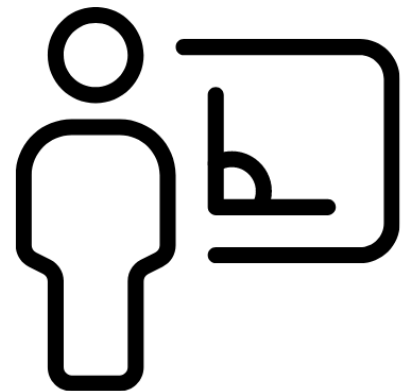


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow.*

*Lev S. Vygotsky*

## Module Two: Bloom's Taxonomy



Bloom's Taxonomy has been a staple of educators for decades, particularly in the cognitive domain. Educators of both children and adults should be familiar with the theory's history and how it has changed over the years. A fundamental understanding of Bloom's Taxonomy is essential, particularly when attempting to implement it in the classroom.

### Bloom's Theory



The learning hierarchy is the focus of Bloom's theory. In the hierarchy, students master the basic stage of the learning domain before moving on to the next one. Like walking up a flight of stairs, students eventually manage to reach the top. As they master each level, they discover the ability to implement learning strategies and improve their skills. In this theory, teachers use the taxonomy to guide the students through to the higher levels of thinking and understanding. The three domains work together to create learning objectives, guide activities, and develop effective assessments.

Each domain identified is broken down into levels or categories, with specific behaviors, activities, and example words that indicate when students have mastered skills from each level of the domain.

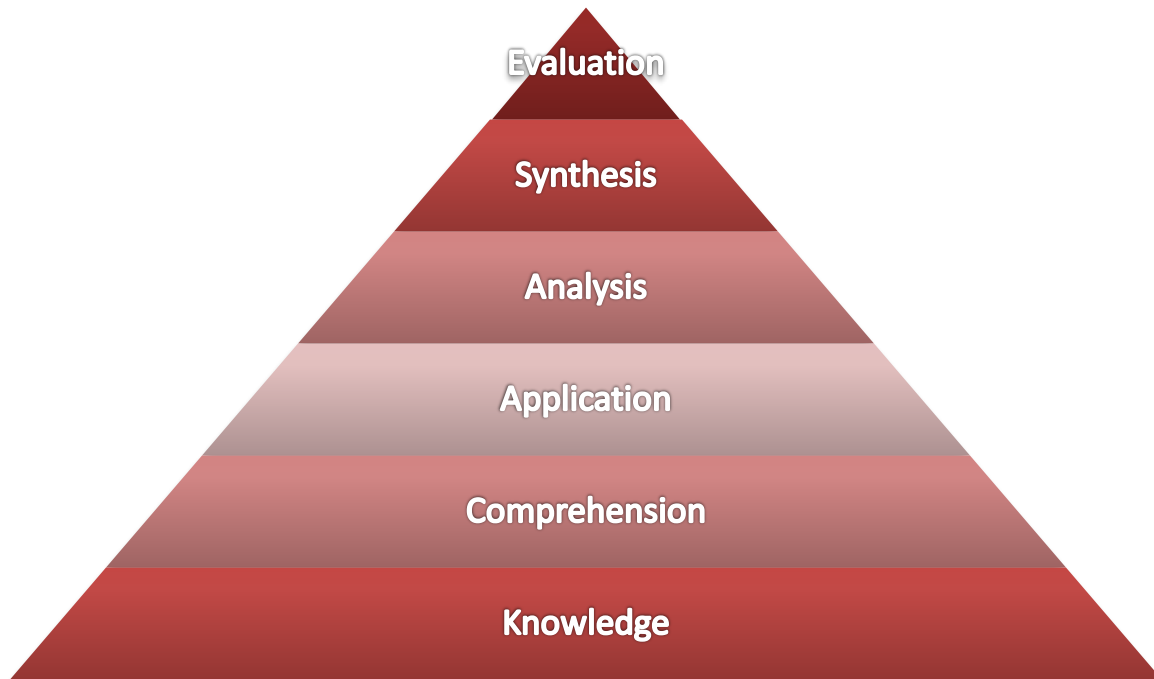
<b>Estimated Time</b>	<b>7 minutes</b>
<b>Topic Objective</b>	Review Bloom's Theory.
<b>Topic Summary</b>	<b>Bloom's Theory</b>

	Discuss Bloom's Theory.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss your familiarity with the Bloom's theory. List what participants know on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is the focus of Bloom's Taxonomy?

