EDUCATORS RISING

GENERAL RULES AND REGULATIONS – As of 8.19.2024

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines. Guidelines are subject to change. Please refer to the EdRising Membership Portal for the latest version.
Failure to follow the stated guidelines will result in disqualification of student competing.

All students wishing to compete at the Educators Rising National Conference must complete 3 required steps:

1. **Be an Active level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. Click here to join.

2. **Complete the online application** and upload all required materials in their final form by the stated deadline on the National Competition page located in the Student Resources section in the EdRising Membership Portal. **This is NOT done automatically if you competed at a state or regional conference**.

3. **Register to attend** the Educators Rising National Conference.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 1st** of the year in which they are competing. **Check or credit card payment must be received in the National Office by February 15th to be considered an Active-level member.**

- Students may only compete in one competitive event.

- **For contests:** Teacher leaders may enter up to two entries (individual or dual) per school in each event per division.
    - Dual means two students participating.
    - For dual entries consisting of students of varying grade levels, the entry will be placed in the division for the grade level of the most senior member.

- **For competitions:** Teacher leaders may enter up to two entries per school in each individual event per division and one team for team events per division. Competitions/contests that are marked as individual or dual will be considered individual events for this purpose.
    - All team events must have at least two students (and no more than four) per school to qualify.
    - For teams consisting of students of varying grade levels, the team will be placed in the division for the grade level of the most senior member.

- If a competitor is from a state that holds state competitions/contests, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitive events. Visit our state program page on the Educators Rising national website to contact your state/regional coordinator.

- For states that offer state-level competitive events, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference.

- For contests, you must compete in a state level event in order to be eligible to compete at the Educators Rising National Conference. Only entries scoring 97-100 will be eligible to advance to nationals. No other entrants from states that offer the competitive events at the state level will be eligible for those state-level-offered competitive events.

- For nationals, schools are permitted to replace up to fifty percent of the original team members who qualified at the state- level.

- For states that do not offer state-level competitive events, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions. This does not apply to contests since you must qualify at state first before moving to nationals in any competition.

o For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking competition or don't compete in the state-level competitions at all — you, cannot compete in Public Speaking at the National Conference this year. If you live in a state that didn't hold a Public Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Division of Competition

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
  o Middle School — Grades 7, 8
  o High School Junior Varsity— Grades 9, 10
  o High School Varsity level — Grades 11, 12
  o Collegiate level – Undergraduates only

- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.

Application and Submission

- All submitted materials must reflect original work from the 2024-2025 school year. Material that may have been created or submitted in previous years is <u>ineligible.</u>

- **To be scheduled to compete in a national competition, all competitor applications, national dues, and required materials must be submitted online by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal. Deadline extensions will NOT be granted.**

  o **All competitions and contests require an online application submission even if no additional items need to be submitted.**

  o <u>For team competitions only one application should be submitted,</u> all participating students are to be listed as team members in all places indicated on the application form.

  o Each competition guideline will identify what materials are required for submission before the competition. Failure to submit the required materials by the submission deadline will result in disqualification. <u>All submitted materials must be in their final form.</u>

o Students who have won state-level competitive events must also submit their entries on the national website by the deadline to compete at the national conference. Your state does not do this for you.

- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. We recommend that all competitors also bring a copy of the video file on a USB drive to the conference. Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.

- Except when explicitly specified, the Internet may not be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference.** Conference dates and locations will be posted on the Educators Rising website and Membership Portal.

- Competitors must report to their assigned areas on time. Failure to report at their scheduled time can result in disqualification. *Competition schedules will be posted in the [Educators Rising Membership Portal](#) one month before the conference.* Be sure to check these schedules before planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.

- Competitors are expected to dress in business-casual attire. (See the section Competition Dress Code for details on what is acceptable.) Points may be deducted from the entrant's score for failing to follow the dress code.

- Spectators are only permitted in the competitions marked "Open to Spectators." This includes parents, chaperones, teacher leaders, and other attendees. Spectators may not coach or offer any verbal or

nonverbal assistance to a competitor during that competitor's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the competitor.

- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

Judging and Scoring

- All competitions will be recorded to allow for review when determining placement.

- Scoring is based on the posted individual competition rubric.

- Final scores will be based on a scaled score. Scaled scores are calculated through a number of methods including judges tie breakers and room normalizations.

- **Judges will break ties in all competitive events.**

- To accommodate a large number of competitors, we use multiple rooms each with its own set of judges. To ensure fairness across these rooms, we employ a well-established mathematical method to normalize scores. This method helps balance judge subjectivity and ensures all competitors have a fair shot, regardless of their assigned room.

    - In each competitive event, each competitor gets an average score from the judges. That score is averaged with the partner judge. If there is a deviation of more than one standard deviation between rooms, the two rooms are normed against one another to that deviation. Final scores used for ranking are the normalized (also known as scaled scores).

    - When normalizing scoring, perfect scores will be excluded from the normalization process. If more than one student in the same division in the same competition receives a perfect score, a second set of judges will review the recorded presentations for those students to make a final decision.

Awards

- For Competitions: Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. All places will receive electronic certificates after the conference.

- For Contests: Ribbons will be awarded to students in each category in each division with scores as follows:
    - Blue-Scores 98-100
    - Red-Scores 94-97
    - White-Scores 90-93

Inquiry Process

- Following the conference, the student scores will be released directly to the participating student(s). The scores will provide individual judges' scores, the average score for the two judges, and the normalized score (if necessary.)

- Students will have 3 business days to file an inquiry regarding the validity of their score. Students will be required to complete the online inquiry request form and submit all required documentation for consideration. **No appeal will be accepted after the 3-day period.**

- Staff will review the scoring and respond to the inquiry within 30 days. **All decisions are final.**

Competition Dress Code

All competitors are expected to dress in business casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as business casual.

- **Slacks, Pants, and Suit Pants**
  Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, nice-looking dress synthetic pants and jeans without holes are acceptable. Inappropriate slacks or pants include jeans with holes, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants that people wear for biking.

- **Skirts, Dresses, and Skirted Suits**
  Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini skirts, skorts, sun dresses, and spaghetti-strap dresses are inappropriate.

- **Shirts, Tops, Blouses, and Jackets**
  Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with political messaging and/or potentially offensive, terms, logos, pictures, cartoons, or slogans; halter tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

- **Shoes and Footwear**
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Covering**
Hats are not appropriate inside the building. Head covers that are required for religious purposes or to honor cultural traditions are allowed.

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.

- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written permission must be obtained to display and present media-related materials at the Educators Rising National Conference and post-media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with the entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)

- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students from competing if it is determined that any part of their documents have been plagiarized.

