

ThinkWell-LearnWell™ Diagram

Metacognitive Learning Goals

Bloom's Higher Order Thinking Skills

Corresponding Learning Outcomes

Lower Order Thinking Skills

Higher Order Thinking Skills

Surface Approach to Learning

Deep Approach to Learning

To Identify or Define Information

Students seek to answer the question: Can I list and define the key terms? Strategy selection and sufficiency of learning is based upon whether students can answer this what-based question.

To Explain Information

Students seek to answer the question: Can I explain the reasoning behind the ideas and concepts? Strategy selection and sufficiency of learning is based upon whether students can answer this why-based question.

To Apply Information to New Situations

Students seek to answer the question: Can I apply this information to a new or different situation, problem or context? Strategy selection and sufficiency of learning is based upon whether students can answer this how-based question.

To Compare and Contrast Information

Students seek to answer the question: Can I distinguish processes, procedures or principles from seemingly identical processes, procedures or principles? Strategy selection and sufficiency of learning is based upon whether students can answer this question.

To Make Judgments About Information

Students seek to answer the question: Can I determine the best rationale or course of action, given the info? Strategy selection and sufficiency of learning is based upon whether students can answer this question.

To Introduce, Develop a Viewpoint

Students seek to answer the question: Can I add to the existing body of knowledge? Strategy selection and sufficiency of learning is based upon whether students can answer this question.

Remembering

Students recall or recognize information, ideas, and principles in the approximate form in which they were learned.

Understanding

Demands that students be able to explain and provide a rationale to support concepts or principles.

Applying

Demands that students be able to select the appropriate method or process and transfer principles and/or concepts to a different problem or task with minimal cues or direction.

Analyzing

Demands that students be able to distinguish and differentiate between comparable processes, methods.

Evaluating

Demands that students be able to make judgments with information.

Creating

Demands that students be able to construct new information from existing information.

Able to Recall or Duplicate Information

Students will be able to reproduce information in similar form as the original source. This learning outcome corresponds to exams in which cues are embedded within the test question.

Able to Provide Rationale for Information

Students will be able to explain why the concepts are central to understanding the key ideas and essential aspects of the subject. This learning outcome corresponds to exams that require explanations or elaborations as answers.

Able to Apply Information to Different Situations

Students will be able to select, transfer and/or use the information to complete a problem or task with minimal direction or cues. This learning outcome corresponds to exams that require students to apply knowledge to a situation.

Able to Discern Nuances of Information

Students will be able to discern patterns, differences and similarities within information. This learning outcome corresponds to exams that require students to distinguish between similar sets of information, processes or outcomes.

Able to Reach Conclusions with Information

Students will be able to make judgments about the information. This learning outcome corresponds to exams that require students to decide which course of action, solution or option is best.

Able to Produce New Information

Students will be able to expand the existing body of knowledge. This learning outcome corresponds to exams that require students to integrate their ideas on established literature.

