

# The third and fourth Cs

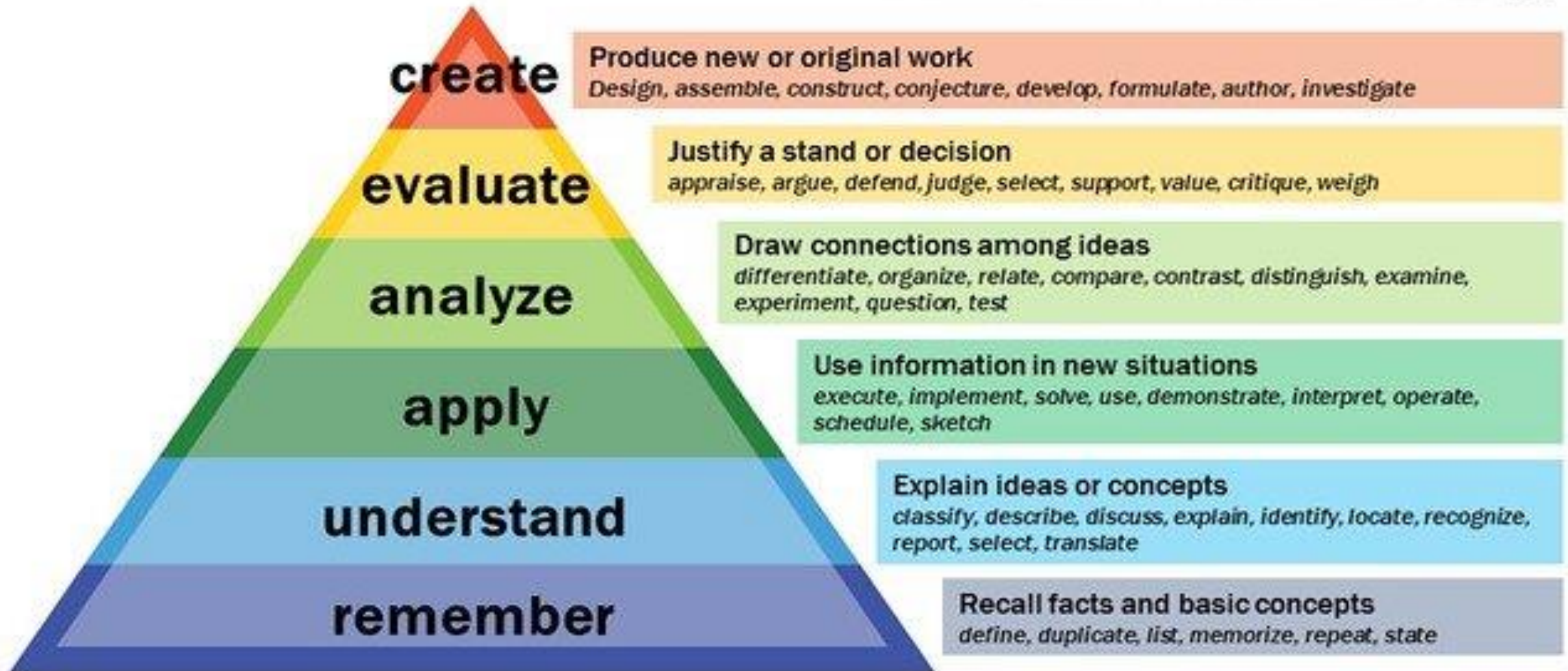
# The FOUR Cs



# Bloom's Taxonomy



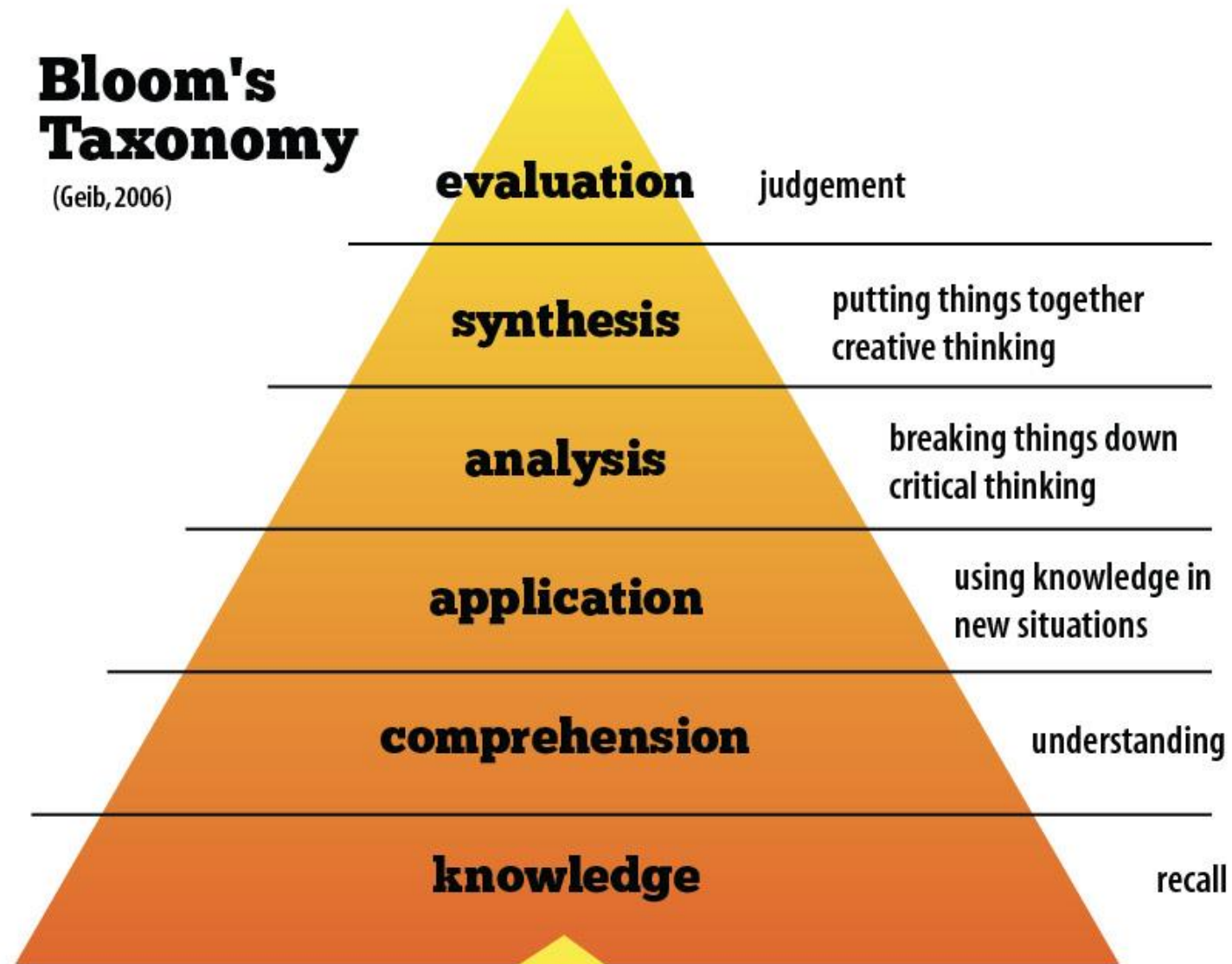
