6 Month Online –Paper 1 J26

TEACHING APTITUDE-2

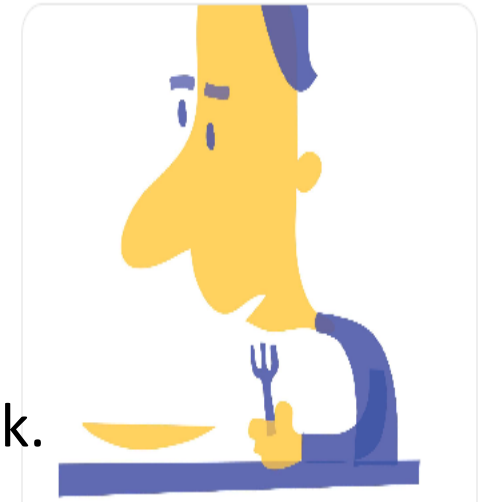
GREESHMA RAVEENDRAN

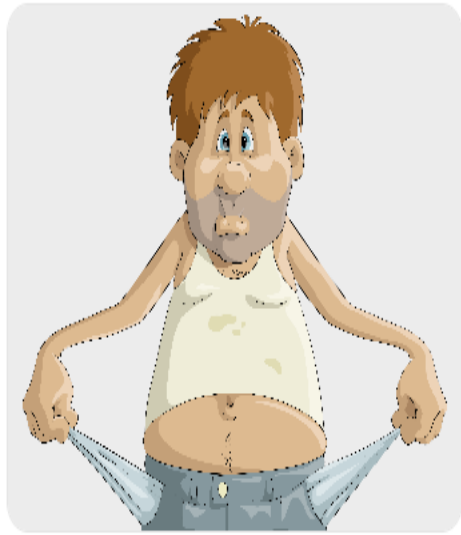
Vallath

"When the body speaks first"

Story

Ramu wakes up early in the morning.
His stomach growls loudly.
There is no food at home.
He feels weak and tired.
He tries to think about his future…
but hunger keeps pulling his thoughts back.





"When the body is hungry, the mind cannot focus."

Key Concept
- Food
- Water
- Sleep
- Basic survival

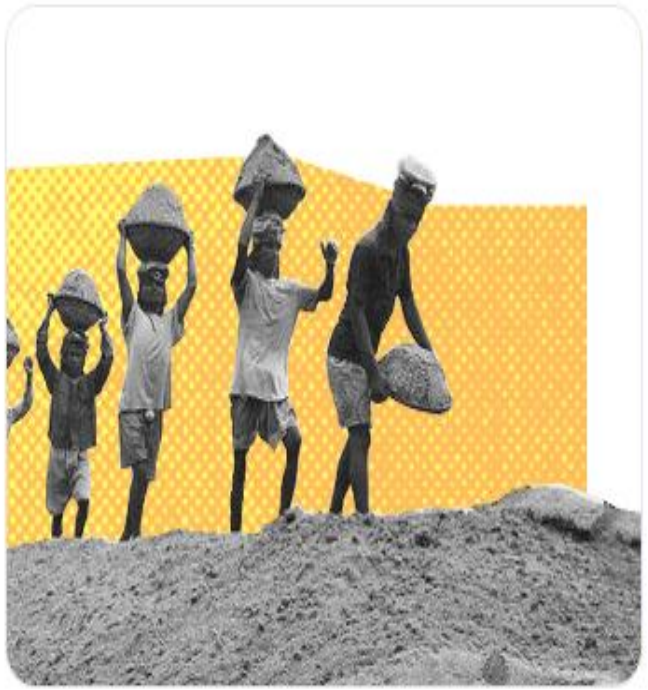
✅ **Physiological needs = first priority**

📘 **NET keyword:**
Foundation of motivation

Story

To satisfy his hunger, Ramu starts working.
He earns daily wages.
Now he can eat regularly.
He has a small room.
He feels safe from fear and uncertainty.

"From survival to security"



Once food is secured, humans seek protection

Key Concept
- Job security
- Shelter
- Safety
- Stability

📘 **NET keywords**
- Economic security
- Psychological safety

Story

At work, Ramu meets other workers.
They talk, laugh, and eat together.
Someone asks,
“Ramu, will you join us for lunch?”
For the first time,
Ramu feels he belongs.

“Humans are social beings.”

Key Concept

- Friendship
- Love
- Acceptance
- Group belonging

📘 **Teaching Aptitude link**

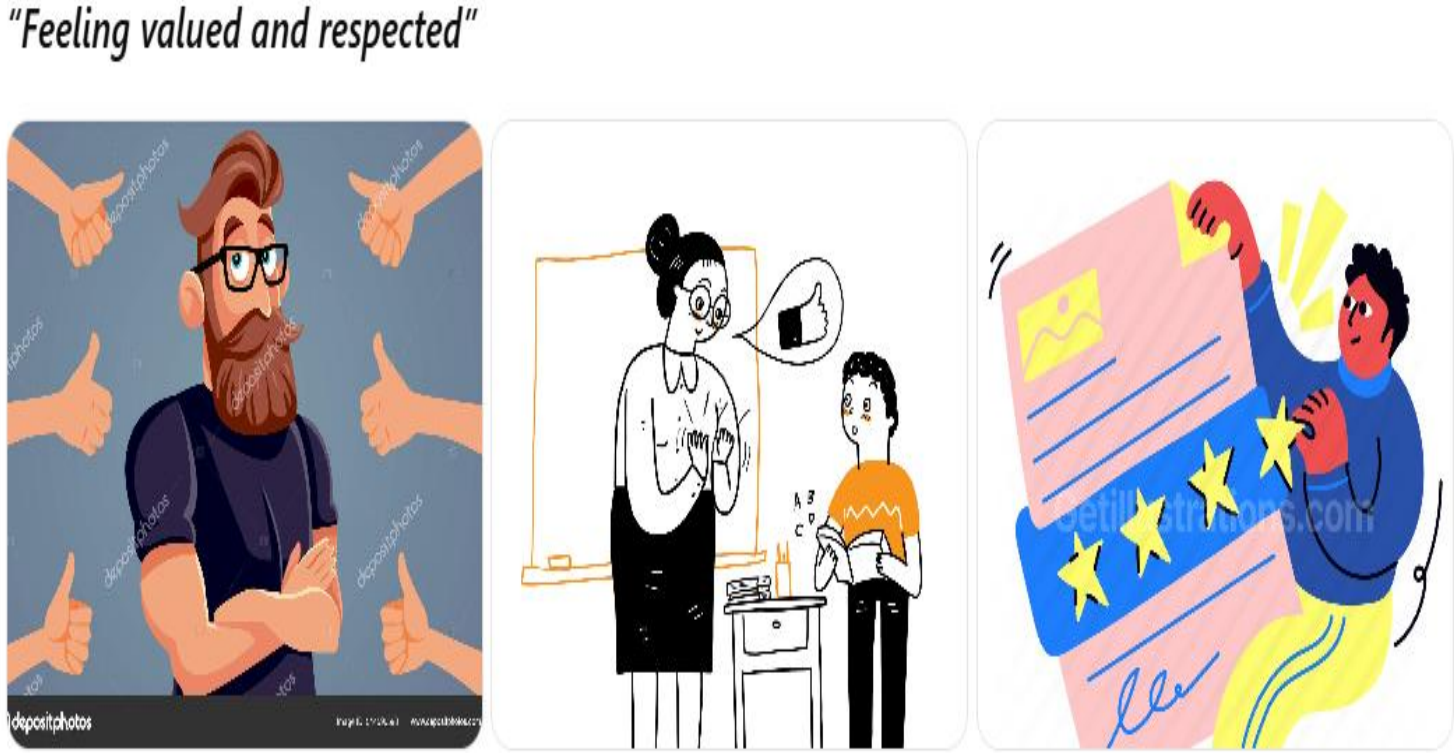
- Inclusive classroom
- Peer interaction
- Social climate for learning

