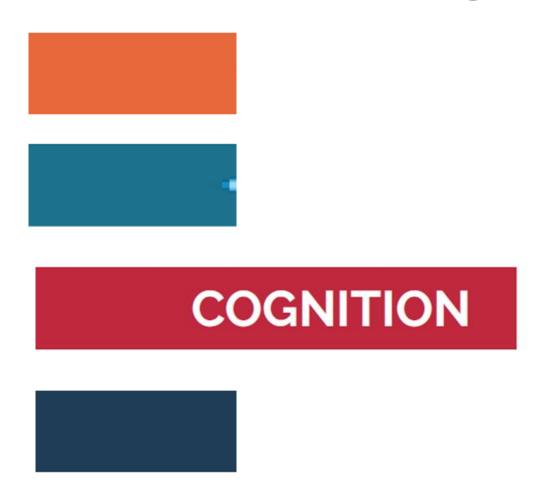
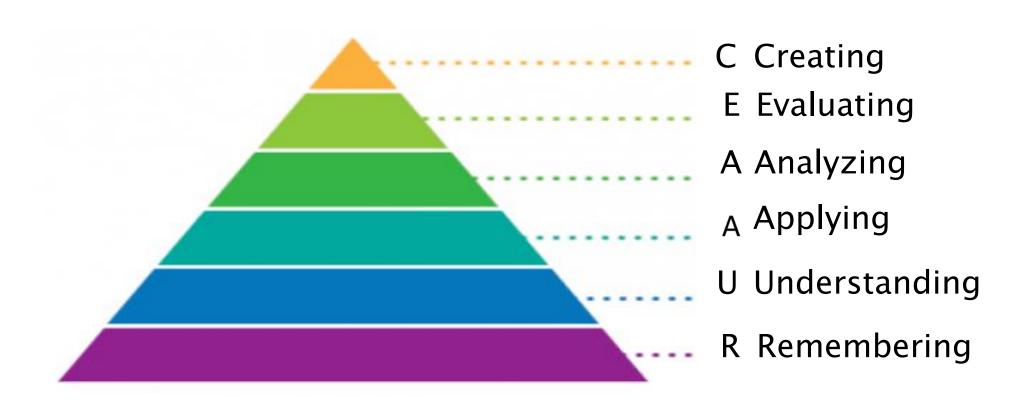
The third and fourth Cs

The FOUR Cs



Bloom's Taxonomy



Bloom's Taxonomy



Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts define, duplicate, list, memorize, repeat, state



Bloom's

Taxonomy evaluation judgement (Geib, 2006) putting things together synthesis creative thinking breaking things down analysis critical thinking using knowledge in application new situations comprehension understanding knowledge recall

> **Knowledge Rentention** Foundation for higher order thinking

CREATING

USE INFO TO CREATE SOMETHING NEW



design, build, plan, construct, produce, devise, invent

EVALUATING

CRITICALLY EXAMINE INFO

& MAKE JUDGEMENTS

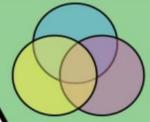
judge, critique, test defend, criticize

ANALYZING

TAKE INFO APART & EXPLORE RELATIONSHIPS

categorize, examine, organize,

compare/contrast



APPLYING

USE INFO IN A NEW (BUT SIMILAR) FORM

use, diagram, make a chart, draw, apply, solve, calculate



UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFO

interpret, summarize, explain, infer, paraphrase, discuss

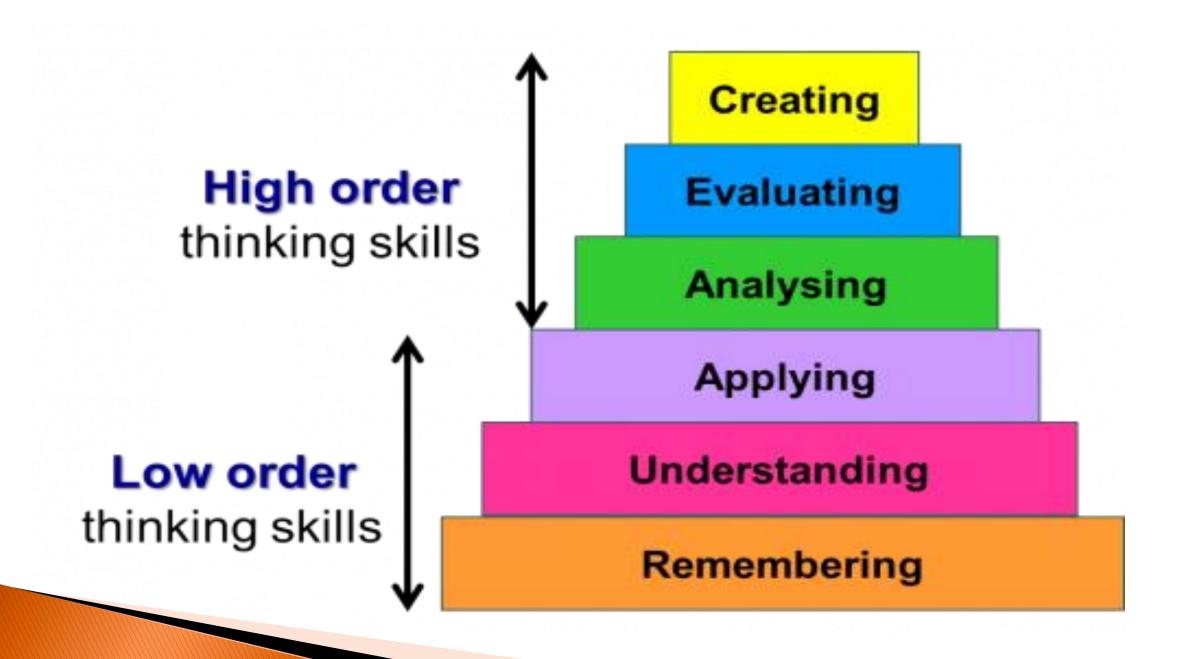
REMEMBERING

FIND OR REMEMBER INFO



list, find, name, identify, locate, describe, memorize, define

Rawia Inalm / Kwantlen Polytechnic University



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

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- 1	+
- 1	+++
- 1	+ 1

 Make a list of the main events Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story/article/reading piece. Make a chart showing 	COMPREHENSION POTENTIAL ACTIVITIES AND PRODUCTS Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events.	 APPLICATION POTENTIAL ACTIVITIES AND PRODUCTS Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Paint a mural using the same materials.
ANALYSIS POTENTIAL ACTIVITIES AND PRODUCTS	SYNTHESIS – CREATIVITY POTENTIAL ACTIVITIES AND PRODUCTS	EVALUATION POTENTIAL ACTIVITIES AND PRODUCTS
 Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. 	 Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to Write a TV show, play, puppet show, role play, song or 	 Prepare a list of criteria to judge a show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others.
 Construct a graph to illustrate selected information. 	pantomime about? Design a record, book, or magazine cover for?	 Form a panel to discuss views, e.g. "Learning at School.". Write a letter to advising on changes needed at
Make a family tree showing relationships. Put on a play about the study area.	Make up a new language code and write material suing	Write a report. Prepare a case to prepent your view.
 Put on a play about the study area. Write a biography of the study person. 	it. Sell an idea.	Prepare a case to present your view

Higher-order thinking

BLOOM'S REVISED TAXONOMY

Creating

Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action Checking, hypothesising, critiquing, experimenting, judging

Analysing

Breaking information into parts to explore understandings and relationships Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information
Recognising, listing, describing, retrieving, naming, finding

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

