

Lower Order Thinking Skills

Surface Approach to Learning

Metacognitive Learning Goals	Bloom's Higher Order Thinking Skills	Corresponding Learning Outcomes	Outcome Valuation
<p>To Identify or Define Information</p> <p>Students seek to answer some form of this what-based question: Can I list and/or define the key terms?</p>	<p>Remembering</p> <p>Students work to recall/recognize information, ideas, and principles in the approximate form in which they were learned.</p>	<p>Able to Recall or Duplicate Information</p> <p>Students will be able to reproduce information in similar form as the original source. Corresponds to tasks in which cues are embedded</p>	
<p>To Explain Information</p> <p>Students seek to answer some form of this why-based question: Can I explain the reasoning behind the ideas/concepts.</p>	<p>Understanding</p> <p>Students work to explain and provide rationales to support concepts and/or principles.</p>	<p>Able to Provide Rationales for Information</p> <p>Students will be able to explain why concepts are essential to understanding the topic, subject, story, etc. Corresponds to tasks that require explanations or elaborations.</p>	
<p>To Apply Information to New Situations</p> <p>Students seek to answer some form of this how-based question: Can I apply this information to a new or different situation, problem or context?</p>	<p>Applying</p> <p>Students work to transfer principles and/or concepts to a different problem or task with minimal cues or direction.</p>	<p>Able to Apply Information to Different Situations</p> <p>Students will be able to use information to complete a problem or task with minimal direction or cues. Corresponds to tasks that require application of knowledge to a situation.</p>	
<p>To Compare and Contrast Information</p> <p>Students seek to answer some form of this analytical question: Can I distinguish processes, procedures or principles from seemingly identical processes, procedures or principles?</p>	<p>Analyzing</p> <p>Demands that students be able to distinguish and differentiate between comparable processes, functions, methods, etc.</p>	<p>Able to Discern Nuances of Information</p> <p>Students will be able to discern patterns, differences and similarities within information. Corresponds to tasks that require students to distinguish between similar sets of information, processes or outcomes.</p>	
<p>To Make Judgments About Information</p> <p>Students seek to answer some form of this evaluative question: Can I determine the best rationale, plan, solution, course of action, etc., given the information.</p>	<p>Evaluating</p> <p>Demands that students be able to make judgments with information.</p>	<p>Able to Reach Conclusions with Information</p> <p>Students will be able to make judgments about information they've analyzed. Corresponds to tasks that require students to decide which course of action, solution or option is best.</p>	
<p>To Introduce, Develop a Viewpoint</p> <p>Students seek to answer some form of this generative question: Can I synthesize the information in an original way?</p>	<p>Creating</p> <p>Demands that students be able to construct new information from existing information.</p>	<p>Able to Produce New Information</p> <p>Students will be able to present new meaning or generate new knowledge. Corresponds to tasks that require students to produce authentic work.</p>	

Deep Approach to Learning