



# Bloom's Digital Taxonomy Planning Tool

Use the spaces below to plan your lesson, including activities with digital tools. Indicate the level of Bloom's Digital Taxonomy for the lesson activities.

Lesson Title:						
Learning Objective						
<b>Level:</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
Ideas for Activities w/Digital Tools:	Bookmarking Copying Highlighting Searching	Journaling Tweeting Tagging Subscribing	Calculating Charting Editing Uploading	Mind Mapping Surveying Linking Validating	Grading Testing Posting Moderating	Blogging Filming Podcasting Directing
Lesson Plan & Activity with Digital Tool					Which level is the activity?	
					<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	
					<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	
					<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	
					<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	
					<input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating	

# Reflection Exercise with Rubric

The opportunity for reflection is one of the benefits of online learning. While instructors may create quiet moments in the classroom for students to reflect and complete work, the time students have alone can be wonderful times for learning.

Reflection can be the act of considering what was learned from an experience. Students can reflect on what in their work should be changed or what in their learning has changed over time.

Instructors can help students learn self-assess by asking students to ask themselves: “What have I learned from doing this activity?” As students reflect on intended versus actual outcomes, they can learn from their mistakes. Giving mistakes self-reflection leads to self-knowledge.

Reflection activities can help to improve students’ metacognitive skills for future study. Metacognition includes being aware of oneself as a learner and monitoring the effectiveness of one’s learning. Allowing students to reflect on their work helps them to make meaning out of their experience.

## Ways to Encourage Learner Reflection

- Follow up assignments with discussion board posts that ask students to share their problem-solving processes, how they studied, etc. Sharing these processes can help students realize that persistence is important.
- Interview students about their processes. This can be done by the faculty member or other students.
- Ask students to keep a journal or a blog. Ask students to reread their entries, comparing what they knew early in the course to what they know now. Ask how some of their most significant practices could be applied to future situations.
- Faculty can model reflection – such as about how they learned their discipline, how they thought a particular class or assignment went. This can help with relationship development as well. It may be easier to do this in an announcement versus in person. At the end of class – ask students to write down the most important thing they learned in the class and at least one important question that remains unanswered.

## Sample Reflective Assessment

Discussion: Please respond to the following prompts. This assignment is worth 15 points. Please keep the rubric below in mind in your post.

- Who was I as a learner before I entered this course?
- Have I changed? If so, how?
- How has my participation in this course changed my learning process or my view of myself as a learner?
- What have I gained (or not) by participating in this course?
- How do I evaluate my own contributions to the course?



## Rubric for Reflection Exercises

Criterion	Unacceptable 1 point	Reflective Novice 2 points	Reflective Practitioner 3 points
<b>Clarity</b>	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
<b>Relevance</b>	Most of the reflection is irrelevant to student and/or course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.
<b>Analysis</b>	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
<b>Interconnections</b>	No attempt to demonstrate connections to previous learning or experience.	There is little to no attempt to demonstrate connections between the learning experience and previous personal or learning experiences.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.
<b>Self-criticism</b>	No attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.

## Canvas Support Documents

How Do I Create a Discussion as an Instructor: <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-discussion-as-an-instructor/ta-p/1029>

How to Add a Rubric to a Course: <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-rubric-in-a-course/ta-p/842>

How to Add a Rubric to a Discussion: <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-rubric-to-a-graded-discussion/ta-p/1062>



# Graphic Organizers and Padlet

Graphics are more important than ever in the online space and can be powerful learning tool. Non-representational graphics do not look like anything in the real world and include diagrams, charts and graphs.

Before making a chart it's important to understand why you need one. Charts help people understand complicated data, find patterns, identify trends, and tell a story. There are charts to show relationship between figures such as pie charts, bar charts and line graphs, but there is another important category of chart - flow charts - which document a process.

In this document you will find flow chart templates and other ways to organize qualitative information you want your students to understand.

The Ultimate List of Graphic Organizers for Teachers and Students: <https://creately.com/blog/diagrams/types-of-graphic-organizers/#:~:text=A%20graphic%20organizer%20is%20a,concepts%2C%20terms%2C%20and%20facts.>

## Additional Resources

How to Choose the Right Chart for your Data: <https://infogram.com/page/choose-the-right-chart-data-visualization>

Data Visualization 101: How to Choose the Right Chart or Graph for Your Data: <https://blog.hubspot.com/marketing/types-of-graphs-for-data-visualization>

Data Visualization Guide: Choosing the Right Chart to Visualize Your Data: <https://www.easel.ly/blog/types-of-graphs-and-charts-for-visualizing-data/>

## Padlet

Padlet is an easy to use collaborative tool that lets students collaborate in real time - assembling their ideas on a graphical interface created by the instructor. Padlet offers teachers up to 3 digital graphic organizers.

You can sign up for Padlet free here: <https://padlet.com/>

*Want to learn how to implement these tools and gain in-depth course design skills? Watch our webinar, and walk away with more insights and learn about our 6-month Online Course Design and Instruction Certificate program.*

