Global Learning Integration Worksheet

Part I: Where are you going?

Using Anderson's revised taxonomy of teaching and learning and Krathwohl and Bloom's Taxonomy of the Affective Domain as guides for writing meaningful and measurable goals, complete the statement below indicating how your students' **global learning** will be different after completing your course.

Global Learning Goals:
By the end of the semester my students will

_____

_____

_____

_____

_____

_____

A Taxonomy for Learning, Teaching, and Assessing:
A Revision of Bloom's Taxonomy of Educational Objectives

		Cognitive Process Dimension					
		1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Knowledge Dimension	A. Factual						
	B. Conceptual						
	C. Procedural						
	D. Meta-Cognitive						

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Global Learning Integration Worksheet

A Taxonomy for Learning, Teaching, and Assessing continued*:*

Cognitive Process Dimension		
Process Category	**Definition**	**Other Descriptions**
Remember	Retrieve relevant knowledge from long term memory	Retain, recall, recognize, memorize, recollect, think of
Understand	Construct meaning from instructional messages, oral, written or graphic	Interpret, exemplify, classify, summarize, infer, compare, explain
Apply	Carry out procedures	Execute, implement
Analyze	Break material into parts and determine relationships	Differentiate, organize, attribute
Evaluate	Make judgments based upon criteria or standards	Check, critique, assess, judge, appraise
Create	Put elements together into coherent or functional whole, reorganize into new patterns	Generate, plan, produce, invent

Knowledge Dimension		
Knowledge Dimension	**Definition**	**Such As:**
Factual Knowledge	Basic elements to be acquainted with the discipline and solve problems	Terminology, vocabulary, elements and details
Conceptual Knowledge	Interrelationship among basic elements	Categories, principles, theories, models and structures
Procedural Knowledge	How to do something	Subject specific skills, methods of inquiry and criteria for using, techniques and procedures
Meta-cognitive Knowledge	Knowing about knowing	Strategic knowledge, reflections and self-knowledge

Anderson, Lorin W., David R. Krathwohl, et. al. (2001). *A Taxonomy for Learning, Teaching, and Assessing : A Revision of Bloom's Taxonomy of Educational Objectives*. Abridged ed. New York: Longman.

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Krathwohl and Bloom's Taxonomy of the Affective Domain

In addition to formulating a taxonomy of the cognitive domain, Krathwohl and Bloom in 1964 created a taxonomy of the affective domain. This domain focuses on learning goals characterized by a feeling, emotion, or degree of acceptance or rejection. The affective taxonomy is organized based on the concept of internalization, the process by which a person moves from recognizing that something arouses an affective response, to the point where that affect has been incorporated into the person's value system and consistently guides the person's behavior. Affective domains are important components of global learning.

Affective Taxonomy			
Level	**Definition**	**Example**	**Action Verbs**
Receiving	Being aware of or attending to something and being willing to tolerate it	Individual reads a book passage about civil rights.	Accept, attend, develop, ask, recognize, listen for, describe, differentiate, receive, identify, tolerate
Responding	Showing some new behavior as a result of the experience	Individual answers questions about the book, reads another book by the same author, another book about civil rights, etc.	Complete, comply, cooperate, discuss, examine, obey, assist, respond, follow, volunteer, perform, write, help with
Valuing	Showing some definite involvement or commitment	The individual voluntarily attends a lecture on civil rights.	Accept, defend, devote oneself to, pursue, seek, support, join, debate, value, justify, work on
Organization	Integrating a new value into one's general set of values, giving it some ranking among one's general priorities	The individual arranges a civil rights rally.	Codify, discriminate, display, order, organize, systematize, weigh, discuss, theorize, formulate, balance, examine, adhere to
Characterization by Value Set	Acting consistently with the new value	The individual is firmly committed to the value, perhaps becoming a civil rights leader.	Internalize, verify, be rated high in the value, require, resolve

Adapted from Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964). *Taxonomy of educational objectives, Book II. Affective domain*. New York: David McKay Company, Inc.

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Global Learning Integration Worksheet

Part II: How will you know that students have achieved the global learning goals?

Imagine an assessment or exercise that you will create that demonstrates your students have accomplished your global learning goals. Describe your assessment below.   This can be anything from a research paper, a learning essay, and a social action art project, to deliberation or debate, an exam, a field project, or community service,   Be as detailed as possible.

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Global Learning Integration Worksheet

Part III: How will students complete the assessment?

Global Learning Outcomes (GLO) (in measurable terms) What must students be able to think, feel and do to successfully complete the global learning assessment?	Topics/Content What content, issues, or ideas will students engage with respect to this learning outcome?
A.	
B.	
C.	
D.	
E.	
F.	

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Part IV: How and when will student learning be achieved in your course?

Use the table below to indicate when the student learning associated with each global learning outcome (GLO) will occur during the semester

Day	GLO	Topics/Content What content, issues, and ideas will students engage with respect to this learning outcome?	Preparation for Class Activities How will students prepare for in class activities in respect to this learning outcome?	In Class Activities How will students practice and process this learning outcome?	Follow Up What's the next step for students? What will students do following their work with you?
1					
2					
3					
4					

Adapted from:Fink, L.D. (2003). *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass; and Michaelsen, L.K, Knight, A.B., and Fink, L.D. (2002). *Team-Based Learning: A Transformative Use of Small Groups*. Westport, CT: Praeger.

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