# Bloom's Taxonomy



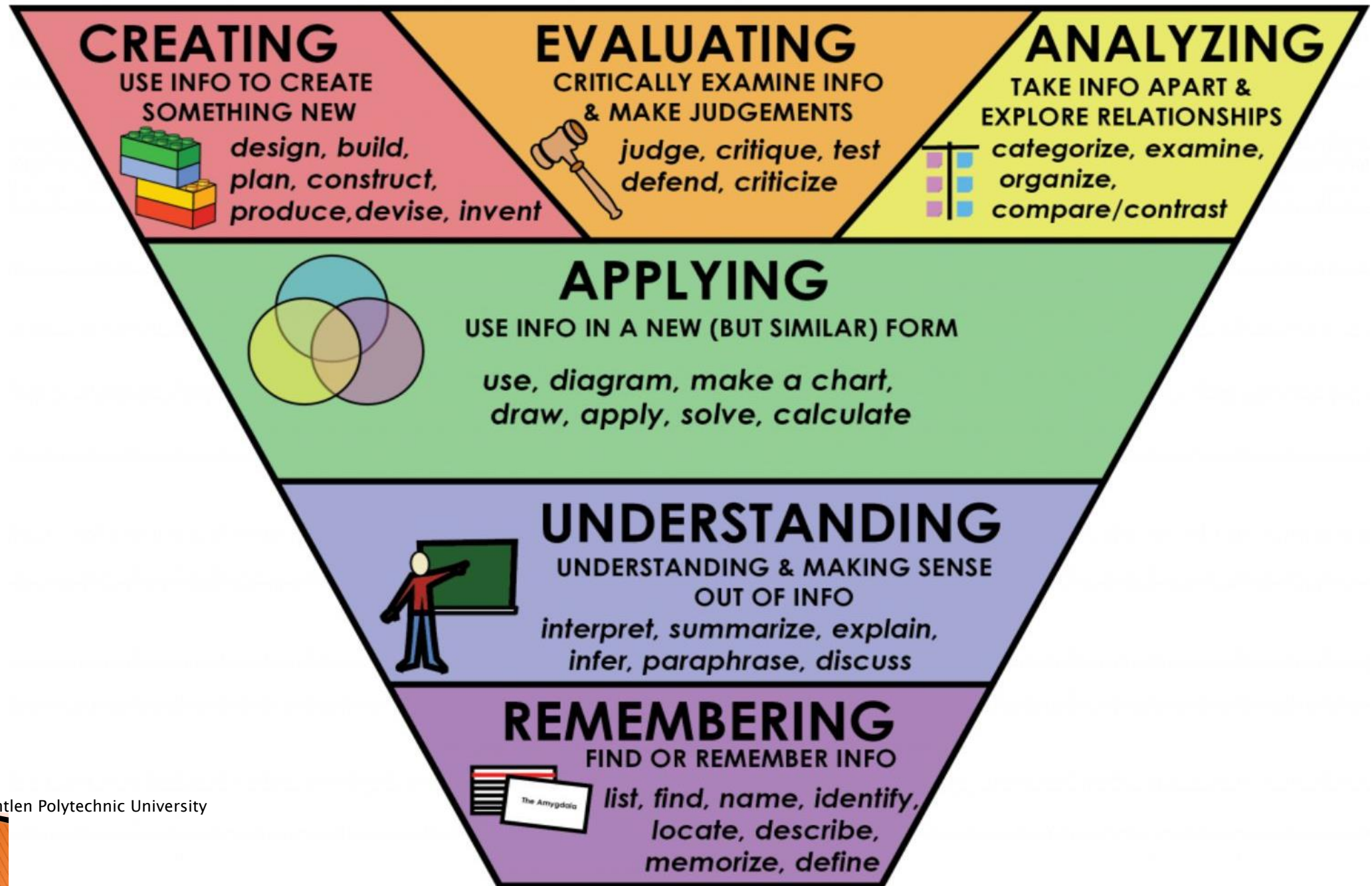


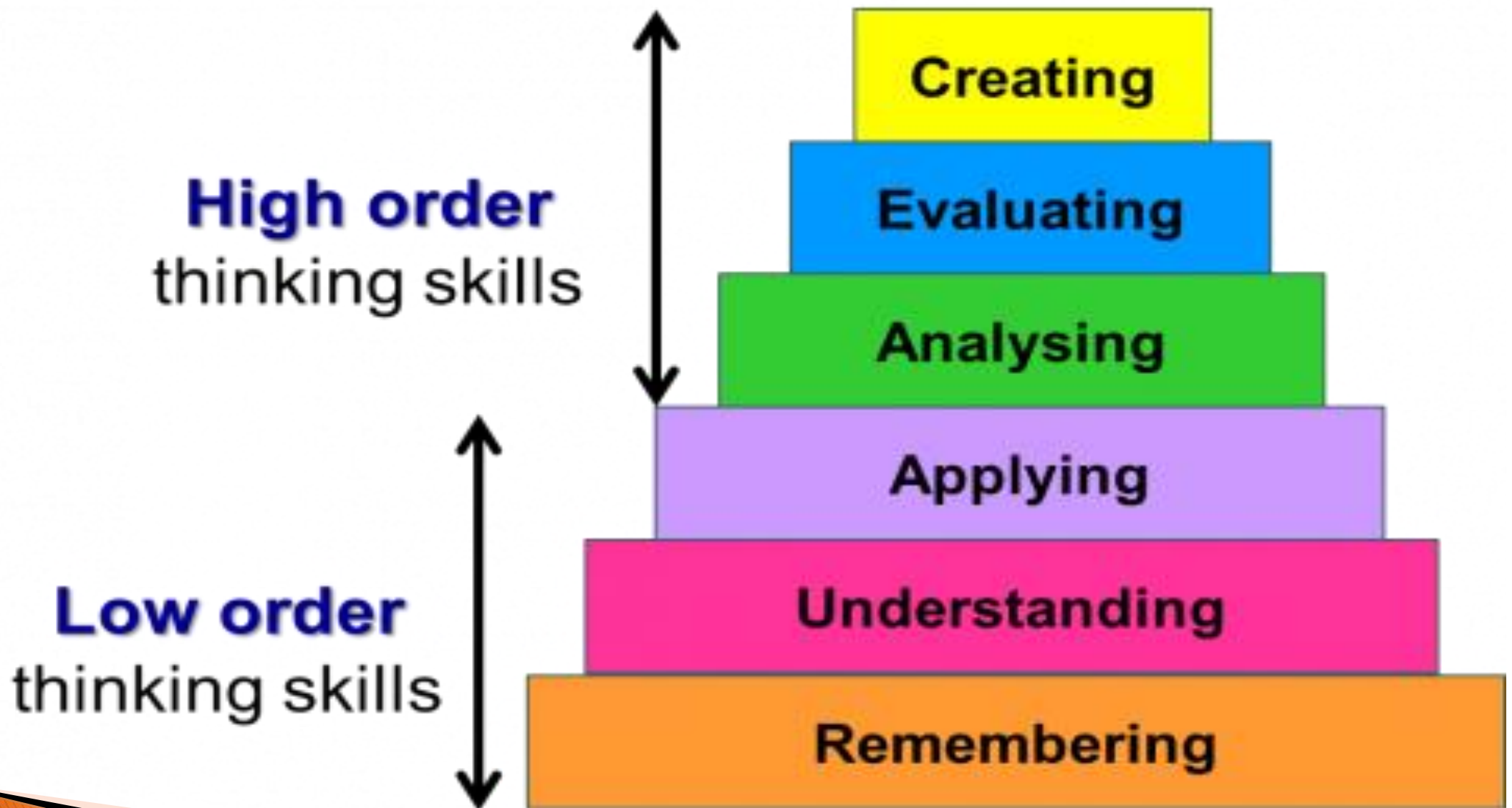
# Bloom's Taxonomy

(Geib, 2006)

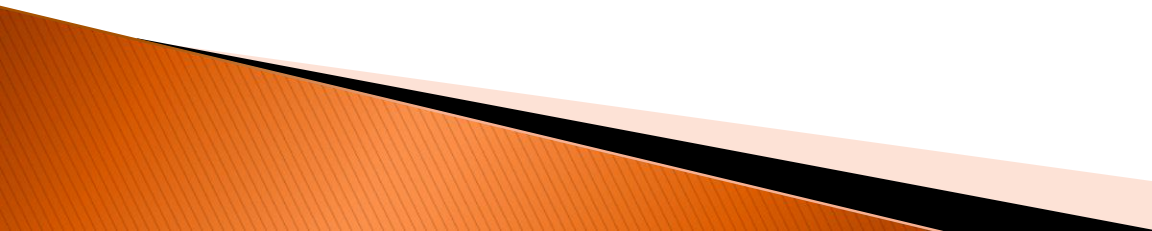


Knowledge Retention  
Foundation for higher order thinking





A word to the wise: of the approximately 80,000 questions asked on average annually by teachers, 80 per cent are at the lowest level of thinking – factual knowledge. (Gall 1984; Watson/Young 1986 in Mehisto et al. 2008)











