

CSAC 380-01 Community Service Activity Course

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Bloom's taxonomy delineates a hierarchy of cognitive-learning levels ranging from knowledge of specific facts and conventions, to more advanced levels of analysis, synthesis, and evaluation. Bloom's taxonomy is presented to help students strive to attain more sophisticated levels of understanding and abstraction in this course and their entire educational experience.

It is worthwhile discussing the concepts of levels of learning, especially as students become more comfortable with dealing with the theories of human nature and the Experiential-Learning Model, and are ready to begin to refine their work. Attention to higher level processes, such as analysis and evaluation, certainly should be integrated into written comments on draft essays and synthesis becomes very important in the development of some of the humanities papers.

BLOOM'S TAXONOMY MADE EASY

1. **KNOWLEDGE** – The remembering of previously learned material. It may involve recall or the bringing to mind of appropriate information. Knowledge is lowest-level learning. Terms that are appropriate for “KNOWLEDGE” objectives are define, describe, identify, label, list, match, name, outline, reproduce, select, and state.
2. **COMPREHENSION** – The ability to grasp the meaning of material. Comprehension may be shown by translating material from one form to another, interpreting material, or predicting future trends. Terms that are appropriate for “COMPREHENSION” objectives include defend, distinguish, estimate, explain, extend, generalize, infer, paraphrase, predict, rewrite, and summarize.
3. **APPLICATION** – The ability to use learned material in a new and concrete situation. The application of rules, methods, concepts, principles, laws, and theories is typical of these kinds of processes used in application. Terms like change, compute, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, and use are appropriate for “APPLICATION” objectives.
4. **ANALYSIS** – The ability to break down material into its component parts so that the relationships between parts can be analyzed and the underlying organizational principles are recognized. Terms that are appropriate for “ANALYSIS” objectives are breakdown, diagram, differentiate, discriminate, identify, illustrate, infer, outline, point out, relate, select, separate, and subdivide.
5. **SYNTHESIS** – The ability to resolve contradictions and to put parts together to form a new whole. Emphasis is upon the formulations of new patterns of structures. Term that are appropriate for “SYNTHESIS” objectives include categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, and reorganize.
6. **EVALUATION** – The ability to judge the value of compiled material for a given purpose. Criteria are established as a basis for evaluation. This learning is the highest in the cognitive hierarchy because it contains elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Terms appropriate for “EVALUATION” objectives are appraise, compare, conclude, contrast, criticize, discriminate, explain, justify, interpret, relate, summarize, and support.

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JOURNALS

Below is a set of ideas to guide your journal entries during your CSAC 380-01 experience. They are only to be used as a rough guide for your reflective thoughts. This is your journal. We encourage you to freely discuss things that you feel are important even if they are not part of the guide below.

First Entry – The Setting

What are your most vivid first impressions of the site? Describe settings, people, actions, and positive or negative feelings you have.

Second Entry – The Players

Describe whom you work with, their lives, their views, and their goals. Include some personal reaction to the individuals you are working with.

Third Entry – The Plot

What are some activities you have been doing with the person(s) with whom you have been working? Describe your relationship.

Fourth Entry – The Plot (Cont'd)

Describe the types of reactions the person(s) you are working with have towards you. Cite specific examples. Describe your emotional response to their reaction.

Fifth Entry – The Action

Describe how your presence impacts the person(s) you are working with. You may want to illustrate your point with a special experience that you had. If you feel you are having no impact, describe the reason(s) why that seems to be the case.

Sixth Entry – The Script

Describe in detail your CSAC session including bits of conversation, or if you are working in a school, a sample of the work you and the kids have been involved in. Be creative. What is the significance of the selection you have made?

Seventh Entry – Analysis

After being in the community for several weeks now, how have your initial impressions been altered? If they have not changed, describe observations that confirmed your initial impressions.

Eighth Entry – Critique

Write a short summary on your experience. What was learned by both you and the person(s) you worked with? Include any special experiences or highlights you might have had. Remember, your journal will be used as a building block for your final paper.