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Bloom's taxonomy terms are capitalized in **bold.**

Student Learning Outcome: Students will demonstrate the ability to a) gather, b) analyze, and c) evaluate information to make effective decisions.


**Example #1:** Learning from Winners

Course Objective: From the chapter that includes self-esteem, this example asks students to start with the definition of self-esteem, and then to learn a way to improve it in themselves and others. The specific activity is to design a website homepage, and then evaluate all the designs for winning elements, and then to use those elements in their next design attempt. By developing and designing a website for a fictitious counseling or psychological services company, students use the bold-font thinking skills listed above, as well as writing, drawing, and design.
The sequence is as follows:

1. Design a website based on your current **KNOWLEDGE** of websites/web-surfing.
2. **ANALYZE and EVALUATE** all other student's website designs, and pick the best three examples. Identify 'winning elements' in the top three website designs.
3. **SYNTHESIZE** the 'winning elements' with one's own ideas in the **CREATION** of the next design attempt.

Assessment Method: Assessment of progress is done by comparing the first and second design attempts, and identifying how many 'winning elements' were found in the second design attempt.

Benchmark: Any increase in the number of 'winning elements' was considered successful.

Assessment Findings: Since students are given the freedom to use or not use the 'winning elements', some did not include them, while most other students did.

Changes made or to be made based on assessment findings: Find a different way to assess the use of winning elements. Most students didn't want to do a second design.

Results or expected results of changes implemented: I tried having them just make a list of the 'winning elements', instead of making a new design. This at least helps them know ways to improve their design.

**Example #2:**  Add a Category

Course Objective: From the chapter on intelligence and cognitive abilities, this example gets students to take an inventory of their current, most frequently used thinking categories, and then expand it by one category.   The purpose is to help students understand how they currently think, and then expand it a little.  By first evaluating how they think, students are better able to understand themselves and their current mental tools.  Then by identifying which categories they don't use, and using one of them, they can systematically expand into new styles of thinking.
The sequence is as follows:

1.  Students are given three common words (for example: house, sky, tree) and they are asked to give five descriptor words (**KNOWLEDGE**) for each of the original three words.
2.  Students are then given a chart of category types (for example: surface features, internal part, abstract, opinion) and are asked to classify (**ANALYZE**) each of their fifteen responses according to a chart of categories.  This lets students know how their mind currently interprets the world around them (**EVALUATION**).
3.  Then they are asked to give one more descriptor word from a category they haven't used (**APPLICATION**) for each of the three original words.  Students are also asked to spend the next week interpreting their environment in terms of the new category, thereby emphasizing the new way of thinking.

Assessment Method:  Do a follow-up assessment that categorizes their descriptors of common words at a later date.  The object is to see if they have expanded on their category use.

Benchmark:  I ask them not to overwhelm themselves by adding too many new categories.  Just pick one or two I tell them.  And so to see results of an increase in just one or two new categories in their descriptions would be deemed 'successful'.

Assessment Findings:  It would also be difficult to measure because they would know what I'm looking for in the second assessment, and they therefore would alter their descriptor words.

Changes made or to be made based on assessment findings:  Some students show a wide range of category use, while others have responses that tend to bunch up in certain areas.  'Surface features' seems to be a popular category.  And so during class lectures, I could provide descriptions of topics using less-common categories.  For example, internal parts, or current events.

Results or expected results of changes implemented:  Just making students aware of their thinking style I think would motivate some of them to add another category or two to their thinking style.

**Example #3:** 3-D Illusions and Observational Skills

Course Objective: From the chapter on sensation and perception, the students come to understand the basics of motion, color and space in our environment.  Students then apply this knowledge to improving their observational skills, and their ability to think visually, through practice with 3-D drawings.  Through the hands-on experience of creating 3-D illusions, students gain insight into how the mind and our visual sense works, and their ability to control and direct it.
The sequence is as follows:

1. Students are shown a series of images depicting illusions.  This makes them aware of how the mind can be tricked into 'seeing' something that isn't actually there (**KNOWLEDGE**).
2. Students then copy and draw nine moderately difficult 3-D illusions (**ANALYSIS/COMPREHENSION**).
3. The result is that students improve their observational and visual thinking skills, as well as their graphic expressional abilities (**APPLICATION**).
4. Assessment is done by judging the feeling of depth in their 3-D drawings.

Assessment Method:  Check the drawings and analyze them for a 3-D feel. It is obvious when a drawing 'works', and the illusion of 3-dimensionality is apparent.   I walk around while they are drawing and give them verbal feedback and encouragement.

Benchmark:  There are nine 3-D illustrations to be copied.  If half of them are reproduced successfully (there is a 3-D feel to them), the exercise is considered successful.

Assessment Findings: While some students complain that they can't draw, this 'drawing' exercise requires only that they copy successfully.  About half the students reach the benchmark.  I am certain that another round with these same illustrations would produce a higher percentage of successful students.

Changes made or to be made based on assessment findings:  Giving the students another chance to re-create the 3-D illusions would be a way to 'close-the-loop'.  To do so however might seem like I'm spending too much time on this exercise.  I think the students are sufficiently affected by one round of drawing to consider this exercise a success.

Results or expected results of changes implemented:  A little practice is all it takes to create this type of illusion, and once achieved, the student gains a better sense of how they can manipulate human perception.

**Example #4:**  Frustration with Language in the Toddler Years

Course Objective: This example is from the chapter on developmental psychology and in particular, language development.  The students are challenged to feel the frustration a toddler feels when the toddler knows what they want, but can't express it with their limited language.  By gaining this knowledge, students are motivated to analyze and evaluate different communication modes in the early years, and to teach young children sign language, or another form of communication, until they develop language proficiency.  Non-verbal thinking and communicating modes are emphasized here as students must transmit a message without words.
The sequence is as follows:

1. On a piece of paper, students are given a sentence that a toddler might want to say.  Then, without words, through their body language alone, and in front of the class, they must express the toddler sentence.  This encourages the student to think in other than verbal terms, and to feel the frustration of not being able to communicate an idea or request (**UNDERSTANDING, APPLYING).**
2. By getting a puzzled look from the class following their attempt to communicate non-verbally, the student is forced to change expression modes, or to adjust the existing one, in order to communicate successfully.  This encourages awareness of non-verbal expression types (**ANALYSIS**).
3. Through the experience of frustration in communication, students may be motivated to explore different modes of communication, and in particular, sign language (**APPLICATION**).


Assessment Method:  A student is successful if the class can identify the toddler-thought they are trying to express.

Benchmark:   If more than half of the attempts are identified, the exercise is considered successful.

Assessment Findings:  Usually, more than half of the toddler-thoughts are identified.

Changes made or to be made based on assessment findings:  I have come up with toddler thoughts that are more difficult to express non-verbally.  This works well because the idea of the exercise is for the students NOT to be successful, so they feel the frustration a toddler feels when they can't communicate an idea.

Results or expected results of changes implemented:  In addition to the students learning alternative ways of teaching young kids to communicate, it also is a fun class activity, which slightly increases their motivation to come to class.