## History



Benjamin Bloom was an education psychologist who, with other experts, developed a taxonomy of learning, in 1956. The purpose of the taxonomy was to provide a framework of educational goals and establish their specific outcomes. Educators now had a rubric by which to measure learners' progress. The three domains that Bloom and his team discovered were cognitive, affective, and psychomotor. The original taxonomy was the cognitive domain, shown below.



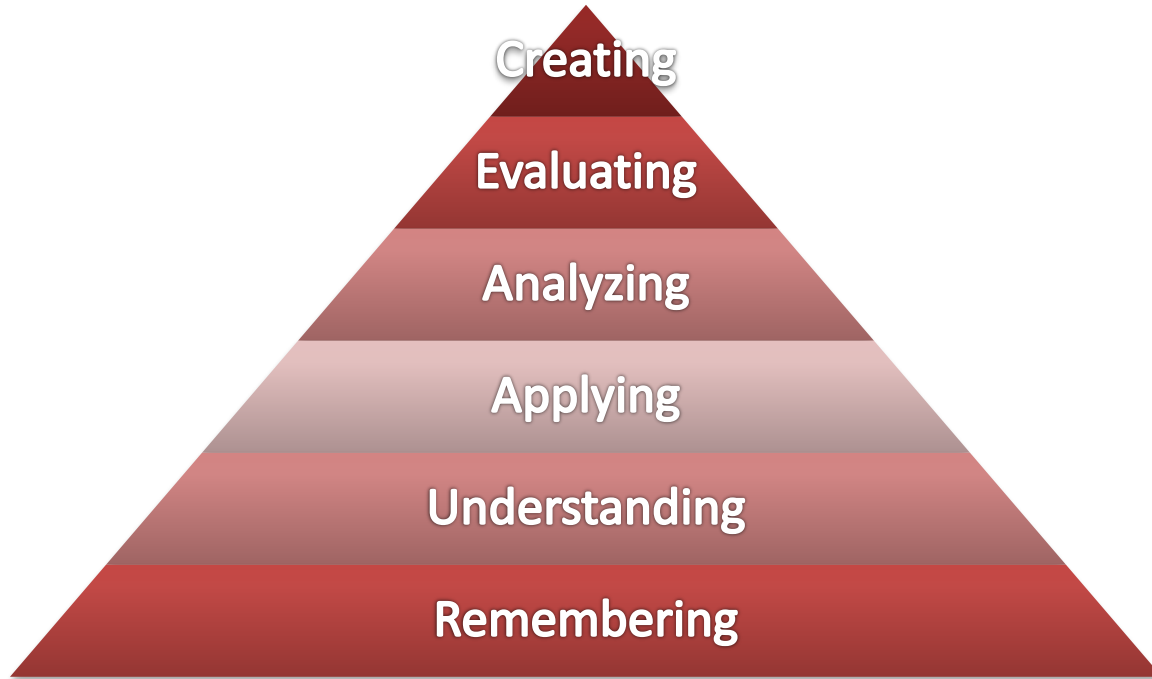
Other domains would follow later, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated by a student in 2000, which we will explore later.

<b>Estimated Time</b>	<b>8 minutes</b>
<b>Topic Objective</b>	Consider the history of Bloom's Taxonomy.
<b>Topic Summary</b>	<b>History</b> Discuss Bloom's Taxonomy.
<b>Materials Required</b>	<b>Flipchart/board and marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Share your experienced and understanding of Bloom's Taxonomy. Why are the different domains useful? Write ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	When was the cognitive domain updated?

## New Understanding



Lorin Anderson and David Krathwohl revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

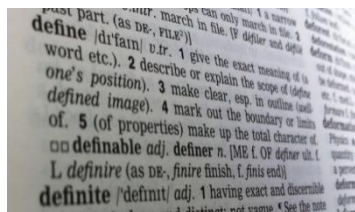


Anderson and Krathwohl saw the limitation of the original theory and expanded on it, which we will explore in a later module.

<b>Estimated Time</b>	<b>8 minutes</b>
<b>Topic Objective</b>	Review the new understanding of Bloom's Taxonomy.
<b>Topic Summary</b>	<b>New Understanding</b> Discuss the new understanding of Bloom's Taxonomy.
<b>Materials Required</b>	<b>Flipchart/board and marker</b>
<b>Planning Checklist</b>	None.
<b>Recommended Activity</b>	Discuss changes in the taxonomy. Are they more relevant? How? List answers on the flipchart/board.

<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	How was the taxonomy revised?

