

**Workshop Name:**

**Duration:** 2 hours

**Age group / learning context:**

### **Learning Outcomes**

*After this workshop, students will:*

- *understand the main framing concept, which is...*
- *become aware of artists who work with...*
- *be able to explain...*
- *be able to interpret...*
- *apply a technique...*
- *have a different perspective about...*
- *empathize with...*
- *have self-knowledge about...*

### **Materials**

*To facilitate this workshop, educators need to have these supplies on hand:*

**Setup**

*Before / as the workshop begins, educators need to arrange the space as follows:*

**Introductions / Support / Energy**

*To create a supportive / energetic space, educators begin the workshop with the following:  
(ex: stretch, walk around, do an “ice breaker” activity)*

**Framing**

*This workshop explores the following concept / technique:  
Educators should introduce the concept / technique with the following:*

**Procedure**

*To run this workshop, here are the list of steps / activities educators will guide students through:*

1.

2.

3.

4.

5.

6.

7.

8.

### **Discussion / Reflection**

*After the procedure above, students will return to the framing concept / technique. Educators will facilitate a discussion / reflection about the framing concept / technique by:*

### **Closing / Thanks / Ending Energy**

*To close the supportive / energetic space, educators close the workshop with the following:  
(ex: all clap at once, say one word each, form a circle and pat each other on the back, etc. )*

### **Homework / Assessment Option**

*If educators wish to know that they have achieved the learning outcomes of this workshop (see learning outcomes), they could ask students to:*

- *Speak / write / create work about the framing concept...*
- *Speak / write / create work about the artists mentioned...*
- *Apply the technique of...*
- *Give an accurate explanation of the topic by...*
- *Provide a meaningful Interpretation of the topic by...*
- *Provide a credible perspective about the topic by...*
- *Demonstrate sensitive empathy about the topic by...*
- *Demonstrate self-awareness about the topic by...*




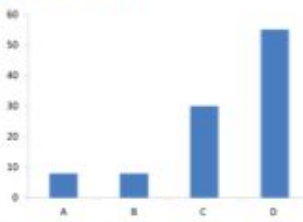
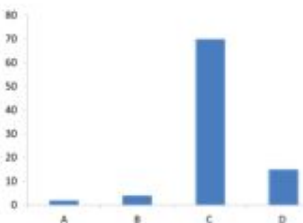


**Homework / Assessment Option continued....**

**Tips and Comments**

*In using this lesson plan, be careful to:*

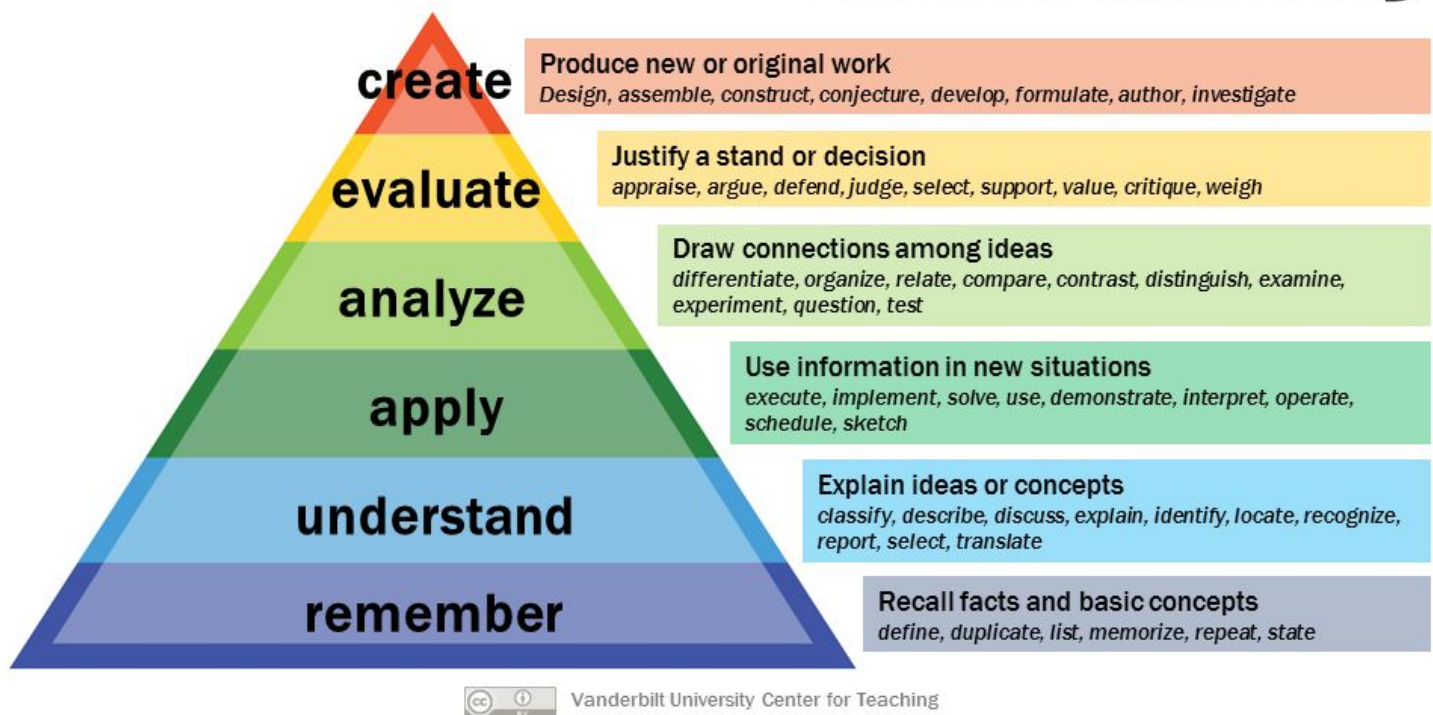
**Connections to larger themes / curricula / syllabi**