“From alone to accepted”

Story

Ramu works sincerely.
His supervisor appreciates him in front of others.
“You did excellent work today,” he says.
Ramu stands taller.
He feels confident.
He feels respected.

“Recognition builds confidence.”



Key Concept

•Self-respect
•Achievement
•Recognition
•Confidence

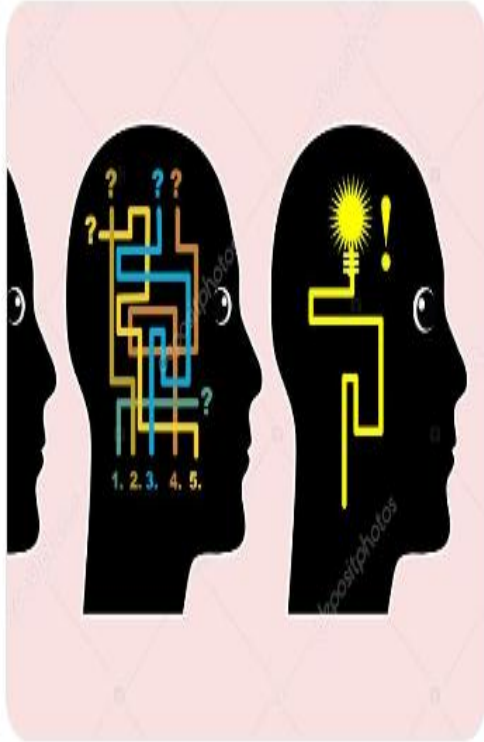
📘 **NET keywords**

•Self-esteem
•Status
•Achievement motivation

Story

With stability and confidence,
Ramu joins evening classes.
He does not study out of fear.
He studies out of purpose.
He wants to grow.
He wants to become the best version of himself.

"Becoming what one can become"



> "This is not learning for survival —
> this is learning for fulfillment."

Key Concept

- Personal growth
- Creativity
- Realising potential

📘 **Exam line (very important)**

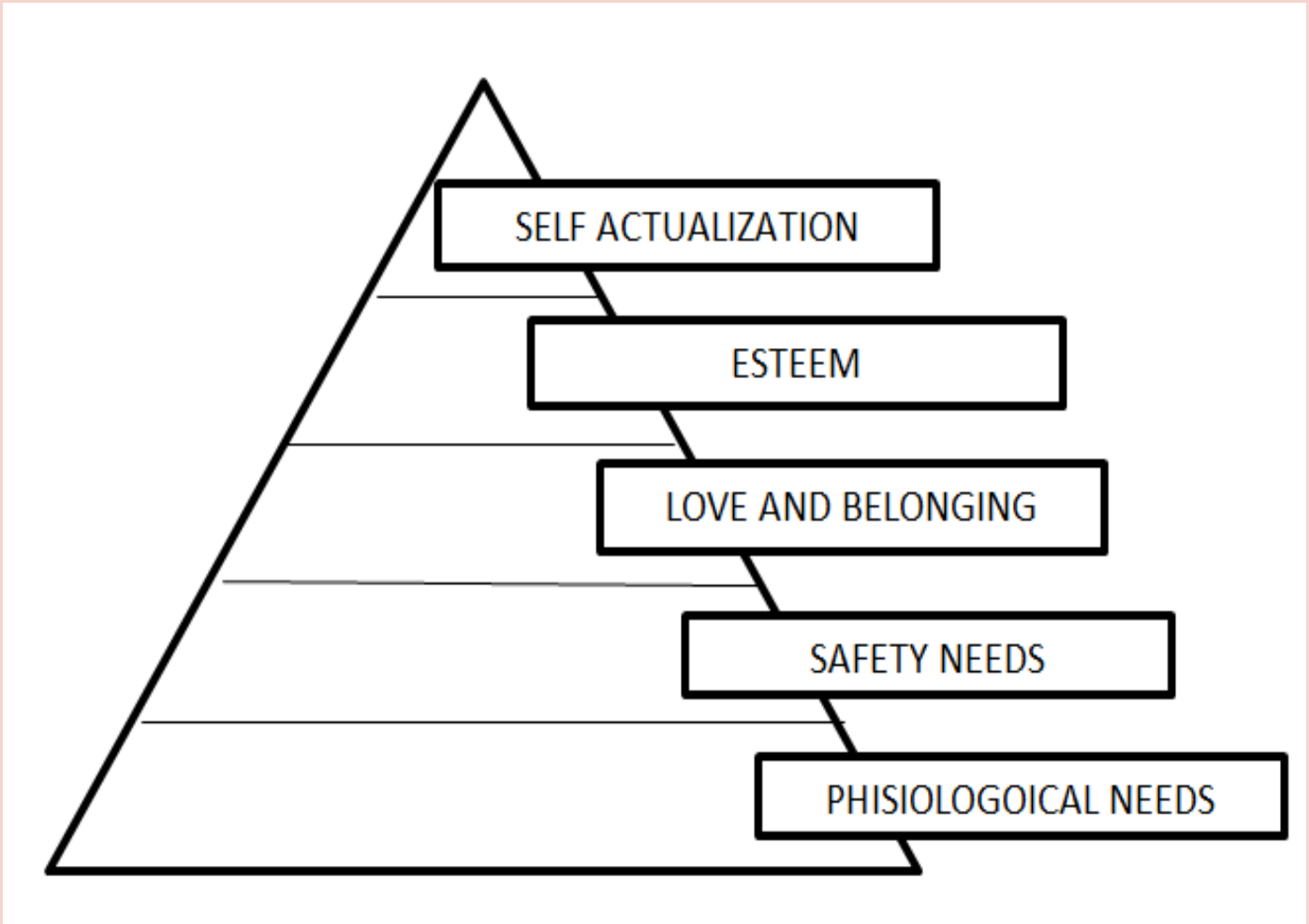
Self-actualization is a **process**, not a destination.

