What are you teaching?

Different levels of complexity of mental processing makes possible the classification of intellectual skills independent of the type of subject matter

Problem Solving?

Rules and Principles?

Concepts?

Discrimination?



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Why categorize learning?

Clarifies our thinking about what we are teaching and the ways that we will be able to assess student learning.

Helps us to plan the learning experiences we want to create

Helps us to state learning objectives clearly

Provides a framework for research



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Robert Gagné's

Taxonomy

- Intellectual Skills
  - Problem solving
  - Rules and Principles
  - Concepts
  - Discriminations
- Cognitive Strategies
- Verbal Information
- Motor Skills
- Attitudes



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Benjamin Bloom's

Taxonomy

- Cognitive domain
  - Lower-order learning skills
    - Knowledge
    - Comprehension
    - Application
  - Higher order-learning skills
    - Analysis
    - Synthesis
    - Evaluation
- Affective domain
- Psychomotor domain



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Assessment is the key

- **Measure student knowledge of pre-requisite skills**
- **Confirm that the knowledge students have is sufficient to move on**
- **Are you strategically presenting a problem for which they do not have prerequisite skills?**



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Visit The Performance Juxtaposition Site

http://www.nwlink.com/~donclark/hrd/history/gagne.html

Presents Robert Gagné's nine instructional events detailing the conditions necessary for learning as a companion to Bloom's Taxonomy. These events are important for the design of instructional materials and the selection of appropriate media.



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