Defining Rigor and Relevance: Where Bloom’s Taxonomy Meets Student-Centered Learning

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Note: Videos and images have been removed to reduced file size

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What’s rigor?
Work with a partner to develop a definition of rigor.

What’s relevance?
Work with a partner to develop a definition of relevance.

Bloom’s Taxonomy of Thinking Skills
- Creating - generating new ideas
- Evaluating - justifying a decision or choice
- Analyzing - breaking into component parts
- Applying - using information in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

Can you make instruction relevant to students without sacrificing the content?
If you want to make the instruction relevant to students you’ll need to sacrifice the content.

Learning is relevant when the student:
- understands how this information or skill has some application in their life.
- has an opportunity to follow their own process rather than just learn “the facts.”
- is not just learning content and skills, but is learning how they learn.

Move students toward greater relevance

Using skills and knowledge in routine school setting.
Work as directed by the teacher.

Using skills and knowledge for myself in the real world.
Figuring out my own approaches.

High Rigor
Low Rigor
Low Relevance
High Relevance
Quadrant A
Gather and store bits of knowledge and information. Primarily expected to remember or understand this knowledge.

Example: Pick the right definition.

Quadrant B
Apply knowledge in real-life situations.

Example: Develop a household budget.

Quadrant C
Use knowledge to analyze and solve school-based problems and create solutions. Work under the specific directions of the teacher.

Example: Develop categories for types of plants.
**Quadrant D**  Apply knowledge and skills in complex ways to analyze and solve real problems and create solutions. Confront real-world unknowns.

**Example**  Take part in a science fair and respond to questions.

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**Students are motivated by Reflection**

Shouldn’t students be involved in evaluating their own progress?

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**motivate students with choice**

#1 factor for improving student motivation is choice.

Not whether the student does the assignment, but how they engage in the work.

~Doug Reeves

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**Traditional Writing is Assigned** | **Writing Assigned with Choice**
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Students are asked to write only on the teacher's topics. | Students can develop topics that matter to them.
Student writes for the teacher. | Audience and purpose for writing is identified.
Teacher grades their writing. | Students are asked to reflect on their growth.

From: National Writing Project ~ www.nwp.org
How has the digital age redefined literacy?

Rigor, relevance, reflection: using three strategies

Defining
Summarizing
Comparing

Rigor and Relevance Framework

High Rigor

Low Rigor

Low Relevance
High Relevance

What does instruction look like in each quadrant?

A
B
C
D

Use an organizer to analyze the elements of an image

Listen to a story and draw a summary that depicts action and sequence

I can guess what the teacher thinks is important

Work with a peer to agree on a summary

Willard Daggett – ICLE
I can guess what the teacher thinks is important. Evaluating what you think is important. Creating an appropriate summary for an authentic audience. High Rigor. Low Rigor. Low Relevance. High Relevance.

Summarizing

What skills will the 21st century workplace require?
- Literacy
- Numeracy
- Self-discipline

Creativity and adaptability
they must be flexible independent learners