Use of AI

- Unless specifically stated in the guideline, the use of artificial intelligence (AI) software and programs is strictly prohibited in creating and preparing all materials submitted for Educators Rising competitions. This includes but is not limited to, documents, graphics, speeches, videos, and presentations. All submitted work must be the original and independent creation of the participant. Use of spelling and grammar check is allowed.

- Students competing will attest that they did not use any AI in the development and delivery of their competition. Students who are found in violation will be disqualified from the competition.

Electronic Devices

- Recording devices are not allowed in competitive events.

- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.

- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all deadlines, updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.

- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.

- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.

DEADLINES AND CHECKLIST

Ready to compete at Nationals?
Here is a checklist to help you get prepared, registered,
and on the official schedule for nationals!

SUBMISSIONS OPEN: **FEBRUARY 1, 2025 8:00 A.M.** EASTERN TIME
DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 7, 2025 5:00 P.M.** EASTERN TIME
DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 7, 2025 5:00 P.M.** EASTERN TIME

- [ ] **Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. ***Some processes may be different from your state/regional conference.***

- [ ] **Update your contact information in the EdRising Membership Portal for the summer.** It is recommended that students use a personal mail address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Often school emails do not allow for Educators Rising emails to be received.

- [ ] **Step one:** Go to the National Competition page in the EdRising Membership Portal. **Step two:** Click on the title of the competition for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. ***This only registers you for the competitions, you will still need to register for the conference separately.***

- [ ] **Complete the online application, upload any required documents/video links, and submit by the stated deadline.** Depending on your competition, some of these items are judged <u>before</u> the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents before submitting them. Only competitors who register by the deadline will scheduled to compete.

    For competitions that have multiple students participating only one application should be submitted and all students need to be listed as team members in all places indicated on the application form.

- [ ] **Print and save your confirmation email and application number.** You will need the application number when you register for the conference.

- [ ] **Register as a competitor for the Educators Rising National Conference**. All national conference information, including how to register, can be found on the Educators Rising National website.

- [ ] **Find out when you are scheduled to compete onsite.** Competition schedules will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.

- [ ] **Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.

- [ ] **Head to Nationals!** National placers will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference you can attend this final celebration.

LESSON PLANNING AND DELIVERY COMPETITION
Arts (Visual Art, Music, Dance, Media Arts, Drama/Theater)

COMPETITION TYPE: Individual — Closed to spectators
ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity
EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard III: Building Content Knowledge
- Standard IV: Engaging in Responsive Planning
- Standard V: Implementing Instruction
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

"Logic will get you from A to B. Imagination will take you everywhere."

— Albert Einstein

Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. This competition challenges young educators to plan and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.

This competition encourages Educators Rising members to try out teaching a lesson in the arts, which includes **visual art, music, dance, media arts, and drama**. The arts encourage creativity and self-expression and are critical to individual identity and collective culture. Great teachers in these subjects are the linchpins to the flourishing of an enlightened democracy.

For models of excellence, students are strongly encouraged to examine the videos and reflective commentaries of National Board Atlas Videos in the Student Resources section of the EdRising Membership Portal.

Resources to consider when creating your lesson plan

- [Lesson plan template](#)
- [Using Bloom's Taxonomy in Lesson Planning](#) (July 3, 2023, by Niall McNulty)

Competition Guidelines

There are three components to this competition:
- *A written lesson plan:* submitted and scored by judges prior to the national conference.
- *A lesson delivery video:* submitted and scored by judges prior to the national conference, but also brought by the competitor to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and
- *A reflection between competitor and on-site judges at the national conference.* This includes a student presenting his/her reflections about the lesson as well as an interactive Q&A exchange.

LESSON PLAN: A written lesson plan

A. The lesson plan must be submitted online. The entrant should provide his/ her name, the name of the classroom teacher and the school where the lesson was taught, the grade level and subject, the date the lesson was performed, the title of the lesson, the objective of the lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.

B. The lesson content and grade level are the entrant's decision.

LESSON DELIVERY: A 10-minute-or-less video

A. The lesson described in the plan must be delivered to an actual classroom of students with the classroom teacher present. The classroom teacher may not be the entrant's Educators Rising teacher leader.

B. A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include a compilation of important parts of your lesson).

C. The video is to be submitted in advance and must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail.

D. Competitors must bring their video to the competition site on a USB drive.

E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

A. The entrant will have 10 minutes with a panel of judges to reflect on the lesson and, optionally, to share student- and/ or teacher-created artifacts from the lesson. The reflection should include what the entrant felt went well, how to improve, and what was learned from the experience that will help him/her become a better teacher. Note cards or papers containing entrant-generated material to support the reflection are permitted. A slide deck is encouraged only if the use of slides enhances the entrant's communication of his or her reflection. Slide decks are not required. *The video will not be shown as a part of this session.*

B. Judges may ask follow-up questions during the 10-minute reflective, interactive session.

LESSON PLANNING AND DELIVERY—ARTS COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

Lesson Plan Document

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the plan. This means the lesson title, goal, and objective are clearly and prominently stated. Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context. The lesson is conceived to realistically achieve upper-level thinking on Bloom's taxonomy, and the plan clearly spells that out. The plan includes a clear alignment to relevant learning standards.	Clear and high expectations are evident throughout most aspects of the plan. This means: The lesson title, goal, and objective are clearly stated and are logical given the instructional context. The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design. The plan suggests alignment to relevant learning standards.	Clear and high expectations are evident throughout some aspects of the plan. This means: The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context. The plan could benefit from asking more from students, or from a more strategically designed progression of activities that would be better suited to actually meet high expectations. The plan may offer only superficial information related to learning standards alignment.	Clear and high expectations are evident throughout few or no aspects of the plan. This means: The lesson title, goal, and objective may be missing or unclear or reflect levels of rigor and relevance that may be too low given the instructional context. The plan could benefit from asking much more from students, or from a revision for clarity. The plan makes no mention of alignment learning standards.

Lesson Plan Document Cont.

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Organizing and Sequencing Content for Student Learning	The progression of the lesson is clearly articulated and strategically designed to maximize student engagement and learning and to meet the lesson's goal and objective.	The progression of the lesson is logically designed to meet the lesson's goal and objective. It could benefit from some more explanation for how each facet of the students' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson aims to meet the goal and objective. It needs more detail or a clearer strategy in order to reflect a comprehensive vision of how each facet of the students' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson's goal and objective.
Instructional Methods	The lesson plan strategically incorporates multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning and to meet the lesson goal and objective. The use of the instructional methods with the content and goal/objective is expert-level in its conception.	The lesson plan incorporates multiple methods of instruction to attempt to maximize student engagement and learning and to meet the lesson goal and objective. A more strategic use of the instructional methods with the content and goal/objective would likely yield better student outcomes.	The lesson plan attempts to incorporate multiple methods of instruction, but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.	The lesson plan reflects a limited understanding of instructional methods to support student learning, student engagement, and meeting the goal and objective.
Materials	The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize student engagement and learning and to meet the lesson goal and objective.	The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize student engagement and learning, given the lesson plan's goal and objective.	The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection. Not all materials are essential to achieve the lesson's goal.	The lesson plan includes a partial list of materials to be used. The strategy is vague or incomplete in describing how to leverage the use of these materials to support student engagement and learning to meet the lesson's objective and goal.