# The Third C – Cognition

Higher order thinking skills	
Creating	making, designing, constructing, planning, producing, inventing
Evaluating	checking, hypothesizing, experimenting, judging, testing, monitoring, rating, assessing
Analyzing	comparing, organizing, outlining, finding, structuring, integrating, devising, illustrating
Applying	implementing, carrying out, using, solving, demonstrating
Understanding	comparing, explaining, classifying, exemplifying, summarizing, labelling
Remembering	recognizing, listing, describing, identifying, retrieving, naming, finding, defining
Lower order thinking skills	

Adapted from Bloom



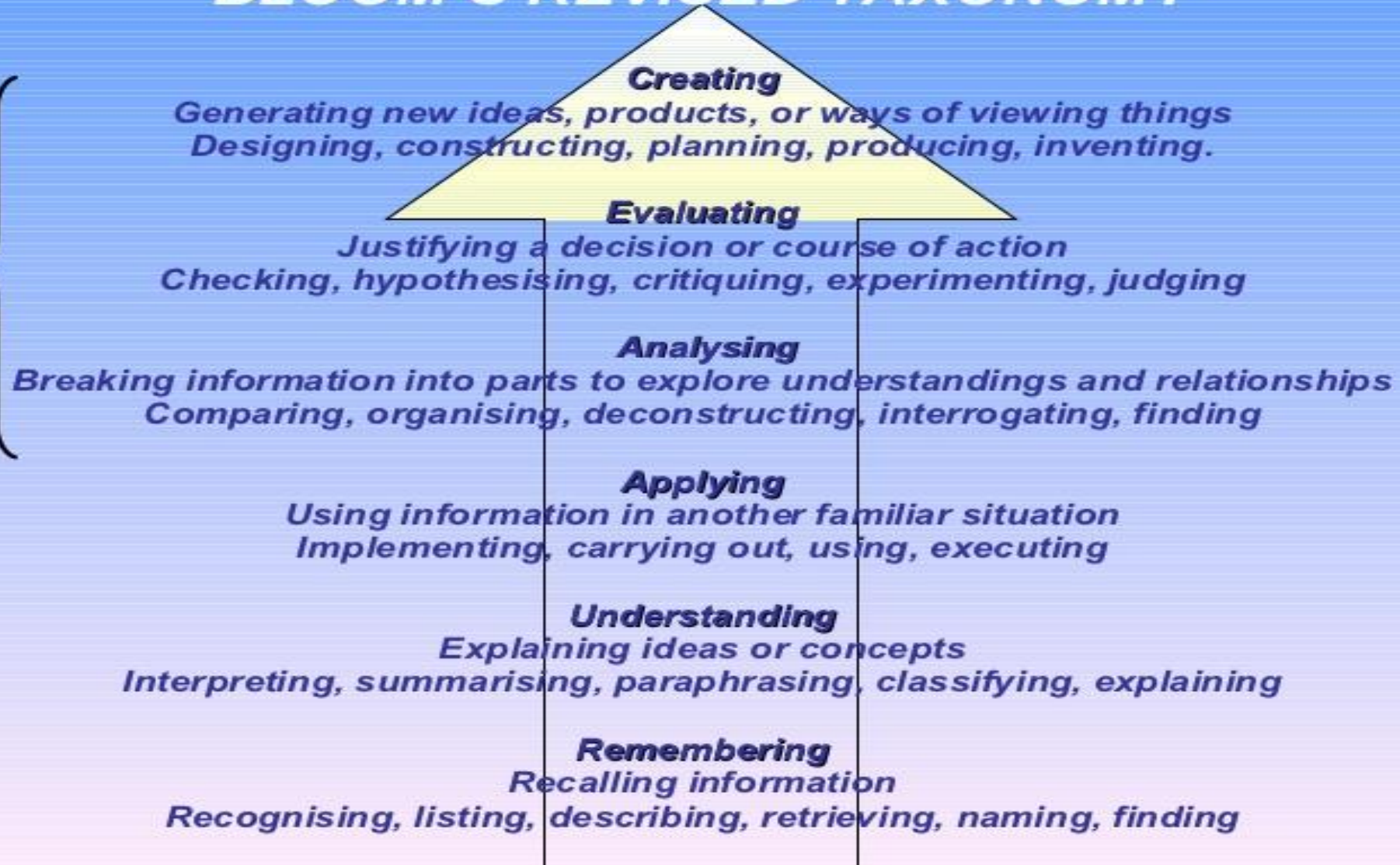


<b>KNOWLEDGE -REMEMBERING POTENTIAL ACTIVITIES AND PRODUCTS</b>	<b>COMPREHENSION POTENTIAL ACTIVITIES AND PRODUCTS</b>	<b>APPLICATION POTENTIAL ACTIVITIES AND PRODUCTS</b>
<ul style="list-style-type: none"><li>• Make a list of the main events.</li><li>• Make a timeline of events.</li><li>• Make a facts chart.</li><li>• Write a list of any pieces of information you can remember.</li><li>• List all the .... in the story/article/reading piece.</li><li>• Make a chart showing...</li></ul>	<ul style="list-style-type: none"><li>• Cut out or draw pictures to show a particular event.</li><li>• Illustrate what you think the main idea was.</li><li>• Make a cartoon strip showing the sequence of events.</li><li>• Write and perform a play based on the story.</li><li>• Retell the story in your words.</li><li>• Paint a picture of some aspect you like.</li><li>• Write a summary report of an event.</li><li>• Prepare a flow chart to illustrate the sequence of events.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Construct a model to demonstrate how it will work.</li><li>• Make a scrapbook about the areas of study.</li><li>• Take a collection of photographs to demonstrate a particular point.</li><li>• Make up a puzzle game using the ideas from the study area.</li><li>• Make a clay model of an item in the material.</li><li>• Design a market strategy for your product using a known strategy as a model.</li><li>• Paint a mural using the same materials.</li></ul>
<b>ANALYSIS POTENTIAL ACTIVITIES AND PRODUCTS</b>	<b>SYNTHESIS – CREATIVITY POTENTIAL ACTIVITIES AND PRODUCTS</b>	<b>EVALUATION POTENTIAL ACTIVITIES AND PRODUCTS</b>