*This workshop could be used in conjunction with a syllabi about:*

Examples of informal cooperative learning activities		
<p><b>Think-pair-share</b></p>	<p>The instructor asks a discussion question. Students are instructed to think or write about an answer to the question before turning to a peer to discuss their responses. Groups then share their responses with the class.</p>	<p>Think:  </p> <p>Pair:  </p> <p>Share:  </p>
<p><b>Peer instruction</b></p>	<p>This modification of the think-pair-share involves personal response devices (e.g., clickers). The question posted is typically a conceptually based multiple-choice question. Students think about their answer and vote on a response before turning to a neighbor to discuss. Students can change their answers after discussion, and "sharing" is accomplished by the instructor revealing the graph of student responses and using this as a stimulus for large class discussion. This approach is particularly well-adapted for large classes.</p>	<p>Question:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Your sister calls to say she's having twins. Which of the following is more likely? (Assume she's not having identical twins.)</i></p> <p>A. Twin boys          B. Twin girls          C. One boy and one girl          D. All are equally likely</p> <p><small>Source: derekbraff.org, page 1938</small></p> </div> <p>Individual response:</p>  <p>Discussion, followed by re-voting:</p> 
<p><b>Jigsaw</b></p>	<p>In this approach, groups of students work in a team of four to become experts on one segment of new material, while other "expert teams" in the class work on other segments of new material.</p> <p>The class then rearranges, forming new groups that have one member from each expert team. The members of the new team then take turns teaching each other the material on which they are expert.</p>	<p>Students work with each other to become "experts" on part of material:</p>  <p>The class rearranges to allow for peer-to-peer instruction:</p> 

Cooperative Learning Source: <https://cft.vanderbilt.edu/guides-sub-pages/about-the-teaching-learning-inquiry-journal/>

# Bloom's Taxonomy



In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. **This is Bloom's Taxonomy**, which has been adapted multiple times. Source: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

- **Remember:** Recognizing, Recalling
- **Understand:** Interpreting, Classifying, Summarizing, Inferring, Comparing, Explaining
- **Apply:** Executing, Implementing
- **Analyze:** Differentiating, Organizing, Attributing
- **Evaluate:** Checking, Critiquing
- **Create:** Generating, Planning, Producing

## Taxonomy of the types of knowledge used in cognition:

- **Factual Knowledge:** Knowledge of terminology, specific details, and elements
- **Conceptual Knowledge:** Knowledge of classifications and categories, Knowledge of principles and generalizations, Knowledge of theories, models, and structures
- **Procedural Knowledge:** Knowledge of subject-specific skills, Knowledge of subject-specific techniques and methods, Knowledge of criteria for determining when to use appropriate procedures
- **Metacognitive Knowledge:** Strategic Knowledge, Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, Self-knowledge