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Lesson Plan Document Cont.

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Assessment	The plan includes a professional-caliber selection of assessment method(s) and a thorough description and rationale as to how student learning relevant to the lesson will be assessed.	The plan includes a detailed description of how student learning relevant to the lesson will be assessed. It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s).	The plan includes a basic description of how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if a basic understanding of uses of assessment.	The plan includes an attempt at a description of how student learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Mechanics & Professionalism	Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics — including grammar, spelling, punctuation, and capitalization contain no errors.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions.

Lesson Delivery Video

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the students' comprehension of the goal and objective of the lesson. The video shows clear evidence of facilitating students' reaching for thinking on upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most students' comprehension of the goal and objective of the lesson. The video suggests that students' reaching for thinking on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some students comprehend the goal and objective of the lesson. The video shows some evidence that some students attempt to think on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that students engaged in an appropriately challenging learning experience or attempted thinking on the upper levels of Bloom's taxonomy.

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Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Engaging with Students	The video shows clear and consistent evidence that the competitor is comfortable, strategic, and fair when engaging with students. The competitor consistently interacts with students in ways that engender students' desire to participate substantively in their own learning.	The video shows some evidence that the competitor is mostly comfortable, strategic, and fair when engaging with students. The competitor interacts with students mostly in ways that engender students' desire to participate in their own learning.	The video shows evidence that, in several moments, the competitor is comfortable, strategic, and fair when engaging with students. The video may also show 1 or 2 moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning.	The video shows evidence that the competitor is not yet comfortable, strategic, and consistently fair when engaging with students. The video may also show multiple moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning.
Organizing and Sequencing Content for Student Learning	The video shows clear evidence of the execution of a strategically designed progression to maximize student engagement and learning and to meet the lesson goal and objective.	The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson's goal and objective. It is not entirely clear how every aspect of the students' experience in the lesson supports the achievement of the goal and objective.	The video shows evidence that the progression of the lesson moves the student toward the objective and goal, though multiple, more strategic paths are available.	The video shows a progression of the lesson that seems inconsistent, unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Instructional Methods	The video shows evidence of strategic incorporation of multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning and to meet the lesson goal and objective. The deployment of the instructional methods with the content and goal/objective is expert-level in its execution.	The video shows evidence of multiple methods of instruction in an attempt to support student engagement and learning, and to meet the lesson goal and objective. A more strategic deployment of the instructional methods with the content and goal/ objective would likely yield better student outcomes.	The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability.	The video reflects a limited understanding of the deployment of instructional methods to support student learning, student engagement, and meeting the lesson goal and objective.
Classroom Management	The video shows clear and consistent evidence of expert-level usage of classroom management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) to achieve maximum possible student engagement throughout the lesson.	The video shows evidence of strong usage of classroom management strategies to achieve near-total student engagement throughout the lesson.	The video shows evidence of the usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.	The video shows evidence of the competitor's developing understanding of how to manage a classroom. Inefficient or misguided usage of specific management strategies (ex. physical set-up of the classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limits potential student engagement throughout most of the lesson.

Lesson Delivery Video Cont.

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Execution of Assessment	The video shows clear evidence of a professional-caliber use of assessment to measure student learning directly related to the lesson's objective and goal.	The video shows some evidence of an attempt to assess student learning related to the lesson plan's objective and goal.	The video shows an attempt to assess student learning, but the attempt may be superficial or not positioned to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly stated lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the competitor conducting himself/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the competitor conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the competitor conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the competitor conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated into a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

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Interactive Reflection

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Evidence of Rigorous Reflection	The competitor demonstrates professional-level insight to reflect candidly and deeply on all facets of the teaching process, including planning, delivery of instruction, and evaluating effectiveness. The competitor demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.	The competitor demonstrates thoughtful reflection on the teaching process but may not achieve professional-level depth and insight on every facet (planning, delivery, instruction, evaluating effectiveness). The competitor demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.	The competitor reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process. The competitor's next steps are basic and would benefit from strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went.	The competitor demonstrates limited or superficial reflection on the lesson and, through that process may yield only partial or surface-level insights into the teaching process. The competitor's next steps are not clear or logical and would benefit from significantly strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went.
Responses to Judges' Questions	The competitor demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions. The competitor's display impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.	The competitor's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.	The competitor's responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her. The competitor displays basic knowledge and understanding of the selected topic based on his/ her experience and preparation.	The competitor's responses in the Q&A session reflected limited or superficial responses.

![Educators Rising logo]

Interactive Reflection Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Overall Impact	The competitor clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection. The competitor shows clear and consistent evidence of his/her identity as an educator.	The competitor demonstrates strong skills in lesson planning, delivery, and reflection. The competitor shows evidence of cultivating an identity as an educator.	The competitor demonstrates developing skills in lesson planning, delivery, and reflection. Further practice should yield more strategic pedagogical choices and more consistent success	The competitor demonstrates limited skills in lesson planning, delivery, and reflection. More preparation and expert guidance regarding the basics of planning and delivery instruction are recommended.

LESSON PLANNING AND DELIVERY—ARTS COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name:_____

Student's School, City, State:_____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.

- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	20-16	15-11	10-6	5-1	
Organizing and Sequencing Content for Student Learning	20-16	15-11	10-6	5-1	
Instructional Methods	20-16	15-11	10-6	5-1	
Materials	20-16	15-11	10-6	5-1	
Assessment	20-16	15-11	10-6	5-1	
Mechanics & Professionalism	20-16	15-11	10-6	5-1	

LESSON PLAN DOCUMENT PRE-SCORE_____/ 120

Continued

EDUCATORS RISING

Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	10-9	8-6	5-3	2-1	
Engaging with Students	10-9	8-6	5-3	2-1	
Organizing and Sequencing Content for Student Learning	10-9	8-6	5-3	2-1	
Execution of Instructional Methods	10-9	8-6	5-3	2-1	
Classroom Management	10-9	8-6	5-3	2-1	
Execution of Assessment	10-9	8-6	5-3	2-1	
Professionalism	10-9	8-6	5-3	2-1	
Execution from Plan to Delivery	10-9	8-6	5-3	2-1	

LESSON DELIVERY VIDEO PRE-SCORE_____/ 80

COMPONENTS SCORED ON-SITE

Interactive Reflection

	Accomplished	Commendable	Developing	Needs Improvement	Score
Evidence of Rigorous Reflection	15-13	12-9	8-5	4-1	
Responses to Judges' Questions	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

INTERACTIVE REFLECTION ON-SITE SCORE_____/ 45

TOTAL SCORE_____/245

FEEDBACK FOR STUDENTS: Write two or more sentences.

