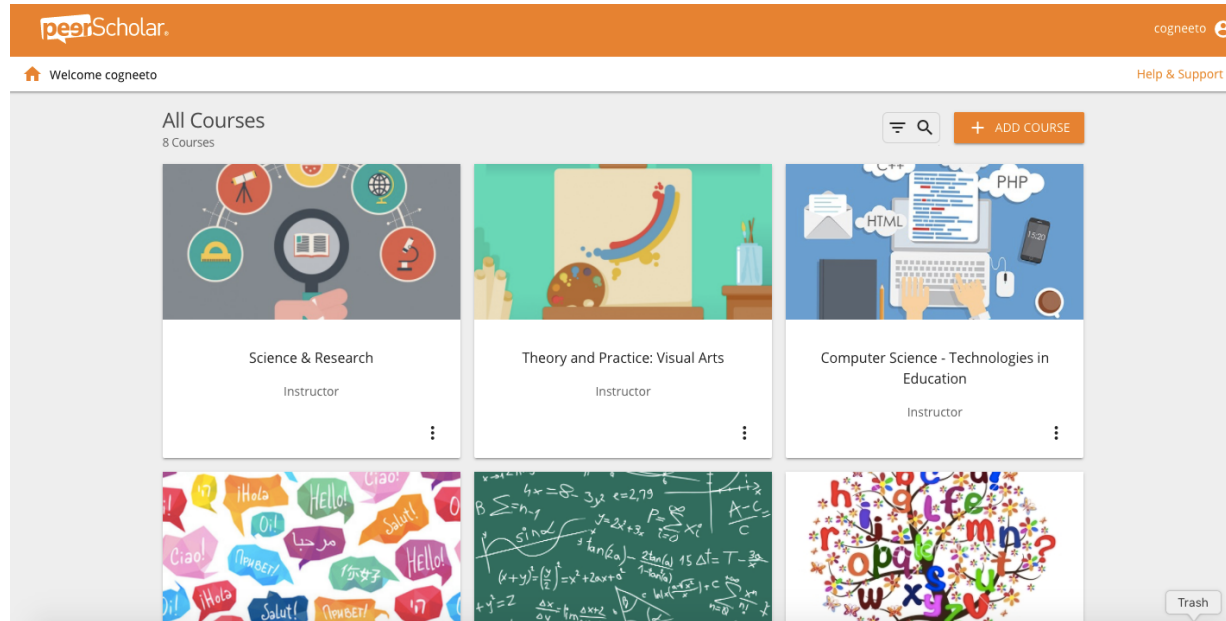
Each constructive comment is critically analyzed to determine agreement – **Receptive Communication, Critical Thought & Meta-Cognition**

Students must consider how to implement suggestions to maximize improvement – **Expressive Communication, Creative Thought & Meta-Cognition**

If asked to Reflect on changes made and not made – **Critical Thought, Expressive**

Then they do it again ... and again ... and again ... providing repetition within a structured learning environment

To the demo ...



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