## Definition



The cognitive domain is most often associated with education because it is knowledge based. The cognitive domain focuses on intellectual capability. The six levels of the domain move from the simplest, at the bottom, to the most complex, at the top. Some educators; however, do not follow the prescribed order of stages. There is also some disagreement as to whether the original, or the updated version of the

domain is more effective. Situations that require more creative activities typically benefit from the updated version.

<b>Estimated Time</b>	<b>7 minutes</b>
<b>Topic Objective</b>	Review the definition of the cognitive domain.
<b>Topic Summary</b>	<b>Definition</b> Discuss the definition of the cognitive domain.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss the pros and cons of the different cognitive domains. Place ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	How many categories of the cognitive domain are there?

## Practical Illustration



Elizabeth was planning to teach a course on emotional intelligence. She decided to focus on the higher levels of the cognitive domain since her students were adults. Over the course of the program, she discovered that the students were not retaining or understanding some of the more basic information. She consulted Scott, her business partner, and he told her that she was skipping over the base of the cognitive domain too quickly. They need to know and understand material in order to improve the higher order thinking skills.

## Module Two: Review Questions

1.) What is necessary for reaching higher skills?

- a) **Hierarchy**
- b) Nothing
- c) Develop learning strategies
- d) Define learning

In the hierarchy, the students master the basic stage of the learning domain before moving on to the next one. Like walking up a flight of stairs, students eventually manage to reach the top. As they master each level, they discover the ability to implement learning strategies and improve their skills.

2.) What is created from the domains of Bloom's Taxonomy?

- a) Learning objectives
- b) Activities
- c) Assessments
- d) **All of the above**

The three domains work together to create learning objectives, guide activities, and develop effective assessments.

3.) In what year was Bloom's Taxonomy developed?

- a) 1973
- b) **1956**
- c) 1964
- d) Unknown

Benjamin Bloom was an education psychologist who developed a taxonomy in 1956, with other experts. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance.

4.) What is a domain in Bloom's Taxonomy?

- a) Cognitive
- b) Psychomotor
- c) Affective
- d) **All of the above**

Other domains would follow later, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated by a student in 2000.



5.) What category did the updated model remove?

- a) Understanding
- b) Knowledge
- c) Analysis
- d) Creativity

Lorin Anderson revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

6.) How was the taxonomy changed?

- a) Action oriented
- b) It was not
- c) 7 stages
- d) None of the above

Lorin Anderson and David Krathwohl revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

7.) What actions benefit from the updated version?

- a) Factual
- b) Emotional
- c) Comprehensive
- d) Creative

There is also some disagreement as to whether the original or updated version of the domain is more effective. Situations that require more creative activities typically benefit better from the updated version.

8.) What domain do most people focus on?

- a) Affective
- b) Cognitive
- c) Psychomotor
- d) None

The cognitive domain is what most people associate with education because it is knowledge based. Focusing on the cognitive domain increases intellectual capability.

9.) Bloom's Taxonomy has been a staple of educators for \_\_\_\_\_.

- a) Centuries
- b) Years
- c) Decades
- d) None of the above

Bloom's Taxonomy has been a staple of educators for decades

10.) Educators of \_\_\_\_\_ should be familiar with the theory's history and how it has changed over the years

- a) Children
- b) Adults
- c) A and B
- d) None of the above

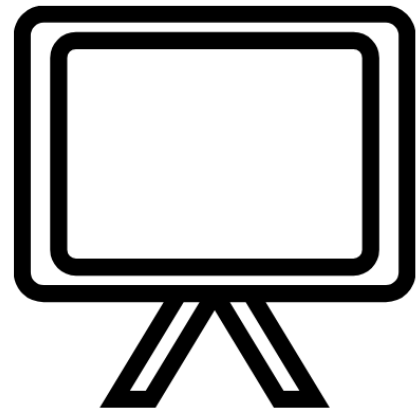
Educators of both children and adults should be familiar with the theory's history and how it has changed over the years

