



# THE MONA TEACHER

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## Achieving Higher Cognitive Levels Using

## 21st Century Technologies:

**Moving to achieve higher cognitive levels in teaching and learning using the available 21st century technologies: Bloom's Taxonomy and the new technologies**

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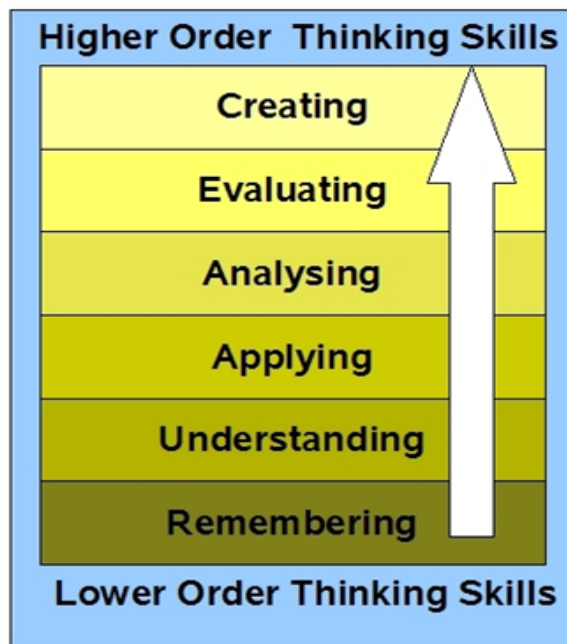
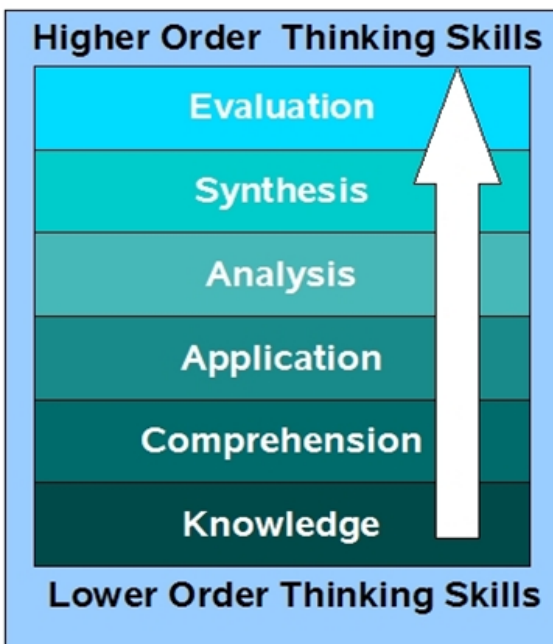
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Bloom's Taxonomy was developed in the 1950s and is concerned with how educators express thinking and learning through a set of concepts beginning with lower order thinking skills (LOTS) and moving upward to higher order thinking skills (HOTS). In the original taxonomy, thinking skills were conceived of as moving through six levels beginning with knowledge at the lowest level and moving through comprehension, application, analysis, synthesis and evaluation. Later the taxonomy was revised and verbs rather than nouns were used to identify the levels of thinking.

In the lowest level, the word remembering was used to reflect the importance of remembering information. It was reasoned that a person needs to remember what s/he knows in order to analyse or apply knowledge that is understood. Hence, understanding was the second level of the taxonomy and this would lead on to applying and then analysing knowledge. Of course, evaluating and creating were considered the highest levels since evaluating the value of a product is important in producing a final and worthy end product.



The Bloom's Taxonomy

*Old Bloom's*

*New Bloom's*

# Update:

## The UWI 21st Century Classroom Project

*(The Mona Campus' Strategic Initiative in Teaching and Learning)*

The UWI 21<sup>st</sup> Century classroom project (a project that was launched in August 2015 with an objective of training faculty to more effectively use 21<sup>st</sup> century technologies to teach and to introduce a demonstration technology classroom) continued throughout the reporting period, November 2015 to March 2016.



Miss Mortilaine Riley of Instruction Support Services (facilitator) in conversation with faculty during the session on Electrify Student Success with Apps in the Classroom the session focused on using “Eyejot and Popplet”.



Dr Alicia Palmer, Educational Developer at the CETL proving support for participants during the session on Electrify Student Success with Apps in the Classroom the session focused on using “Eyejot and Popplet”.

### November and December 2015

In November 2015, the educational focus was on using apps to assist with the teaching and learning process hence, we invited faculty to participate in two sessions with the theme “Electrify Student Success with Apps in the Classroom”. In this regard, an educational session was held on November 19, and the 21<sup>st</sup> century technology tools that were investigated were eyejot and popplet. The app “eyejot” was investigated in the faculty development technology session and faculty studied it to determine how it might enhance their teaching. In the process they developed skills in creating videos to send to their students and deepened their understanding of the particular course content.