M1

Bloom's Taxonomy – the Ultimate Guide

Search

Benjamin Samuel Bloom (February 21, 1913 – September 13, 1999), creator of the Bloom's Taxonomy, was an American educational psychologist who examined and then restructured the approach to teaching, to maximise students' performance.

Table of Contents

What is Bloom's Taxonomy?

Bloom's book, *The Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956), set out a series of learning objectives that became known as [Bloom's taxonomy](). It continues to impact the way educational curricula and teaching is structured to this day. Bloom's taxonomy divided learning into three psychological domains – cognitive (processing information), affective (attitudes and feelings) and psychomotor (physical skills). Within those domains, his taxonomy progressed from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), through six levels:

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation.

Uncover the future of education with "Bloom's Digital Taxonomy: A Reference Guide for Teachers"! Transform your teaching strategies and empower your students with cutting-edge insights on integrating digital tools in the classroom. Don't miss this essential resource for 21st-century educators.

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https://www.amazon.com/dp/B084RLLV15

Primarily, Bloom's model evolved education from a case of students robotically memorising taught information to a six-level pedagogic structure. Students first remember information; then understand it; followed by applying it (in exercises); then analysing it and, finally, being able to evaluate it at a sophisticated level.

A taxonomy provides a framework for a structured organisation of a continuum. Bloom's gives teachers a framework to understand complex cognitive development from lower-order skills to higher-order. This framework allows them to prioritise

certain activities and materials to plan their lessons, e.g. a student would memorise a fact before being able to analyse or evaluate it. Bloom's taxonomy sits outside any one curriculum but is a useful guide for breaking curriculum requirements into actionable chunks for lesson planning and teaching goals. Likewise, different levels require their approach to [assessment](https://www.niallmcnulty.com/) and Bloom's can be used to check that content is assessed comprehensively as well as structure [assessment](https://www.niallmcnulty.com/) according to specific methodologies.

Through a closer examination of Bloom's original levels, we can gain a better understanding of how this framework operates.

What are the levels in the original Bloom's taxonomy?
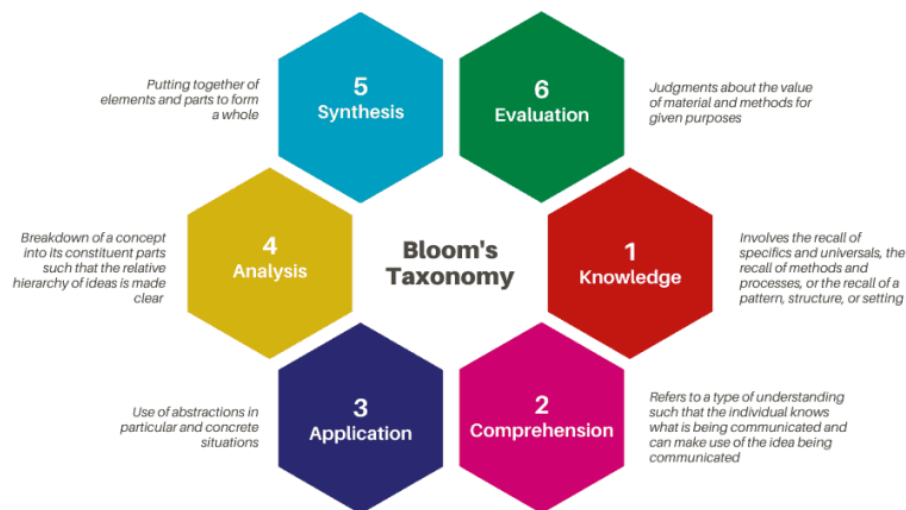
Bloom's Taxonomy's six levels

Knowledge

Knowledge "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting." This level is concerned with covering factual information such as, e.g. terminology, historical facts, identifying the components of a computer, labelling body parts, etc. This level aims to allow the student to recall information as needed. Cognitively, this is the lowest level of Bloom's taxonomy. A teacher would use pedagogy such as lecturing, class-readings or listening to an audio clip. A formative assessment could be the well-loved class quiz while summative assessment could be fill-in-the-blank or definition type questions.

Comprehension

The second level in the taxonomy is comprehension, which "refers to a type of understanding such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications." Comprehension is about understanding the meaning of information engagement with – the student is now able to summarise or rewrite information. Cognitively, this is the first level of understanding and interpretation of data. Here a teacher could use class

demonstrations or discussions, and assessment would consist of student presentations (formative) or explanation-type answers (summative).

Application

The next level is application, which is the "use of abstractions in particular and concrete situations." Here students are using information to solve a particular problem that has one single answer by applying rules, concepts or theories. Cognitively, they are now applying knowledge for a specific purpose. Pedagogically a teacher could use case studies that demonstrate a method. A [formative assessment](#) could take the form of demonstrations with peer review, and [summative assessment](#) would involve students, e.g. predicting the outcome of a situation.s

Analysis

Analysis is the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear, and the relations between ideas expressed are made explicit." Here the students is dividing a situation or information into it's parts and organisation to examine and understand it. Cognitively, the student now understands both the content and structure of the information studies. The teacher could use simulations at this level while formative assessment could take the form of mental map type diagrams with summative assessment being essays or presentations.

Synthesis

The framework is now fulling the realm of higher-order thinking with synthesis, which involves the "putting together of elements and parts to form a whole." At the level, students are using prior knowledge and skill on new applications or developing a new product. At a cognitive level, the student focuses on creativity and creation of new structures. For the synthesis level, a research lab or interviews with experts could be used

pedagogically by the teacher. A formative assessment could be a small group discussion with other students. In contrast, summative assessment of a student could be by the creation of a piece of artwork or a portfolio of work.

Evaluation

The final level in the framework is evaluation, where the student can give "judgments about the value of material and methods for given purposes." Here the student could use personal opinions or specific criteria to evaluate material, in the process fulfilling a given purpose instead of being right or wrong. As the highest cognitive level, the student uses all other categories as well as their value judgements. A teacher could demonstrate an evaluation process for a research project based on specific criteria or hold a class debate. Debates could also be used for formative assessment while summative assessment could be a class presentation where the student is required to assess or defend a particular idea or concept.