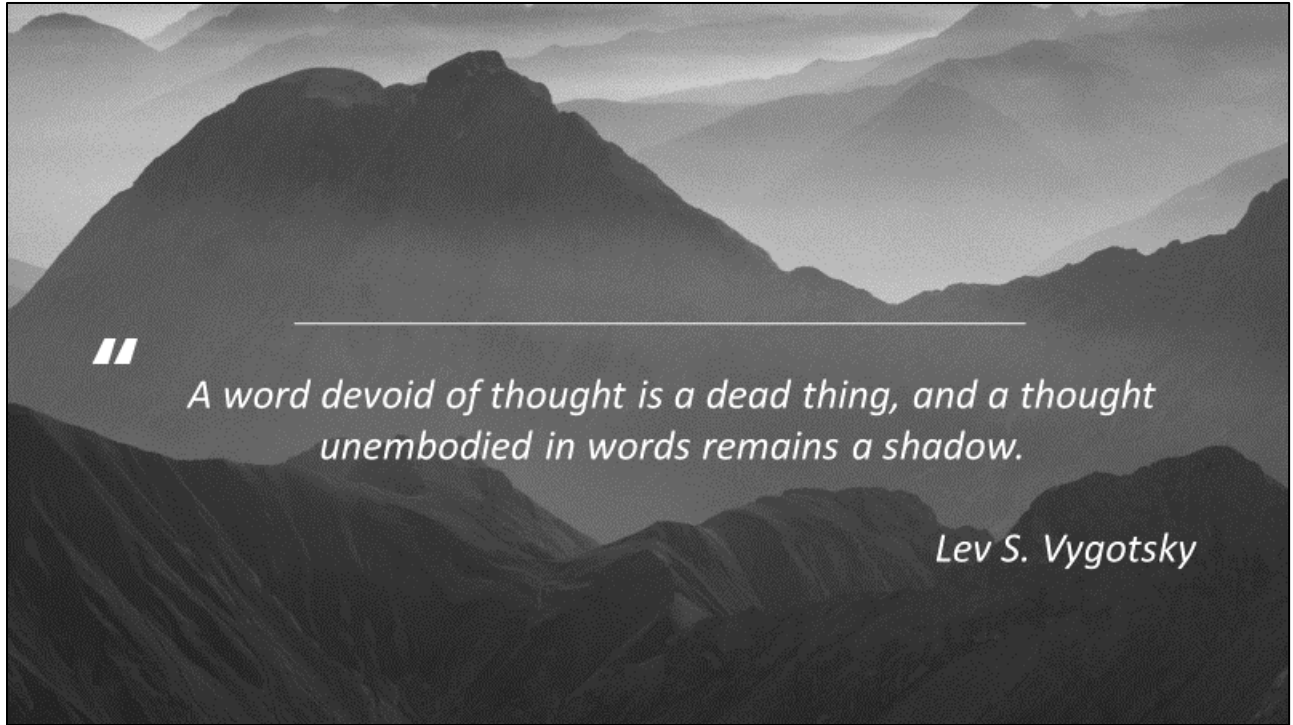
# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





“

*A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow.*

*Lev S. Vygotsky*

## MODULE TWO

# Bloom's Taxonomy

Bloom's Taxonomy has been a staple of educators for decades.

Educators should be familiar with the theory's history and how it has changed over the years.



## Bloom's Theory

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The learning hierarchy is the focus of Bloom's theory. In the hierarchy, students master the basic stage of the learning domain before moving on to the next one.