Abraham Maslow's Hierarchy of Needs

- Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

- From the bottom of the hierarchy upwards, the needs are physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.

- Needs lower down in the hierarchy must be satisfied before individuals can attend to higher needs

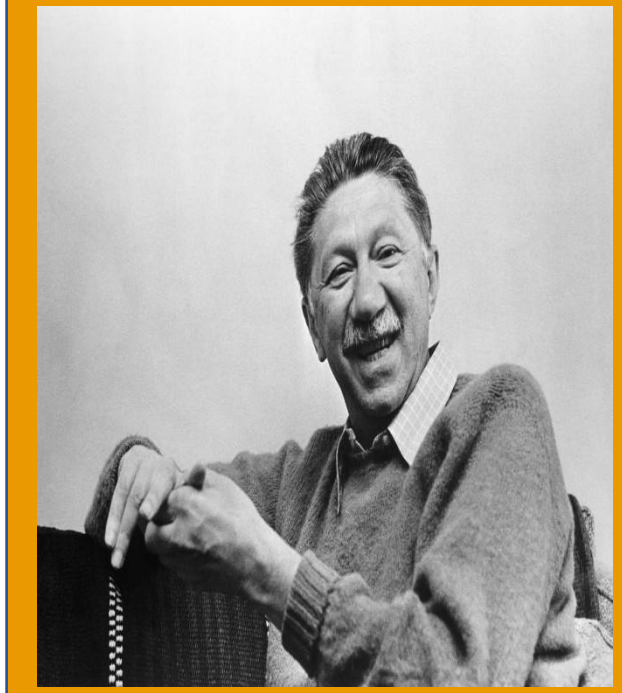


1. Human beings are motivated by a hierarchy of needs.

2. Needs are organized in a hierarchy of prepotency in which more basic needs must be more or less met (rather than all or none) before higher needs.

3. The order of needs is not rigid but may be flexible based on external circumstances or individual differences.

4. Most behavior is multi-motivated, that is, simultaneously determined by more than one basic need.



- Maslow (1954) proposed that human beings possess two sets of needs.
- This five-stage model can be divided into deficiency needs and growth needs.
- The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*).

Deficiency Needs

- It arise due to deprivation and are said to motivate people when they are unmet.
- Also, the motivation to fulfill such needs will become stronger the longer they are denied.

- For example, the longer a person goes without food, the more hungry they will become.

For example:

The longer a person goes without food, the more hungry they will become.

- Maslow (1943) initially stated that individuals must satisfy lower-level deficit needs before progressing to meet higher-level growth needs.
- However, he later clarified that satisfaction of a need is not an **“all-or-none”** phenomenon, admitting that his earlier statements may have given **“the false impression that a need must be satisfied 100 percent before the next need emerges”** (1987, p. 69).

- When a deficit need has been “more or less” satisfied, it will go away, and our activities become habitually directed toward meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

- Growth needs are more psychological needs and are associated with the realization of an individual's full potential and the need to 'self-actualize'.

- These needs are achieved more through intellectual and creative behaviors.

- Growth needs do not stem from a lack of something but rather from a desire to grow as a person.
- Once these growths needs have been reasonably satisfied, one may be able to reach the highest level, called self-actualization.
- Growth needs are achieved more through intellectual and creative behaviors.

- Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower-level needs.
- Life experiences, including divorce and loss of a job, may cause an individual to fluctuate between levels of the hierarchy.
- Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.

Physiological needs :

- Once an individual's **physiological needs** are satisfied, the needs for security and safety become salient.
- Safety needs can be fulfilled by the family and society (e.g., police, schools, business, and medical care).

For example:

- emotional security,
- financial security (e.g., employment, social welfare),
- law and order,
- freedom from fear,
- social stability,
- property,
- health and wellbeing (e.g., safety against accidents and injury).

After physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness.

Love and belongingness needs:

Examples of belongingness needs include

- friendship,
- intimacy,
- trust,
- acceptance,
- receiving and giving affection, and
- love.

❖ This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents.

Esteem needs

- Esteem needs are the fourth level in Maslow's hierarchy and include self-worth, accomplishment, and respect.
- Maslow classified esteem needs into two categories:
  (i) esteem for oneself (dignity, achievement, mastery, independence) and
  (ii) the desire for reputation or respect from others (e.g., status, prestige).
- Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value.

- Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy.
- Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

Self-actualization needs :

- Self-actualization needs are the highest level in Maslow's hierarchy and refer to the realization of a person's potential, self-fulfillment, seeking personal growth, and peak experiences.

- This level of need refers to what a person's full potential is and the realization of that potential.

- Maslow (1943, 1987, p. 64) describes this level as the desire to accomplish everything that one can, and “to become everything one is capable of becoming”.

- Individuals may perceive or focus on this need very specifically. For example, one individual may have a strong desire to become an ideal parent.

- In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.

- Although Maslow did not believe that many of us could achieve true self-actualization, he did believe that all of us experience transitory moments (known as ‘peak experiences’) of self-actualization.

The Expanded Hierarchy of Needs

- It is important to note that Maslow's (1943, 1954) five-stage model has been expanded to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b).

- Changes to the original five-stage model are highlighted and include a seven-stage model and an eight-stage model; both developed during the 1960s and 1970s.

- **Cognitive needs** – knowledge and understanding, curiosity, exploration, need for meaning and predictability.
- **Aesthetic needs** – appreciation and search for beauty, balance, form, etc.