What is Bloom's Revised Taxonomy?

Bloom's taxonomy was updated by former students of his in 2001 who published *A Taxonomy for Teaching, Learning, and Assessment*, and the updated version is now widely used in all spheres of education. In 2008, a variation of Bloom's was created for use specifically in the modern, digitally-enabled

classroom.

[Bloom's revised taxonomy](#) is a multi-layered model for encouraging learning by progressing through six levels of increasing complexity. The six levels include:

- remembering
- understanding
- applying
- analysing
- evaluating
- creating.

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https://www.amazon.com/dp/B084RLLV15

Bloom's taxonomy encourages students to engage with knowledge at a deeper and more interactive level, working with what they are learning in the real-world sense, rather than just passively taking information on board.

The revised taxonomy puts knowledge at its core. This understanding of the different types of knowledge is one of the critical differences in the revised framework.The authors conceived of four types of knowledge

- Factual knowledge is knowledge of details and terminology – the basic elements of a subject or topic
- Conceptual knowledge which deals with classification and categories as well as models, theories and structures
- Procedural knowledge deals with subject-specific skills and methods, and the knowledge of when to use specific

processes
- Metacognitive knowledge focuses on self-knowledge and strategic knowledge.

While Bloom's taxonomy arranges learning into six cognitive levels in order of hierarchy and complexity, it also sees each level as being interdependent on the other levels, with all levels contributing to the final, holistic learning outcome. This interdependence is why, while Bloom's taxonomy is traditionally rendered as a pyramid or even an inverted pyramid, it is also rendered in other forms that place more emphasis on the interdependence of the levels.

The interdependence of Bloom's different learning levels is articulated through logic:

- Before we can understand a concept, we must be able to remember it.
- Before we can apply the concept, we must be able to understand it.
- Before we analyse it, we must be able to apply it.
- Before we can evaluate its impact, we must have analysed it.
- Before we can create something based on the concept, we must have remembered, understood, applied, analysed and evaluated the concept.

The non-pyramid forms for expressing Bloom's taxonomy indicate that learning may not always progress linearly up through the six levels. Instead, students might move back and forth between different levels depending on the learning situation, or they might spend more time in some levels of the taxonomy than in others. The human brain, by nature, tends to behave in a lateral manner rather than a set linear way.

What is Bloom's digital taxonomy, and how is it being used?

Smartphones, PCs, laptops, tablets and smart devices. Apps, social media, Internet browsers and cloud storage. In the 21st century, every part of our lives is becoming increasingly impacted by digital technology, from home and the workplace to finance, healthcare and entertainment. By 2019, the rate of internet penetration across countries averaged at just under 60%.

The rapid expansion of the Internet and digital technology has led education authorities worldwide to prioritise digital understanding for school students, as well as the hands-on use of digital technology in the classroom so that students will be able to navigate, or even work in, the digital landscape once they graduate. At the same time, digital technology is a direct aid to learning, which frees the acquisition of knowledge from the boundaries of the classroom's four walls.

Bloom's taxonomy has remained highly relevant through the decades, 2001's revision aside. However, teacher, author and ICT enthusiast Andrew Churches realised the need for a version of Bloom's that integrated with the modern, digitally-enabled classroom setting. His 2008 'Bloom's digital taxonomy' was not, as some people think, a *revision* of Bloom's; all the fundamental properties of Bloom's taxonomy remain as they were. Instead, it constitutes an *evolution* of Bloom's, where the activities and outcomes associated with the six cognitive levels now move off paper and chalkboard to take on a digital form. The verbs associated with each level also now reflect actions taking place in the digital environment.

Finally, Bloom's digital taxonomy incorporates a higher degree of collaborative learning, per the nature of the Internet, where students can converse and interact with each other and strangers via social media, online forums and chatrooms, surveys, blog platforms and more. *Collaboration is a 21st-century skill that can be used as a mechanism to facilitate higher-order thinking and learning* (Churches, 2001).

Here is how Bloom's revised taxonomy structures the learning process, from the most basic up to the most sophisticated level.

What are the six levels of Bloom's Revised Taxonomy?
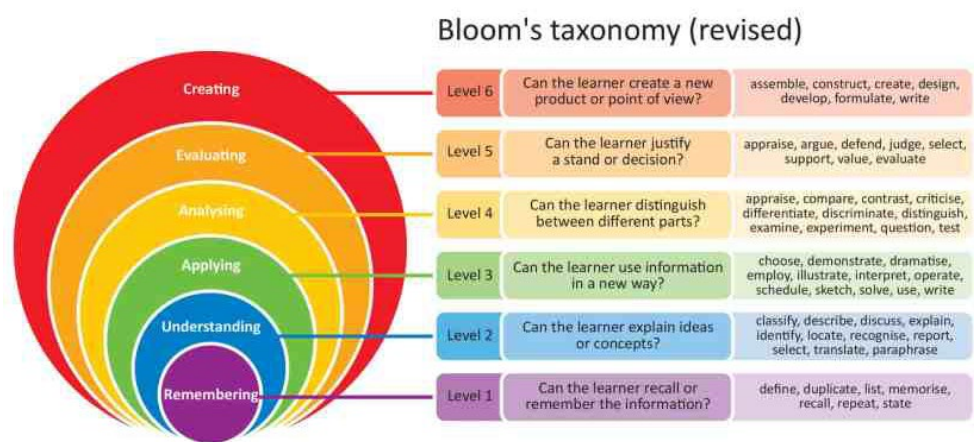
Bloom's Revised Taxonomy

Remembering

Remembering is the act of retrieving knowledge and can be used to produce things like definitions or lists. It is the lowest of the taxonomic levels. Still, it is essential for the learning process because students need to know information before they can engage with it at higher cognitive levels. Examples of Remembering include reciting the time's table, naming different parts of the human anatomy, answering true or false questions, recalling critical events on a historical timeline or even naming the six cognitive levels of Bloom's taxonomy. Remembering requires no understanding of the knowledge, only to have it accurately and thoroughly in mind.

With fast access to a vast quantity of information on the Internet, it is not the remembering of information that matters at this level of Bloom's digital anatomy, so much as the knowledge of how to find it. Students should be able to retrieve knowledge from memory, list information and recognise material.

Understanding

The next level in the taxonomic structure is understanding, which is defined as the construction of meaning and the building of relationships. Understanding can be demonstrated by, for example, grouping a list of different animals into the right categories (marine, avian, terrestrial, amphibian); explaining how one event on a historical timeline impacted on another, discussing the moral of a story or being able to explain why Bloom's has different cognitive levels and the logic behind their hierarchy.