“Popplet” was also investigated and studied as a wonderful and engaging web tool allowing users to engage in collaborative mind-mapping activities. It was recognised that it boasted several great features including a slick interface and a note-taking or organizing tool that was pretty easy to use.

There was also the ongoing online component of the workshop for the Certificate in University Teaching and Learning (CUTL). The particular course offered was CUTL 5106: Advancing Teaching with Technology. The participants/students were the faculty of the UWI School of Clinical Medicine and Research, Nassau, The Bahamas.

# Update:

# The UWI 21st Century Classroom Project

*(The Mona Campus' Strategic Initiative in Teaching and Learning)*

**cont'd**



Participants in the workshop "Using Online Collaboration Tools in the Blended Classroom."



Facilitator Mrs. Michele Stewart-McKoy of the Using Online Collaboration Tools in the Blended Classroom Workshop in discussion with Faculty members who attended.

## January

In January 2016, two days of workshops were held. The first workshop was held on January 11, 2016 and focused on "Using Online Collaboration Tools in the Blended Classroom". In this workshop it was boldly proclaimed that learning was no longer limited to classrooms. It was recognised that new technological tools were making it possible for distantly located students to collaborate with their instructors and peers for learning new skills and creating knowledge. The workshop provided an opportunity for faculty to learn about some of the tools that might be used to enhance learning through online collaboration.

In the second workshop on January 12, 2016, the focus was on "Instant Messaging in the University Classroom: Improving student participation in both asynchronous and synchronous classroom settings". It was observed that in a face-to-face class, students had many opportunities to interact with their instructor and fellow students, whether by way of an informal chat before or after class, or participating in the classroom discussion. Further, the participants noted and accepted that interaction was an important factor in student success. Therefore the workshop provided an opportunity for faculty to learn about how they could create similar opportunities for participation and collaboration using instant messaging in the university classroom or a blended course.

# Update:

# The UWI 21st Century Classroom Project

(The Mona Campus' Strategic Initiative in Teaching and Learning)

cont'd



Cohort 7 of the Certificate in University Teaching and Learning programme taking a class on the usage of 21st Century Technologies to teach students at the UWI, Mona Campus.

## January *cont'd*

During the month of January also, the CUTL 5106 course was offered to another cohort of faculty members at the UWI, Mona Campus and this was well received. Faculty members were expected to implement some of the technologies in their classroom during the semester.

## February

In February, the major training opportunities were two workshops that providing learning opportunities for faculty to use two popular 21<sup>st</sup> century technology tools to enrich and enliven classroom teaching and learning. The first workshop was held on February 4 and the focus was *“Teaching with Technology: PREZI - Presentations have never been this good”*. The second workshop was held on February 11 and had as its focus *“Teaching with Technology: Using YouTube to engage and motivate student learning (YouTube for Instruction)”*.

## March

In March, several seminars were planned these included *“The Weebly Way”: Website Creation as a Tool for Student Engagement*”, held on March. 16 and *“Games in the Classroom-Learning that excites”*, March 23, 2016. The workshop *“Teaching with Technology Tools: Web Quets: Endless Possibilities for Student Assessment”* was offered on March 31<sup>st</sup> at 2:00p.m. - 4:00p.m. There were also several opportunities to observe faculty in the Certificate In University Teaching and Learning programme using various technologies to engage students in their classrooms



Participants in the workshop on Prezi– Presentations have never been this good.

# Quality Assurance Review of the CETL



Exit meeting for the Quality Assurance Review of the Centre's for Excellence in Teaching and Learning in the picture from left to right Dr. Mervin Chisholm, (Coordinator/Manager CETL Mona Campus); Ms Angela Donaldson (Principal Lecturer/ Team Lead, The Curriculum Development and Instructional Methods Unit, Excelsior Community College); Dr Chris Rust, Professor Emeritus, Oxford Brookes University, UK (external/team leader); Dr Eileen Bragg, Higher Education Consultant, Canada (external).

The Centres for Excellence in Teaching and Learning (CETLs) on the land campuses of the UWI had their quality assurance review in February and March 2016. This review was done amidst growing interest and discussion concerning the repositioning of the UWI as “One University.” Hence, the harmonisation of processes and the sharing of resources became a major concern in the review. The external reviewers, in particular, paid keen attention to this aspect of the operations of the CETLs and how it might be realised.