## History

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Evaluation

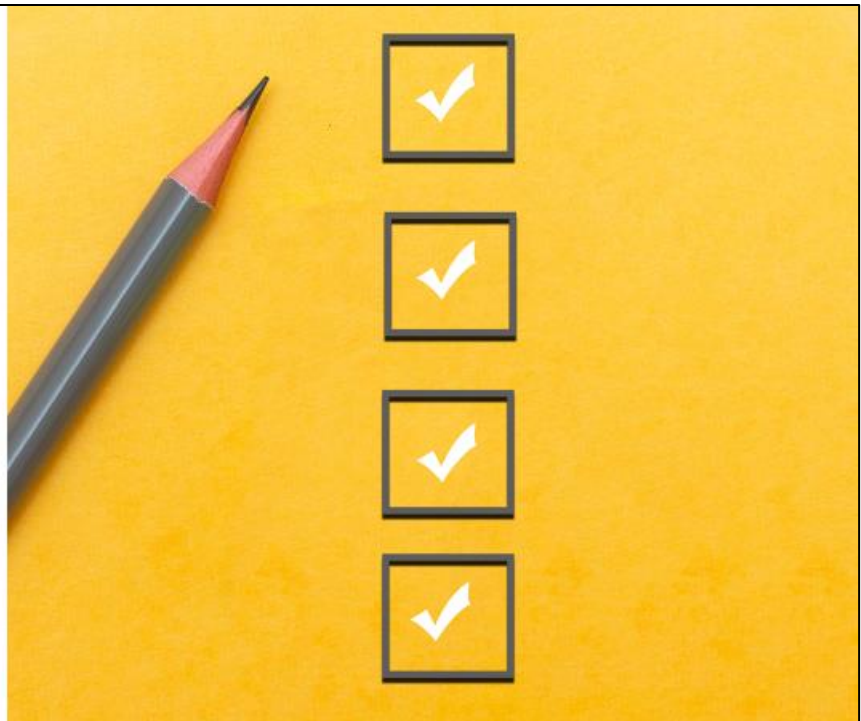
Synthesis

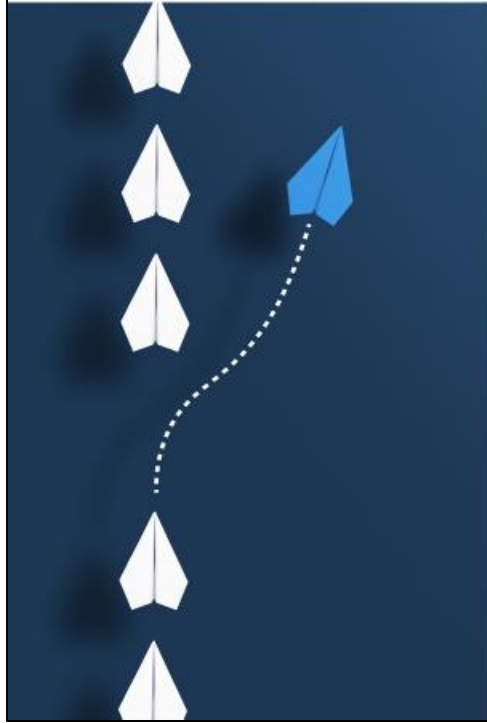
Analysis

Application

Comprehension

Knowledge





## New Understanding

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- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

## Definition

---

The cognitive domain is most often associated with education because it is knowledge based.



## Practical Illustration



- Bloom's Theory
- History
- The New Understanding
- Definition

## Module Two: Review Questions

1. What is necessary for reaching higher skills?

A. Hierarchy

B. Nothing

C. Develop learning strategies

D. Define learning

# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.





# Adult Learning: Mental Skills

## Quick Reference Sheet



### Definition

The cognitive domain is what most people associate with education because it is knowledge based. Focusing on the cognitive domain increases intellectual capability.

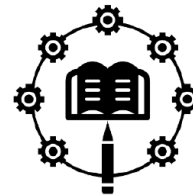


The six levels of the domain move from the simplest at the bottom, to the most complex at the top. Some educators; however, do not follow the prescribed order of stages. There is also some disagreement as to whether the original or updated version of the domain is more effective. Situations that require more creative activities typically benefit from the updated version.

### Types of Knowledge

Bloom's original cognitive domain identified three different types or levels of knowledge. These were factual, conceptual, and procedural.

The updated domain added a fourth level, the metacognitive. Understanding these levels of knowledge and their differences is necessary for implementing the cognitive domain.



## Bloom's Taxonomy

Bloom's Taxonomy has been a staple of educators for decades, particularly in the cognitive domain. Educators of both children and adults should be familiar with the theory's history and how it has changed over the years.

A fundamental understanding of Bloom's Taxonomy is essential, particularly when attempting to implement it in the classroom.



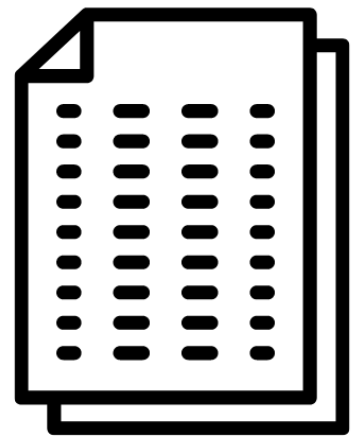
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



## **Icebreaker: Group Résumé**

### **PURPOSE**

To help participants get acquainted and start talking to each other.

### **MATERIALS REQUIRED**

1. Name card for each person
2. Markers

### **PREPARATION**

Have participants fill out their name card. Divide participants into groups of four to six.

### **ACTIVITY**

Ask participants to create a composite résumé for their group. They might include such things as:

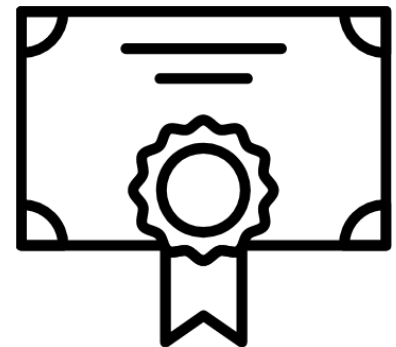
3. Total years of experience
4. Education
5. Skills
6. Positions held
7. Outside interests

Ask each group to present its résumé to the rest of the participants.

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION  
**[Name]**

*Has mastered the course  
Adult Learning Mental Skills*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title  
\_\_\_\_\_