On the Internet, students would be looking for meaningful pieces of content and building relationships between them. Students should now be able to construct meaning from information. They can summarise material, classify information and predict outcomes.

Applying

The third level in Bloom's taxonomy, Applying, marks a fundamental shift from the pre-Bloom's learning era because it involves remembering what has been learnt, having a good understanding of the knowledge, and then being able to apply it to real-world exercises, challenges or situations. Examples of Applying in action could include making repairs to a computer's components; role-playing mediation and conflict resolution between two warring countries; demonstrating the steps that take place in HIV counselling and testing, or presenting a talk on solutions to climate change.

In the digital context, it means using digital technology to make or do a range of different things: create posts, documents and presentations, or conduct online video or audio calls. Students should now be able to carry out a procedure, respond to questions and provide advice on given situations.

Analysing

Analysing is the cognitive level where a student can take the knowledge they have remembered, understood and applied, then explore that knowledge to make associations, discernments or comparisons. Analysing would mean a student can take complex information, and simplify it or summarise it. As other examples, a student would be able to give reasons why one historic military campaign failed and why another succeeded, or critically examine aspects of Bloom's original taxonomy and explain why his students later updated them.

In the digital context, students can process data, divide it into parts, determine the relationships between the elements and encapsulate the overall purpose of their task or project. Students should now be able to make selections, differentiate between alternates or integrate ideas.

Evaluation

The fifth level in Bloom's Digital Taxonomy is evaluation. This level requires the student to make criteria-based judgements

through the processes of critiquing and checking. Evaluating could involve reading a book and writing a review on its merits; looking at the Universal Declaration of Human Rights and deciding which rights are more or less relevant to a given country; suggesting ways to introduce digital technology into the classroom environment, or making an informed judgement in a role-play of court case proceedings.

At the fifth taxonomic level, the student can justify and qualify a stand or decision, and make judgements based on criteria and standards, by checking and critiquing. In the digital domain, being able to qualify and evaluate social interactions credibly is a critical skill. Here students should be able to make judgements based on specific criteria, determine the relevance of results and reflect on their progress.

Creating

The final taxonomic level is concerned with taking various elements and creating a new, coherent product. This level draws on all of the other levels, with the student remembering, understanding and applying knowledge; analysing and evaluating outcomes and processes, and then constructing the end product, which may be either physical or conceptual. For example, designing and building a house out of wooden segments, and developing a 3D model of a house on a computer would both be examples of Creating. Another example would be a student taking the knowledge of Bloom's taxonomy which they have remembered, understood, applied, analysed and evaluated, and creating a brand new model for the tiers of cognitive thinking and learning.

The digital environment allows the creative individual to originate anything from an audio track or animation to a short film or font design. Fundamentally, there is very little gate-keeping to what is created and posted online, like a music producer, movie studio or publishing agency; the only judge and jury in today's digital world is the end consumer.

For this reason, ordinary people have managed to become Youtube stars and best-selling authors, thanks to the positive response of millions of Internet users. There is no more exciting place to create than online. At this final element, the student can pull together parts to create a coherent whole, assembly a team or group and create a learning portfolio.

How to use Bloom's revised taxonomy in classroom activities

Activities to develop Remembering

Activity: Search

At this level in the digital context, the use of basic Internet searches is a relevant task for a student. On average Internet browser, Google receives over 63 000 searches per second. The student would need to be able to identify a legitimate search engine such as Google (www.google.com), Bing (www.bing.com) or Yahoo (www.yahoo.com) and understand how it works: that a keyword or phrase is entered into the text box, the search button is clicked, and the screen displays relevant, hyper-linked search results that, when clicked, take the student to further resources.

As an essential part of this task, the student can identify the correct keywords or phrases to use to get the most relevant search results. This task tests students' ability to find and access

useful resources and is a skill that will be built on and used in all other levels. For the student, the search box is like a key that unlocks access to a world of digital information.

Other activities for **Remembering**:

Social bookmarking

Social bookmarking is like bookmarking websites, except it happens with content inside social media platforms. Students are given a topic to work with, like conservation or adolescence. They register an account on Twitter (www.twitter.com) or Pinterest (www.pinterest.com). They enter their topic in the search box.

The results will be a mix of prominent conservation accounts, news content and multimedia content. The students 'Like' or share the posts they find most valuable, which adds the posts to their Twitter timeline, meaning they can find them again at any time by scrolling back through their timeline. Students using Pinterest would create a Pinterest board for their topic, run a search and then save their favourite images to their board for review later.

Online quizzes

Websites like Kahoot (www.kahoot.com) and (www.socrative.com) allow teachers to create fun quizzes, exercises and games for students. Also look up Helpteaching (www.helpteaching.com) and EasyTestmaker (www.easytestmaker.com) for creating free multiple-choice tests, true or false exercises, quizzes and more, for students to complete online.

Flashcards

Flashcards are a fun and effective way to help students retain factual knowledge by triggering memory training through repetition. In printed form, they usually pose a question on one

side of a card and show the answer on the other side. Nowadays, it's easy to find or create digital flashcards for students via apps or websites like Brainscape (www.brainscape.com), Cram (www.cram.com) or [Moodle](www.moodle.com) (www.moodle.com).

Activities to develop Understanding

Activity: Categorising

A suitable [digital learning](#) activity at this level could be the bookmarking, labelling and categorising of searched Internet content using a service such as Google Bookmarks (www.google.com/bookmarks).

The student would go to the above address and open a Google account to start using the service. The student would open a second tab in their Internet browser and search for content relating to their topic – let's use the example of global warming. They would run searches, then copy the links of websites or web articles relevant to their topic, and add them to their Google Bookmarks page. As each link is added to Google Bookmarks, the student would spend time adding a Title to it as well as a suitable Label; in this case let's group links under the labels' Latest status', 'Solutions' and 'Countries'. They would then select Sort by a tag to move their bookmarks into relevant categories.

In conducting this activity, the student would have begun building a digital library of content for themselves and worked out how to organise their digital 'books' into meaningful sections for future reference and a holistic view of their topic. Working with bookmarks is a skill that will significantly help student with their research for school projects.

NOTE ON GOOGLE ACCOUNTS

Opening a Google account immediately unlocks many more services to students: Google e-mail, Google Drive and more. Many online platforms outside of Google accept a Google e-mail

address and password for sign-up, log-in and utilisation. It means that students can now actively operate the Internet, rather than just passively access it as they did at the Remembering level.

Other activities for **Understanding**:

Social interaction

Students can search social media sites like Twitter, Facebook or Youtube for a specific topic that interests them and then comment on different posts – possibly doing a couple of web searches first, to inform their response.