Quality Assurance Reviews are an important component of the quality management processes of the UWI. They are carried out in academic and academic support units on a regular 5-7 year cycle. The objective of the review is to determine whether the academic programmes/departments and the academic support centres/outfits are achieving their stated objectives. With respect to the CETLs, the process involves an investigation of their operations and an evaluation of all the activities carried out. Overall, the process is geared at improving the delivery of the varied faculty development initiatives carried out by the centres.

A set of quality indicators was developed by the Quality Assurance Unit in consultation with the CETLs and of course, these were also information by best practice in faculty development across universities in the developed and developing countries.

The CETLs were reviewed by a three person team: an external team leader, who served as a director of a faculty development unit; the Director of a CETL from another campus; and local academic from an institution of higher education in the country in which the CETL was situated who also had expertise in the area. As usual, the Quality Assurance Officer coordinated the review process.

Accordingly, the core of the team was built around:

Dr Chris Rust, Professor Emeritus, Oxford Brookes University, UK (external/team leader)

Dr Eileen Bragg, Higher Education Consultant, Canada (external)

# Quality Assurance Review of the CETL

cont'd



Quality Assurance Review meeting, Dr Chisholm in conversation with Ms. Donaldson local professional.



Quality Assurance Review meeting, Dr Palmer (Faculty Developer at the CETL Mona campus) in conversation with Dr Eileen Bragg, external reviewer.

These team members visited all three campuses.

Internal representatives of the CETL, changing for each campus

Mrs Patricia Atherley, from the Cave Hill campus' CETL – Mona Campus

Dr Mervin Chisholm, from the Mona campus' CETL - St Augustine

Dr Keisha Valdez, from the St. Augustine campus' CETL– Cave Hill

Local Professionals were:

Dr Jeanette Morris (Retired Programme Professor, Centre for Education, University of Trinidad & Tobago) – St Augustine Campus

Dr Patricia Saul (Deputy Principal, Erdiston Teacher's College) – Cave Hill Campus

Ms Angela Donaldson (Principal Lecturer/Team Lead, The Curriculum Development and Instructional Methods Unit, Excelsior Community College) - Mona Campus

# Achieving Higher Cognitive Levels Using 21st Century Technologies:

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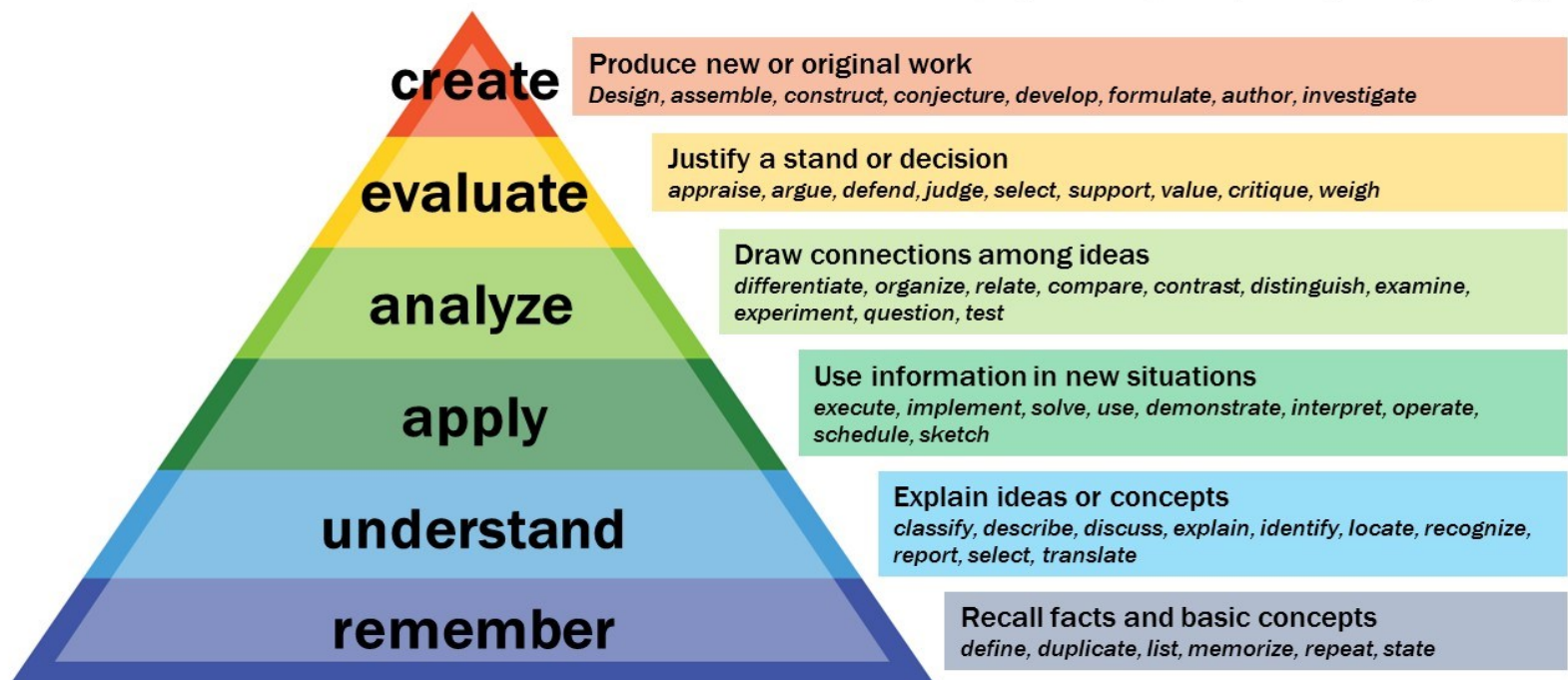
In the 21<sup>st</sup> century technology-enriched classroom, it is important for teachers to develop their lessons to bring their students to the highest level of the Blooms taxonomy, HOTS. Acquiring knowledge and even comprehending it, is not a significant achievement in comparison to the ability to apply it and of course, as more information is acquired the processes of analysing and evaluating require higher level skills.