  Examples:
  Enjoying music
  Admiring art
  Loving poetry
  Enjoying nature's beauty
  👉 **Experience is inward and personal**
  "I feel peace and pleasure."
- **Transcendence needs** – A person is motivated by values that transcend beyond the personal self.

Transcendence needs include :*(going beyond the self)*

Focus is on:

Meaning beyond oneself

Helping others

Spiritual unity

Higher purpose

Examples:

Service to others

Spiritual experiences

Devotion

Scientific pursuit for humanity

Mystical unity with nature

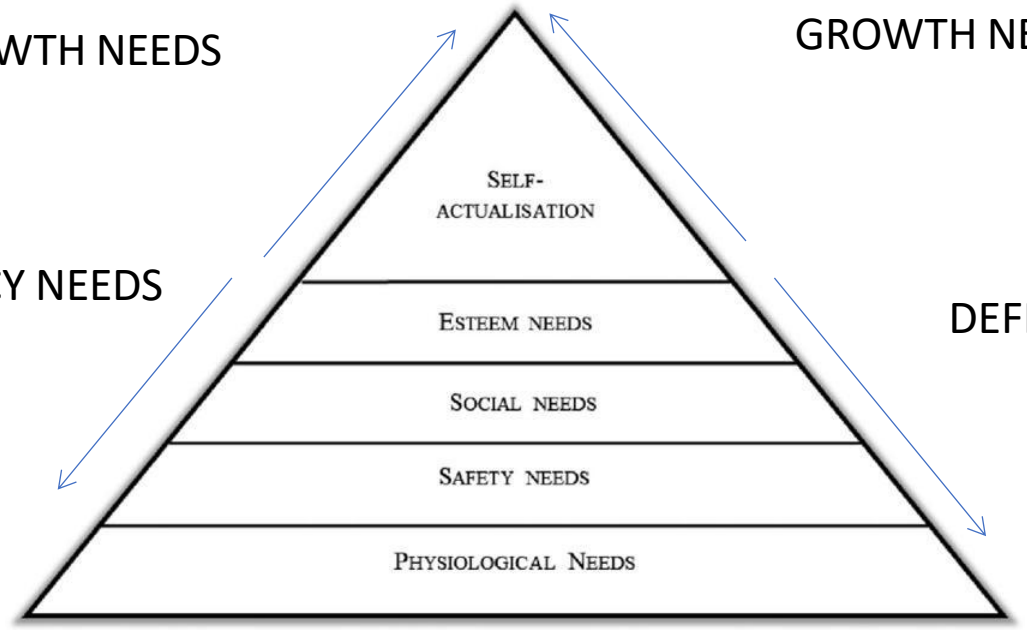
👉 **Experience is outward and universal**

“I exist for something larger than myself.”

MASLOW'S MOTIVATIONAL MODELS

GROWTH NEEDS

GROWTH NEEDS



DEFICIENCY NEEDS

DEFICIENCY NEEDS

Self-Actualized People

- Although we are all, theoretically, capable of self-actualizing, most of us will not do so, or only to a limited degree.
- Maslow (1970) estimated that only two percent of people would reach the state of self-actualization.
- He was especially interested in the characteristics of people whom he considered to have achieved their potential as individuals.
- By studying 18 people, he considered to be self-actualized (including Abraham Lincoln and Albert Einstein), Maslow (1970) identified 15 characteristics of a self-actualized person.

Behavior leading to self-actualization:

(a) Experiencing life like a child, with full absorption and concentration;

(b) Trying new things instead of sticking to safe paths;

(c) Listening to your own feelings in evaluating experiences instead of the voice of tradition, authority or the majority;

(d) Avoiding pretense (“game playing”) and being honest;

(e) Being prepared to be unpopular if your views do not coincide with those of the majority;

(f) Taking responsibility and working hard;

(g) Trying to identify your defenses and having the courage to give them up.

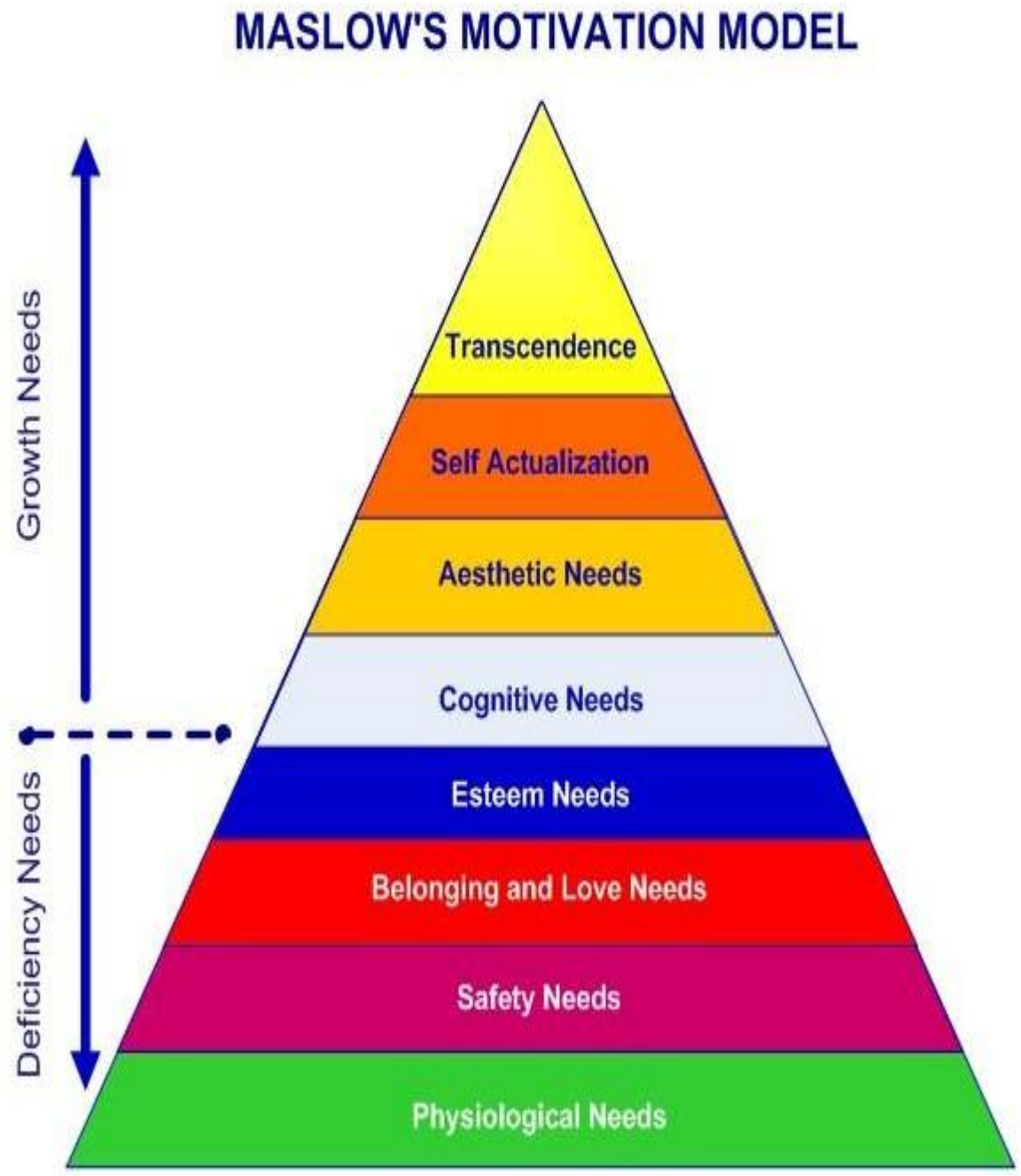
- The characteristics of self-actualizers and the behaviors leading to self-actualization are shown in the list above. Although people achieve self-actualization in their own unique way, they tend to share certain characteristics.