They can also create their posts, on Twitter, and add hashtags relating to their content, or tag other Twitter users who engage around the same topic. This broadens their understanding of social media association, reach and searchability.

Students can sign up to Reddit (www.reddit.com), which aggregates Internet content around topics, and the communities of Internet users who are interested in them. They can follow issues they are interested in, join communities and take part in ongoing discussions. They can also initiate a new conversation and engage with the responses other Reddit users post. By participating in topics in this way, the students will gain an understanding of the collaborative nature of the Internet.

Subscribing

Students can search for websites and news websites that relate to topics they are researching and subscribe to newsletters so that they can get relevant information sent straight to their e-mail inbox, which can be a Google e-mail associated with the Google account they used to access Google Bookmarks. Students can also create Google news alerts for topics they are working with, to have current, relevant news aggregated and –e-mailed to them daily.

Activities to develop Applying

Activity: Editing

An excellent working exercise for this level would be the editing of a wiki page on Wikipedia (www.wikipedia.org). The student would register an editing account with Wikipedia and then search for an appropriate page to edit. This page could relate to a topic being discussed in class at the time, or a subject that the student chooses. It could even build on the Google Bookmarking exercise, and the topic researched there, from the Understanding level we covered previously.

In any case, the student should have relevant and original information to add to the chosen wiki page. Following the editing guidelines available from the Wikipedia website, the student would edit the page and add their new material to it, keeping a similar writing style to the rest of the article. If the student has any images, they could upload them and add them to the page. Once the page is edited, the student should then click *save*. In this activity, they will have used the material they generated, through independent research, and carried out an editorial procedure to add this to a wiki page.

With this activity in hand, students are now able to search the Internet (Remembering), save and organise relevant information (Understanding), retrieve it and use it to add to the Internet's store of knowledge (Applying).

Other activities for **Applying**:

Blogging

Student can sign up to blogging sites like WordPress (www.wordpress.com), Wix (www.wix.com) or Penzu (www.penzu.com) and experiment with the basics of blog or journal construction, following the easy steps to create a simple blog, journal post or home page. In doing so, they will begin to understand where the Internet's content comes from and how written communication is digitised and organised on the screen.

Podcasting

Students could use a podcasting site like Podbean (www.podbean.com) to create short podcasts about topics they have been working on and researching. Other students could log on and watch the podcasts.

Video conferencing

Students could divide into pairs or small groups and sign up to use Skype (www.skype.com) or Zoom (www.zoom.com), then hold video conversations (if the computers have cameras) or audio discussions. Both of these platforms are widely used in the world of work.

Uploading and sharing

Again working in pairs or small groups, students could use WeTransfer (www.wetransfer.com), Dropbox (www.dropbox.com) or Google Drive to share documents or images. This would see students having a chance to both upload and download content from these platforms; a vital process for moving material around via the Internet.

Task assignment

As a kind of meta-iteration of this level in Bloom's digital taxonomy, the teacher could use organisational platforms like MeisterTask (www.meistertask.com) or Trello (www.trello.com) to assign this level's activities to the students. Students would need to log their tasks as complete once done. In time, students could be granted admin rights to these platforms and practice how to assign tasks to other students, and monitor their progress.

Data entry

Students could be tasked with entering pre-provided sets of data

into Microsoft Excel spreadsheets and seeing the results that are generated. There are several videos on Youtube covering the basics of utilising Excel.

Activities to develop Analysing

Activity: Running a digital survey

At this level, the use of an online survey tool such as Survey Monkey (www.surveymonkey.com) would be an appropriate learning activity. The student would register an account with Survey Monkey and, using the online tools provided, set up a simple survey. The student would decide on a survey topic and write several questions. These could either be open-ended questions that would require the respondent to input an answer, or multiple choice or true/false questions, which would need the student to generate possible solutions.

An interesting topic might be *jobs that are going to become less, or more, relevant in the future digital economy*.

Setting a closing date for the Survey, the student would then invite respondents to participate. These respondents could be the student's classmates or a more comprehensive survey group. Once the survey period has ended, the student would then use the tools available in Survey Monkey to organise the results – comparing responses, dividing respondents into groups and deciding how these groups relate to or contrast with each other in terms of the overall survey topic. The student could also explore other ways to survey digitally, such as:

- Sending out a group e-mail, then dividing responses into different e-mail folders.
- Sending out a group e-mail and asking respondents to load their responses to Google Drive, where the student can read them and save them into different folders.
- Using the [WhatsApp](#) application on a smartphone to set up a survey group and track responses.

Other activities for **Analysing**:

Analytics

Digital analytics is a useful way to assess any website's, or social media feed's, performance. The class could experiment with analytics.twitter.com to determine engagements and responses to various Twitter posts. If the school has a website, the students could watch the teacher integrate google.com/analytics into it, and then independently examine how Internet users are engaging with the site – which pages perform the best, where users are from, and much more. Further, they could catalogue and organise the data provided by Analytics into an Excel spreadsheet.

Web publishing

The student could write a blog post expressing their viewpoint on a topic on Medium (www.medium.com) and invite classmates or a broader group to post comments and responses underneath the post.

Activities to develop Evaluating

Activity: Moderating

A task the student could do at this level would be moderating and responding to comments made on a blog post or social media post, as opposed to just analysing and organising the responses. In the digital environment, there is a multitude of opportunities for discussion and ease of participation through comments and forum posting. Not all comments or respondents add value to an online discussion, and the student must be able to critically decide what is or isn't relevant, and respond appropriately.

Using a free blogging platform such as Medium or WordPress (www.wordpress.com), the student would write a blog post on a subject of their choosing, then encourage comments and interaction with the ideas presented in the blog post. The student

will be alerted via e-mail when a new comment has been made. They will need to evaluate each comment in context and decide if it contributes to the discussion and debate. If it does, they can comment publicly visible using the tools supplied by WordPress.

They will need to generate a critical response to the comment and post it as a reply in the comment section of the blog post. It should be constructed to respond to the feedback and the topic of the blog post. If the comment is *not* appropriate, then they should delete it using the tools provided. Through this task, the student gains the skill to evaluate comments on a blog post using a set of criteria (e.g. does it contribute to the online discussion; does it make a valid point), and respond to them in turn, in a way that furthers discussion around the topic.

Other activities for **Evaluating**:

Reviewing

Students could be tasked to write an essay on a topic using Microsoft Word, or Google Docs (docs.google.com), which can be shared with other students directly from Google Drive. In pairs, the students could then read and critique each other's work, tracking changes as they go.

