

# Bloom's Taxonomy

## KNOWLEDGE

Recalls or recognizes information, ideas, and principles in the approximate form in which was learned.

DEFINE

## COMPREHENSION

Translates, comprehends, or interprets Explain information based on prior learning.

EXPLAIN

## APPLICATION

Selects, transfers, and uses data and principles Create to complete a problem or task with a minimum of direction.

CREATE

## ANALYSIS

Distinguishes, classifies, and relates the assumptions, hypotheses, evidence or and structure of a statement or question.

COMPARE  
AND  
CONTRAST

## SYNTHESIS

Originates, integrates and combines into a product, plan or proposal that is new or a novel situation.

COMBINE  
/INTEGRATE  
DIFFERENT PARTS,  
COMPONENTS, ETC.  
and  
CREATE

# Previewing

## Make Memory File Folders

- Syllabus Topics/Outline
- Chapter looking at headings, pictures/graphs, read captions, summary
- Read question stems (PreTest, BRS/Grid, online “?” banks)
- Read the chapter
- Read last year’s notes

# Lecturing, Reviewing, and Retaining (Learning)

After this number of days	The amount remembered by students who did NO review	The amount remembered by students who DID review
7	33%	83%
63	14%	70%

**Without reviewing, within 1-2 days, we forget about 80%  
of what we have learned.**

# RECITATION and LONG TERM RETENTION

There is no principle that is more important or more effective than *recitation for transferring material from the short-term memory to the long-term memory.*

**Recitation** can take several forms –

- *Thinking about it*
- *Writing it out*
- *Saying it out loud*

# Recitation can take several forms –

- "*Thinking about it*" is potentially *the least effective* because it gives us the *least amount of reinforcement*
- "*Writing or speaking*" involves more electrical muscle movement messages to the brain which are known to increase mental response and recording.
- *Vocal, "out loud" recitation is usually the most effective single technique for review because it employs more of the senses than any other review technique (utilizing both auditory and vocal senses.)*

# Increasing Retention With Practice Questions

- **Students who self-test frequently while studying on their own may be able to learn more, in much less time, than they might by simply studying the material over and over again. Incorporating more frequent classroom testing into a course may improve students' learning and promote retention of material long after a course has ended."**
- **"Perhaps equally important, this study demonstrates that students who rely on repeated study alone often come away with a false sense of confidence about their mastery of the material. "**
- **"In an experiment in which students either took quizzes or were permitted to study material repeatedly, students in the study-only group professed an exaggerated confidence, sure that they knew the material well, even though important details already had begun slip-sliding away. The group that took tests on the material, rather than repeatedly reading it, actually did better on a delayed test of their knowledge. "**

# Cornell Note Taking Modified

- **Record**

1. During the lecture, record in the right-side column as many meaningful facts and ideas as you can.
2. Fill in column on left-hand side by identifying, summarizing, etc.

- **Recite**

Cover the right-hand side, say out loud what is remembered in your own words. Check to verify what you remembered

- **Review**

Incorporate an overall Weekly Review into your Weekend Review

**NOTE:** *Leave 2-3 hours on the weekend for “Catch-Up” to go over material not able to finish during week due to focusing more on what you “did” remember or recognize.*



# Cornell Method of Note Taking

<b>Vertebral Column Characteristics</b>	<b>33 Vertebrae: Cervical/7, Thoracic/12, Lumbar/5, Fused Sacral/5, Fused Coccygeal Vertebrae/4</b>
<b>Consists of:</b>	<b>Body and Vertebral Arch</b>
Body	Short cylinder Separates and binds together forming cartilaginous joints Articulate with heads of ribs
Vertebral Arch	Paired pedicles laterally Paired laminae posteriorly Forms the vertebral foramen with vertebral body Protects spinal cord
Spinous Process	Protects posteriorly Bifid – cervical region Spine-like – thoracic region Oblong – lumbar region





# Question Log

# PEARLS

- **Preview**
  - Short – 5 – 10 minutes
  - Long – 30 minutes or more
- **Review**
  - Ten (10) minutes after learning
  - Review day of lecture
  - One (1) week after learning
  - One (1) month after learning
  - Six (6) months after learning
- **Study in 20-50 minute chunks** with breaks of 10 minutes where relaxation and/or something physical and fun are mandatory.
- Use **Practice Questions** to reinforce and save time
  - Previewing
  - Focusing (backwards)
  - Challenging Concepts
  - Fill-in Details