- However, self-actualization is a matter of degree, ‘There are no perfect human beings’ (Maslow, 1970a, p. 176).

- It is not necessary to display all 15 characteristics to become self-actualized, and not only self-actualized people will display them.

The 8-level hierarchy, in ascending order, is:

1. **Physiological Needs:** Basic requirements for survival like food, water, shelter, and sleep.
2. **Safety Needs:** Security, stability, and protection from harm, including physical, emotional, and financial security.
3. **Love and Belonging Needs:** Social connections, love, intimacy, and a sense of belonging.
4. **Esteem Needs:** Respect, self-esteem, recognition, and a sense of accomplishment.
5. **Cognitive Needs:** Knowledge, understanding, curiosity, and the desire to learn.
6. **Aesthetic Needs:** Appreciation for beauty, balance, an d order.
7. **Self-Actualization Needs:** Realizing one's full potential, creativity, and personal growth.
8. **Transcendence Needs:** Connecting with something beyond the self, such as spirituality, service to others, or a sense of purpose.



1.

A teacher encourages students to ask questions, explore beyond the textbook, and conducts open-ended discussions. Which of Maslow's needs is being addressed?

A. Aesthetic needs
B. Self-actualization needs
C. Cognitive need
D. Transcendence needs

✅ **Answer: C**

2.

In an art-integrated learning environment, a teacher displays student artwork and uses symmetry in classroom design to foster appreciation for beauty and balance. Which need is being fulfilled?

A. Safety needs
B. Aesthetic needs
C. Social needs
D. Self-actualization needs

✅ **Answer: B**

3.
A teacher allows students to choose their own research topics, encourages independent thinking, and provides opportunities for creative expression. This caters to which of the following?
A. Belongingness needs
B. Aesthetic needs
C. Self-actualization need
D. Cognitive needs

✅ **Answer: C**

4.
A class project involves students in volunteering for environmental cleanup and reflecting on their contribution to society. Which need is being addressed?
A. Social needs
B. Esteem needs
C. Self-actualization needs
D. Transcendence needs

✅ **Answer: D**

Educational Applications

- Maslow's (1962) hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, **Maslow (1970a) adopts a holistic approach to education and learning.**
- **Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact learning**.
- Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before **a student's cognitive needs can be met, they must first fulfill their basic physiological needs.**

For example:

- A tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential.

- Maslow suggests students must be shown that they are valued and respected in the classroom, and the teacher should create a supportive environment.

- **Students with a low self-esteem will not progress academically at an optimum rate until their self- esteem is strengthened.**

- **Maslow (1971, p. 195) argued that a humanistic educational approach would develop people who are "stronger, healthier, and would take their own lives into their hands to a greater extent.**

- **With increased personal responsibility for one's personal life, and with a rational set of values to guide one's choosing, people would begin to actively change the society in which they lived".**

-

Think and Say

Can you recall the last time you learned something new? What steps did you take to understand it better?

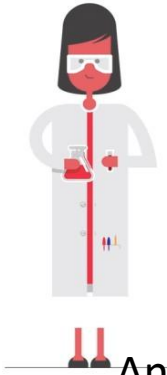
Teacher taught a poem, then in the next class you

Recite the poem, how?	**Remember**
Explain it in your words	**Understand**
Use the idea in your writing	**Apply**
Find the differences between two poems	**Analyze**:
Judge which poem is more effective	**Evaluate**:
Write your own poem	**Create**