Activities to develop Creating

Activity: Publishing

A suitable activity the student could participate in at this level is the publishing and distribution of a short ebook through the Amazon platform (www.amazon.com). Deciding on a topic, the student would research and write the text for the ebook. They would need to structure the text coherently, possibly dividing it into sections or chapters. They could also choose to create a volume of poetry or a collection of fictional short stories.

Once complete, the student would decide whether the ebook needs photographs or illustrations to complement the text. If so,

they would need to source or generate these.

Using an application such as Microsoft Word, the student would lay out the text, formatting chapter or section headings and deciding on fonts to use. At this point, they would also add any images they have decided to use. Once complete, the document would be saved.

The student would create an account at the Amazon Direct Publishing website, input their ebook's metadata (author name, description, etc.) and upload the Microsoft Word version of their manuscript.

They would be able to create a cover using the tools Amazon provides and decide on a price for their ebook. The Amazon website's software would then convert these elements into an ebook format that can be read on the Kindle e-reader. Once reviewed by a teacher, the ebook could be made available for sale. Through this activity, the student learns how to take several different online elements and create a coherent product. They would have planned the process of content creation and, using online tools, created something new.

Other activities for **Creating**:

Poster design

The student could choose an issue to raise awareness about – like rhino conservation or road safety. They could then register to use the free services of sites like Unsplash (www.unsplash.com) and Canva (www.canva.com), and create a poster by:

- Searching and downloading their chosen Unsplash image(s).
- Choosing a free poster template on Canva.
- Uploading their Unsplash image(s) to Canva.
- Clicking on them to add them into the template.
- Adding text, choosing fonts, backgrounds and other elements.

- Downloading the finished poster.

Movie making

With smartphone technology improving all the time, it is already technically possible to make an original short film on the phone. Students with either an Android or iOS smartphone could film a video on their phone – like a tour of the school perhaps, or a day in the life of the community – and then use Kinemaster's (www.kinemaster.com) wide range of editing tools to add text, music, layers and effects.

Gantt chart

A Gantt chart is a great way to plan out and track progress on a project spanning a significant time-frame and involving several different contributors. There are many various programmes and platforms to build a Gantt chart with, like Google Sheets, Microsoft Excel or TeamGantt (www.teamgantt.com). Students could decide on a fictional project, such as planting a food garden, building a working windmill or staging a theatrical production. They would sign up at the above website, and be able to access templates and instructions for making a Gantt chart for their project.

Classroom blogging

The website Edublogs (www.edublogs.org) offers students the chance to experiment with free basic blog site building, using different elements and themes and uploading and interacting with content. The teacher could activate Edublogs for students to work on in groups. The platform has privacy options and is 'student safe', and the teacher could monitor the kind of content and interactions taking place on the groups' blogsites.

Bloom's Taxonomy action verbs for learning objectives

Bloom's Taxonomy Verbs

Bloom's Taxonomy verbs provide educators with a structured framework to create specific, measurable learning objectives that promote higher-order thinking in students.

Remember	Understand	Apply	Analyze	Evaluate	Create
Bookmark	Add	Acquire	Analyze	Appraise	Abstract
Bullet-point	Annotate	Adapt	Audit	Argue	Animate
Cite	Approximate	Allocate	Blueprint	Assess	Arrange
Copy	Articulate	Alphabetize	Breadboard	Compare	Assemble
Curate	Associate	Apply	Break down	Comment	Budget
Define	Categorize	Ascertain	Characterize	Conclude	Categorize
Describe	Characterize	Assign	Classify	Contrast	Code
Draw	Cite	Attain	Compare	Counsel	Combine
Duplicate	Clarify	Avoid	Confirm	Criticize	Compile
Enumerate	Classify	Back up	Contrast	Critique	Compose
Examine	Comment	Calculate	Correlate	Debate	Construct
Explain	Compare	Capture	Detect	Decide	Cope
Find	Compute	Change	Diagnose	Defend	Correspond
Google	Contrast	Classify	Diagram	Determine	Create
Group	Convert	Complete	Differentiate	Detech	Cultivate
Highlight	Defend	Compute	Discriminate	Discriminate	Debug
Identify	Delineate	Construct	Dissect	Estimate	Depict
Illustrate	Describe	Customize	Distinguish	Evaluate	Design
Index	Detail	Demonstrate	Document	Evolve	Develop
Indicate	Differentiate	Depreciate	Ensure	Experiment	Devise
Label	Discuss	Derive	Examine	Explain	Dictate
List	Distinguish	Determine	Explain	Forecast	Enhance
Listen	Elaborate	Diminish	Explore	Grade	Explain
Locate	Estimate	Discover	Figure out	Hypothesize	Facilitate
Match	Examine	Draw	File	Interpret	Format
Meet	Example	Employ	Group	Iterate	Formulate
Memorize	Exemplify	Examine	Identify	Judge	Generalize
Name	Explain	Exercise	Illustrate	Justify	Generate
Network	Explore	Explore	Infer	Measure	Handle

Outline	Express	Expose	Interrupt	Moderate	Import
Point	Extend	Express	Inventory	Network	Improve
Quote	Extrapolate	Factor	Investigate	Pivot	Incorporate
Read	Extract	Figure	Layout	Plan	Integrate
Recall	Factor	Graph	Manage	Post	Interface
Recite	Gather	Handle	Maximize	Predict	Join
Recognize	Generalize	Illustrate	Minimize	Prescribe	Lecture
Record	Give	Interconvert	Optimize	Prioritize	Model
Repeat	Group	Investigate	Order	Rate	Modify
Reproduce	Infer	Manipulate	Outline	Re-design	Network
Retrieve	Inquire	Modify	Point out	Recommend	Organize
Review	Interact	Operate	Prioritize	Reflect	Outline
Select	Interpolate	Personalize	Proofread	Reframe	Overhaul
State	Interpret	Plot	Query	Release	Plan
Study	Journal	Practice	Relate	Review	Portray
Tabulate	Label	Predict	Select	Revise	Prepare
Trace	Observe	Prepare	Separate	Score	Prescribe
Write	Order	Price	Subdivide	Select	Produce
	Paraphrase	Process	Train	Summarize	Program
	Picture graphically	Produce	Transform	Support	Rearrange
	Predict	Project		Test	Reconstruct
	Review	Provide		Validate	Relate
	Rewrite	Relate		Verify	Reorganize
	Subtract	Round off			Revise
	Summarize	Sequence			Rewrite
	Translate	Show			Specify
	Visualize	Simulate			Summarize
		Sketch			
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

Uncover the future of education with "Bloom's Digital Taxonomy: A Reference Guide for Teachers"! Transform your teaching strategies and empower your students with cutting-edge insights on integrating digital tools in the classroom. Don't miss this essential resource for 21st-century educators.

Order your copy now on Amazon and make a difference in your students' lives!
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