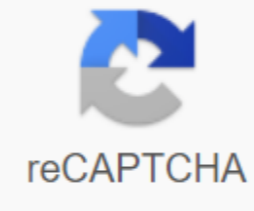




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Bloom's cognitive domain's taxonomy is structured at levels of increasing complexity - from the simplest to the most complex - which means that in order to acquire a new skill related to the next level, the student must master and acquire the skill of the previous level. Only after knowing a particular subject can someone understand it and apply it. In this sense, the proposed taxonomy is not only a classification scheme, but also the ability to hierarchically organize cognitive processes in accordance with the levels of complexity and goals of desired and planned cognitive development. The processes classified by the b94th cognitive goals taxonomy, in addition to presenting the expected results of the training, are cumulative, which characterizes the relationship between levels and organized in terms of the complexities of mental processes. Applying a very practical way of using, as it allows, from using a cognitive domain table to understand which verb to use/apply, depending on the expected behavior, the organization targets learning in six levels, which, in an increasing order of complexity the following: - Knowledge - refers to the ability of the student/intern to recall, identify, recognize or identify specific information from previous learning situations; Understanding - Refers to the Student/Formation ability to demonstrate understanding of information by being able to reproduce his ideas and words of his own; App - Relates to the ability of a student/intern to collect and apply information in specific situations or problems; Analysis - Relates to the ability of a student/graduate to structure information by disparaging parts of academic subjects and establishing relationships, explaining them, between constituent parts; Synthesis - Refers to the ability of a student / Graduate in collecting and communicating information from various sources, forming a new product; Assessment - Relates to the ability of a student/intern to make judgments about the value of something (products, ideas, etc.) tailored to known criteria. I always focus and thank Dr. Celia Simonetti for presenting, addressing and using this tool in helping to build texts, projects and articles. Benjamin Bloom and his followers categorized educational goals into three categories: Cognitive: goals that emphasize memorizing or reproducing something that has been studied, or related to the resolution of some intellectual activity for which a person must identify a significant problem, then reorganize the material or combine ideas, methods or procedures learned; Affective: goals that emphasize feeling, emotion or degree of acceptance or rejection. Such goals are expressed as interests, views or values. Psychomotors: targets that emphasize some muscle or motor skills. The cognitive area is one of the three most commonly used in assessments and, according to Bloom's taxonom of educational goals, there are six levels of cognitive field, as expressed in the figure below: 2.1 BLOOM'S COGNITIVE DOMAINS 1. Knowledge: The student will remember or know the information, ideas and principles in the (approximately) way in which they have been studied. Example: Write, List, Label, Name, Say, Set. 2. Understanding: The student translates, understands, or interprets information based on previous knowledge. Photo: Explain, Sum, Paraphrase, Describe, Illustrated. 3. Appendix: The student selects, transmits and uses data and principles to perform a problem or task with minimal control. For example, use, calculate, authorize, demonstrate, apply, build. 4. Analysis: The student distinguishes, classifies and binds assumptions, hypotheses, evidence or structure of a statement or question. Ex: Analysis, categorization, comparison, contrast, separately. 5. Synthesis: The student creates, integrates and combines ideas into a new product, plan or offer for him or her. For example, to create, plan, develop a hypothesis (s), invent, develop. 6. Evaluation: The student evaluates, evaluates or criticizes based on specific standards and criteria. For example: Judge, Recommend, Criticize, Justify. The processes characterized by taxonomics must represent the results of the training, that is, each taxonomic category represents what the person learns, not what he already knows, assimilated from his family or cultural context. Processes are cumulative, one cognitive category depends on the previous one and, in turn, supports the following. These categories are organized in a gradient in terms of the complexity of mental processes. 2.2 Thomsonomy of Blossoms The following table illustrates Bloom's taxonom. The first column shows the learning goals associated with Bloom. The second column shows how they are progressed, and the third is the result of learning. 