recite

explain

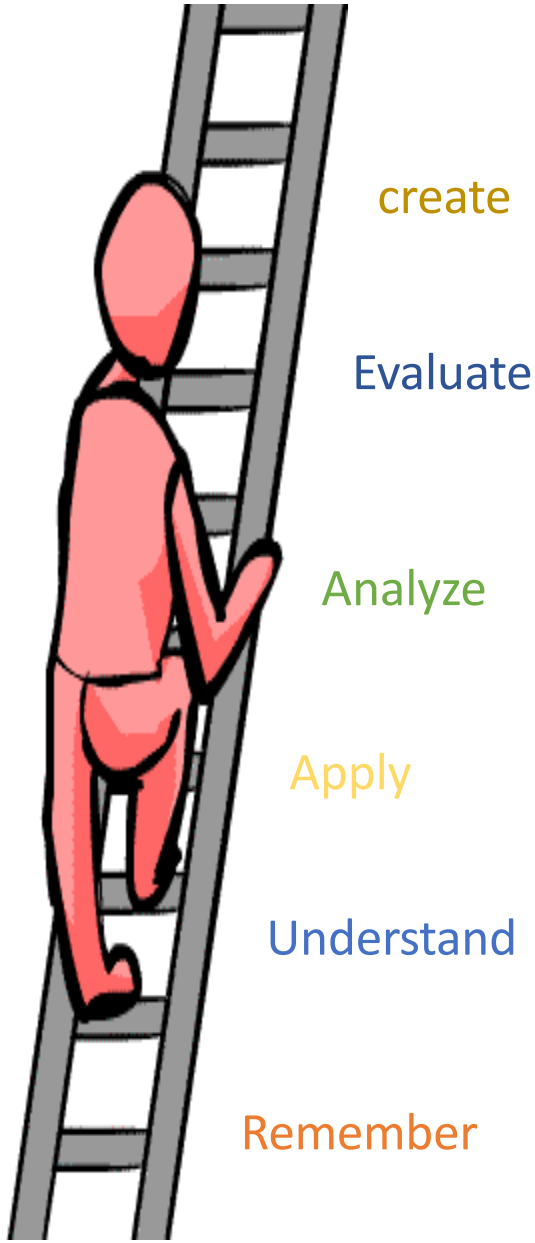
Apply



Analyze

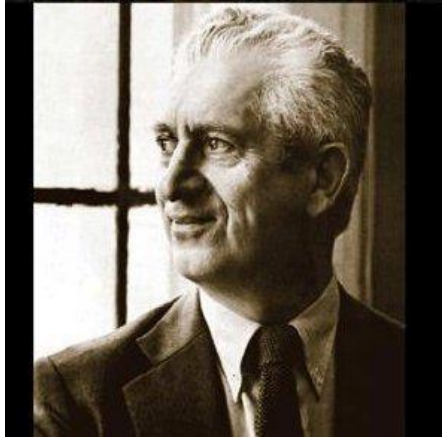
evaluate

create



"If learning was like climbing a ladder, what would be your first step? What would be the last step?"

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.

Analysis of various levels of teaching – the new vision of teaching called **BLOOM'S TAXONOMY** (1956)

- Three domains of learning:
- Cognitive Domain: focuses on Knowledge
- Psychomotor Domain: focuses on Skills
- Affective Domain: focuses on Attitudes

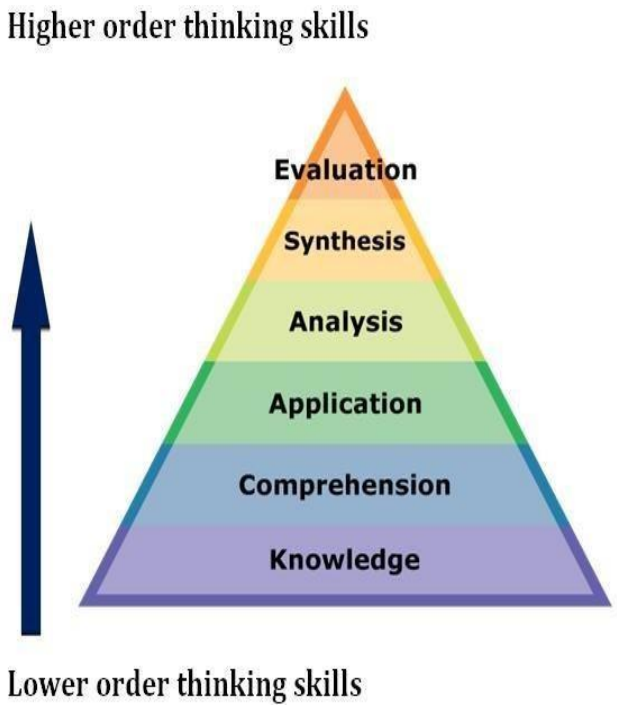
Why Was It Developed?

Bloom's Taxonomy was developed to provide a common language for educators to discuss and design curricula and assessments. The main purposes include:

- **Clarifying Learning Objectives:** It helps educators specify what they want students to achieve in a structured way.
- **Guiding Curriculum Development:** The taxonomy provides a roadmap for designing instructional activities that target different levels of thinking.
- **Improving Teaching Strategies:** By understanding the different levels of cognitive processes, teachers can create more effective lessons that engage students in higher-order thinking.
- **Enhancing Assessment:** Bloom's Taxonomy guides the creation of assessments that measure not only knowledge recall but also understanding, application, and critical thinking.

- The framework elaborated by Bloom and his collaborators consisted of six major categories:
- Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
- The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

KCAASE



The Original Taxonomy (1956)

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension 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.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”

- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”

2. **COGNITIVE DOMAIN**

Six sub-categories, varying from simple to complex:

1. Knowledge
2. Comprehension

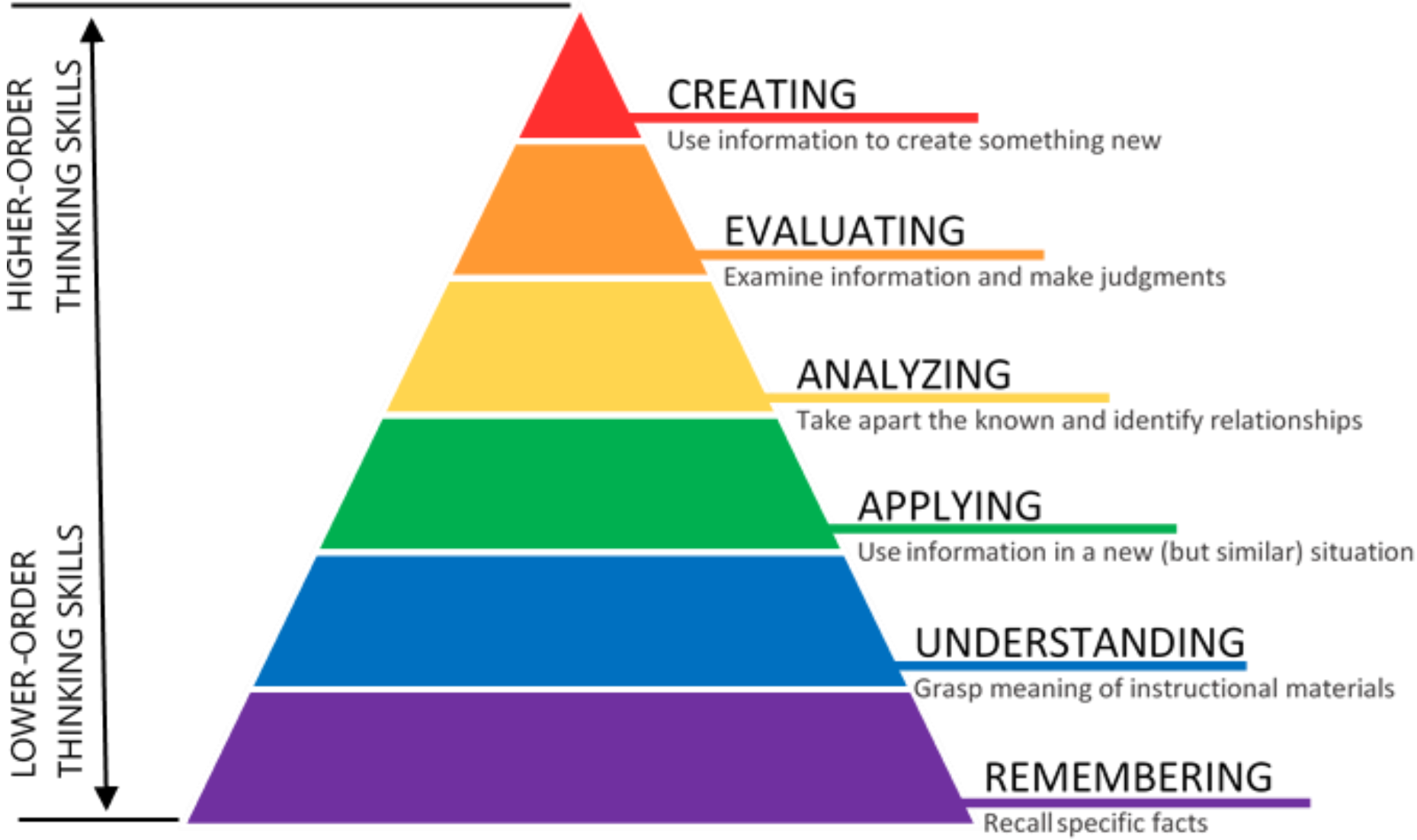
low order thinking skills

3. Application
4. Analysis
5. Synthesis

high order thinking skills

6. Evaluation

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



Bloom's Taxonomy was revised in 2001 by a group of cognitive psychologists, curriculum theorists, and instructional researchers led by Lorin Anderson, a former student of Benjamin Bloom, and David Krathwohl. The revision was made to address changes in educational practices and to incorporate new insights into how people learn. The primary reasons for revising Bloom's Taxonomy include:

1. **Reflecting Contemporary Understanding of Learning:**
    - Since the original taxonomy was developed in the 1950s, our understanding of how people learn has evolved. The revised taxonomy incorporates these new insights, especially regarding the importance of active learning and the role of cognitive processes in learning.
2. **Updating the Terminology:**
    - The original taxonomy used nouns to describe the different levels of cognitive processes (e.g., Knowledge, Comprehension). The revised taxonomy uses verbs (e.g., Remembering, Understanding) to better reflect the dynamic nature of thinking and learning processes.
3. **Reordering the Cognitive Levels:**
    - In the original taxonomy, "Synthesis" was placed above "Evaluation" in the hierarchy. The revised version swaps these two, renaming "Synthesis" as "Creating" and placing it at the top of the hierarchy. This change emphasizes the creative aspect of learning as the highest level of cognitive work, reflecting the idea that creating new ideas is often more complex than evaluating existing ones.

4. Adding a Second Dimension (The Knowledge Dimension):

- The revised taxonomy introduces a **dual-dimensional framework** by adding the **"Knowledge Dimension"** alongside the **"Cognitive Process Dimension."** The Knowledge Dimension includes four types of knowledge:
  - **Factual Knowledge:** Basic elements students need to know.
  - **Conceptual Knowledge:** Understanding of interrelationships among basic elements.
  - **Procedural Knowledge:** How to do something, methods of inquiry.
  - **Metacognitive Knowledge:** Awareness and understanding of one's own thought processes.

This two-dimensional structure allows for a more detailed analysis of learning objectives and outcomes.

Purpose of the Revised Bloom's Taxonomy:

1. **Enhancing Clarity and Usability:**
   - The revised taxonomy aims to make the framework more practical and accessible for educators, providing clearer guidance for writing learning objectives, designing curricula, and creating assessments.
2. **Improving Alignment Between Objectives and Assessments:**
   - By explicitly connecting types of knowledge with cognitive processes, the revised taxonomy helps ensure that learning objectives are more precisely defined and that assessments are better aligned with these objectives.
3. **Encouraging Higher-Order Thinking:**
   - The revision emphasizes the importance of higher-order thinking skills, such as creating and evaluating, by placing "Creating" at the top of the cognitive hierarchy. This encourages educators to design learning experiences that challenge students to engage in complex thinking.
4. **Facilitating More Comprehensive Curriculum Planning:**
   - The dual-dimensional model allows educators to consider both the cognitive processes and the types of knowledge students need to acquire, leading to more comprehensive and balanced curriculum planning.
5. **Reflecting Changes in Educational Goals:**
   - The revised taxonomy recognizes the shift in educational goals towards developing critical thinking, problem-solving, and creative abilities, which are increasingly valued in modern education.

Summary:
The revision of Bloom's Taxonomy was driven by the need to update the framework to reflect modern educational practices and cognitive psychology insights. The revised taxonomy aims to enhance the clarity, usability, and relevance of the original framework, making it more applicable to today's educational environment. It provides educators with a more sophisticated tool for designing curricula, writing objectives, and creating assessments that promote higher-order thinking and comprehensive learning.

- **Remembering**-At this level, students are challenged to recall and remember the basic facts and information of the story or text.
  - How many witches?
  - What happened in the play?

- **Understanding** - Gives the student a chance to show a fundamental understanding of the story or text.
  - How is Lady Macbeth the more dominant partner in the relationship?
  - Explain how Macbeth changes over the course of the play.
  - Summarize the scene of meeting the Witches in your own words.

- **Applying**Here, students gain an opportunity to demonstrate their ability to use the information in a new way similar to the one they have learned
  - Show how *Macbeth* is still relevant to a modern audience (Why do we study it? What can it teach us?)
  - Show how Macbeth is similar to a modern teenager.

How many witches?

- **Analyzing -**At this level, students can deconstruct the story into its component parts to better understand it.
  - ❖ Compare how Macbeth felt after killing Duncan to how he felt after having Banquo and the Macduffs murdered.
  - ❖ Why did Macbeth kill Duncan? Banquo? The Macduffs?
- **Evaluating -**This level gives students an opportunity to develop an opinion and back it up with reasoning and evidence.