<ul style="list-style-type: none"><li>• Design a questionnaire to gather information.</li><li>• Write a commercial to sell a new product.</li><li>• Conduct an investigation to produce information to support a view.</li><li>• Make a flow chart to show the critical stages.</li><li>• Construct a graph to illustrate selected information.</li><li>• Make a family tree showing relationships.</li><li>• Put on a play about the study area.</li><li>• Write a biography of the study person.</li></ul>	<ul style="list-style-type: none"><li>• Design a building to house your study.</li><li>• Create a new product. Give it a name and plan a marketing campaign.</li><li>• Write about your feelings in relation to...</li><li>• Write a TV show, play, puppet show, role play, song or pantomime about...?</li><li>• Design a record, book, or magazine cover for...?</li><li>• Make up a new language code and write material using it.</li><li>• Sell an idea.</li></ul>	<ul style="list-style-type: none"><li>• Prepare a list of criteria to judge a ... show. Indicate priority and ratings.</li><li>• Conduct a debate about an issue of special interest.</li><li>• Make a booklet about 5 rules you see as important. Convince others.</li><li>• Form a panel to discuss views, e.g. "Learning at School".</li><li>• Write a letter to ... advising on changes needed at...</li><li>• Write a report.</li><li>• Prepare a case to present your view</li></ul>



# BLOOM'S REVISED TAXONOMY

Higher-order thinking



# The FOUR Cs



Students do not only have to learn how to talk about key issues in the foreign language, they also need to become aware of the hidden cultural codes and the appropriate linguistic and non-linguistic means and strategies to address them  
(Meyer, 2010:52).

“CLIL offers rich potential for developing notions of pluricultural citizenship and global understanding...”

Coyle, Hood and Marsh ([2014](#), p. 55)



# CULTURE – CITIZENSHIP – COMMUNITY

Task:

- ▶ Brainstorm different topics which are covered in the different subjects (maths, history ..) and identify any aspects of **CULTURE – CITIZENSHIP – COMMUNITY** that could be present in each of these

e.g.