2.3 Using cognitive domain in different assessment situations. Knowledge - Identify and call information. Who, what, when, where, how...? Describe... (Check that a person already knows/give information). Understanding - Organize and select facts and ideas. Say... in their own words. What is the basic idea ...? (Help organize what is already known and organize new facts in an organized way.) Appendix - Using facts, rules, principles. Explain how ... Because... is an example... As... refers to Why... Is it relevant? (Assess/evaluate relevance to solve the problem). Analysis - Separate something (whole) into pieces. What are the parts (or features)...? Rate... According to... Make a chart, chart, etc. out... As... compared /contrasts with ...? What evidence can you provide for... How to justify it ... (Encourage students to study the information in detail to identify the parties and understand the relationship between the two.) Synthesis - Combine ideas to form a new set. What can be predicted (conclusion) from ...? What ideas can you add to...? How would you create a (sketch) new...? What solutions could you offer for...? (Creating new knowledge about existing knowledge in an original way). Assessment - Develop opinions, judgments, decisions. Do you agree ...? What do you think about ...? What's more important in ...? Set priorities for ... According to... What would you decide about...? What criteria would you use to evaluate...? (Check to see if the problem or goal has been achieved. Source:..... Thomma - Rui Souza (2008)... Cognitive learning goals set for the introduction of the PLE methodology in MIEGI were met with the flowering taxonomy (Bloom and Krathwohl, 1956). In this area, this taxonomy categorizes learning goals according to the levels shown in Figure 1. Skills acquired by students to achieve a level of achievement also include skills inherent in lower levels. Figure 1 - Bloom Taxonomium (adapted from: Felder and Brent, 2007) By achieving the goals of the lowest level of hierarchy - the level of knowledge - students establish first contact with a given area of study, being able to recall/cite definitions and other basic concepts as in the field, however, without being able to explain them in detail. At the level of understanding, the goals already relate to the ability to interpret, classify and compare terms and concepts, which makes it possible, of course, to provide an appropriate detailed explanation, oral or written. It should be noted, however, that this level of understanding continues to concern basic concepts rather than advanced concepts/systems related to the area under study. With the achievement of the goals of the next level of learning - the level of application - students begin to be able to apply the knowledge gained when faced with new scenarios /situations (obviously within the field is being studied). They are able to perform calculations and solve new tasks using appropriate methodologies. In the acquired competencies are beginning to move beyond basic concepts, beginning to approach advanced concepts/systems. In this way, students can explain, interpret and predict the behavior of the system. In order for students to develop assessment skills, it is necessary to combine with the experience, on the node at the level of analysis, a set of additional goals - this is the reason for the assessment of the level of taxonom of flowering. In addition to the analysis, students can now criticize and compare the different systems offered to address this scenario/situation. This comparison involves defining criteria and forms of evaluation and classification, a definition that is part of the acquired competencies. Finally, at the top of the hierarchy is the level of synthesis. Satisfaction with the goals of this level is reflected in the ability to develop, design and plan for the development of new systems. In keeping with what has already been mentioned, by achieving the goals of the level of synthesis, students are actually achieving the goals of all lower levels of taxonom. It should be noted, however, that when creating a course or discipline order in which different levels of purpose arise, it should not be consistent, although Figure 1 appears to indicate. In several general classifications, levels of knowledge, understanding, and application are considered low-level targets, and levels of analysis, evaluation, and synthesis are considered high-level goals. Felder and Brent (2007) will say that while undergraduate courses focus primarily on the low-level goals of Bloom's taxonom, it is desirable that all levels be considered and advocate for the highest-level goals of analysis, evaluation and synthesis in the first year of the bachelor's degree. THE IMPLEMENTATION OF PLE in MIEGI follows this approach, seeking to incorporate learning goals at all levels in all project support courses. In the case of the development of a prototype, the goals of the highest level are certainly the main goals - synthesis (design, creation, etc.). REFERENCES Bloom, B. S. and Krathwohl, D. R. (1956). Taxonomium educational goals: classification of educational goals by a committee of students and university experts. New York, Addison-Wesley. Felder, R. and Brent, R. (2007). Effective training documentation of the training activities 01/2007 of September 10-11, 2007, The University of Mignot. Minho. taxonomia bloom verbos para objetivos. taxonomia bloom verbos pdf. lista de verbos taxonomia de bloom. taxonomia de bloom verbos para objetivos generales y especificos. taxonomia de bloom verbos para objetivos pdf. rueda de verbos basada en la taxonomia de bloom. taxonomia de benjamin bloom verbos. verbos dela taxonomia de bloom

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