•**Judge the Justification:**
•Do you think Macbeth's actions were justified? Provide reasons and evidence from the text to support your opinion.
•**Critique the Consequences:**
•Evaluate the consequences of Macbeth's ambition. Were the outcomes inevitable or could they have been avoided? Support your evaluation with evidence from the play.
•**Assess the Impact:**
•Assess the impact of Lady Macbeth's influence on Macbeth's decisions. How critical was her role in the unfolding of events? Provide examples from the text to justify your assessment.

- **Create -**This level affords an opportunity for students to take what they have learned and make something new from it.

❖ Imagine yourself as Macbeth who is mourning the death of your dear wife Lady Macbeth, write an elegy in memory of her.

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1.REMEMBER

- Definition: retrieve, recall, or recognize relevant knowledge from long-term memory (e.g., recall dates of important events in Indian history, remember the components of a bacterial cell).
- Appropriate learning outcome verbs for this level include: cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and tell.

2. UNDERSTAND

- Definition: demonstrate comprehension through one or more forms of explanation (e.g., classify a mental illness, compare ritual practices in two different religions).
- Appropriate learning outcome verbs for this level include: summarise, abstract, arrange, articulate, associate, conclude, contrast, defend, diagram, discuss, exemplify, explain, extend, extrapolate, generalize, give examples of, illustrate, infer, interpolate, interpret, outline…

3. APPLY

- Definition: use information or a skill in a new situation (e.g., use Newton's second law to solve a problem for which it is appropriate, carry out a multivariate statistical analysis using a data set not previously encountered).
- Appropriate learning outcome verbs for this level include: apply, calculate, carry out, complete, compute, demonstrate, dramatize, employ, execute, experiment, generalize, illustrate, implement, manipulate, modify, operate,solve, transfer, translate, and use.

4. ANALYZE

- Definition: break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose (e.g., analyze the relationship between different flora and fauna in an ecological setting; analyze the relationship between different characters in a play).
- Appropriate learning outcome verbs for this level include: analyze, arrange, break down, categorize, classify, compare, connect, contrast, differentiate, discriminate, distinguish, divide, identify, integrate, order, organize, relate, separate, and structure.

5. EVALUATE

- Definition: make judgments based on criteria and standards (e.g., detect inconsistencies or fallacies within a process or product, determine whether a scientist's conclusions follow from observed data,).
- Appropriate learning outcome verbs for this level include: appraise, apprise, argue, assess, convince, criticize, critique, decide, determine, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, select, standardize, support, test, and validate.

6. CREATE

- Definitions: put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure (design a new set for a theater production, write a thesis, invent a product, compose a piece of music, write a play).
- Appropriate learning outcome verbs for this level include: arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, integrate, invent, make, manage, modify, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, and write.

Q&A

During a teacher training workshop, a group of B.Ed. trainees is asked to demonstrate how to conduct a science experiment involving proper handling of lab equipment. The focus is on posture, accuracy, and safety.
Which domain of Bloom's taxonomy is being primarily assessed in this situation?
a) Affective domain
b) Cognitive domain
c) Psychomotor domain
d) Constructivist domain

Correct Answer:
c) Psychomotor domain

2. The affective domain of Bloom's taxonomy focuses on:
a) Cognitive processes and thinking abilities
b) Emotional and attitudinal aspects
c) Physical actions and skills
d) Social interactions and relationships

Ans: b) Emotional and attitudinal aspects

Explanation: The affective domain of Bloom's taxonomy focuses on emotional and attitudinal aspects, including values, beliefs, attitudes, and motivation.

3. Why did Bloom develop Bloom's Taxonomy?
a) To assess student performance in standardized tests
b) To provide a framework for curriculum design and assessment
c) To categorize different types of educational institutions
d) To promote international collaboration among educators

Correct answer: b) To provide a framework for curriculum design and assessment.

Explanation: Benjamin Bloom, an educational psychologist, and a group of other educators developed Bloom's Taxonomy to provide a structured framework for classifying educational objectives and learning outcomes. It was intended to help teachers create effective lesson plans, design assessments, and guide students' learning experiences. The taxonomy helps educators organize and prioritize learning objectives based on cognitive complexity, making it easier to design educational experiences that cater to different levels of thinking.

5. Which book was written by Benjamin Bloom and his colleagues specifically related to Bloom's Taxonomy?
a) "The Psychology of Learning: Understanding How Students Learn"
b) "Teaching Strategies for Effective Learning"
c) "Taxonomy of Educational Objectives: The Classification of Educational Goals"
d) "The Art of Teaching and Instructional Design"

Correct answer: c) "Taxonomy of Educational Objectives: The Classification of Educational Goals"

Explanation: The correct answer is option c. Benjamin Bloom and his colleagues Max Englehart, Edward Furst, Walter Hill, and David Krathwohl authored the book titled "Taxonomy of Educational Objectives: The Classification of Educational Goals." This book, first published in 1956, is the primary reference for Bloom's Taxonomy. It presents a systematic framework for classifying educational objectives, particularly in the cognitive domain, and introduces a hierarchy of six levels of cognitive processes: knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy has been widely used by educators to design effective learning experiences, assessments, and instructional strategies to promote higher-order thinking and learning among students.

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6. Which level of Bloom's Taxonomy involves recalling or recognizing previously learned information?
a) Application
b) Analysis
c) Knowledge (Remembering)
d) Synthesis (Creating)

Correct answer: c) Knowledge (Remembering)

Explanation: The correct answer is option c. Knowledge (Remembering) is the level in Bloom's Taxonomy that involves the ability to recall or recognize previously learned information. It includes tasks such as recalling facts, definitions, dates, or concepts.

7. At which level of Bloom's Taxonomy do learners demonstrate their understanding of information by explaining it in their own words or interpreting data?
a) Synthesis (Creating)
b) Comprehension (Understanding)
c) Evaluation
d) Analysis

Correct answer: b) Comprehension (Understanding)

Explanation: The correct answer is option b. Comprehension (Understanding) is the level in Bloom's Taxonomy where learners demonstrate their understanding of information by explaining it in their own words, summarizing key ideas, interpreting data, or providing examples.

Activity Name: “Which level am I?”

Tasks to Match:

1.Define the term ‘photosynthesis’. 1

2.Design a new experiment to test the rate of photosynthesis. 5

3.Differentiate between mitosis and meiosis. 6

4.List the parts of a cell. 1

5.Justify why exercise improves mental health. 4

6.Use a formula to calculate speed from distance and time. 2

1. Remember, 2. apply , 3. Understand, 4. evaluate , 5. Create, 6.Analyse