The creation of a technology-enriched 21<sup>st</sup> century classroom holds out much promise in developing higher-order thinking skills of students. In fact, classroom and teaching technology are now becoming common place in many classrooms and computer labs in the higher education teaching and learning environment. Creating opportunities for students to actually use 21<sup>st</sup> century technologies, for them to engage and connect with each other, learners elsewhere, teachers scholars and inventors can be realised. It is also possible to create opportunities for learners to use such technologies

as Voice Thread, iMovie, podcasts, and blogs and these hold out the possibility of causing them to dig deeply into course content and in the process achieve higher levels of cognition. It is well known that smart boards and clickers provide opportunities for greater levels of interaction with students and this enriches the learning experience for the student as well as provide feedback that basically assesses the delivery and learning of the subject content

The highest levels of Bloom's taxonomic classification are sometimes ignored in course design. Faculty need to think about creating learning activities and assignments that encourage and enable students to use the highest levels of cognition: synthesis and creativity. Then, the ability to synthesize would invariably call forth the ability to use knowledge and/or the skills to produce something new. Finally, the ability to evaluate or judge the value of material is necessary to produce or create a worthy final end product.

## Bloom's Taxonomy



# Teaching Skills Workshop 2016



Dr. Michele Kennedy facilitating the session on “Active and Interactive Teaching and Learning” at the Teaching Skill Workshop 2016.



Dr. Mariette Newman presenting a certificate of attendance to Dr. Daniel Fokum, Lecturer of Computer Science at the Teaching Skills Workshop 2016.

Over the years, the annual Teaching Skills workshop has been a very important faculty development activity on the Mona Campus. This year the workshop was held from January 13-15, 2016 from 9:00 am to 4:30 pm. It provided the usual training in the rudimentary teaching activities and the grand finale was the micro teaching session. This year Dr Mairette Newman, Dr Michelle Kennedy, Dr Jean Williams-Johnson and Dr Mervin E. Chisholm were the facilitators. Unfortunately, the attendance this year was not the usual large numbers, fourteen persons participated.





# UPCOMING:



## The UWI/Guardian Group Premium Teaching Award

The UWI/Guardian Group Premium Teaching Award will be held this year on October 6, 2016 at 6:00 pm at the Mona Visitors Lodge and Conference Centre. This UWI/ Guardian Group Premium Teaching Excellence Lecture and Award came into being in 2004 after a Memorandum of Understanding was signed between Guardian Life Limited (GLL) and the University of the West Indies (UWI) Mona Campus to be the cosponsor of the lecture series and teaching

excellence award. The award rewards excellence in university teaching and applicants are invited to submit teaching portfolios for adjudication. A cash award and a plaque are presented by the sponsor, Guardian Group. Applications are now being accepted for the award. Please contact the CETL for more details.



THE UNIVERSITY OF THE WEST INDIES  
MONA CAMPUS, JAMAICA, WEST INDIES

# The UWI/Guardian Group Premium Teaching Award 2016



## NOW ACCEPTING APPLICATIONS



Dr. Keren Cumberbatch 2014 UWI/Guardian Group Premium Teaching Award winner, collecting her awards from Mr. Eric Hosin, President of Guardian Group Limited, Jamaica.

**Applications are now being accepted for the UWI/Guardian Group Premium Teaching Award 2016.**

**This prestigious Award seeks to recognize and reward excellence in teaching and learning of the UWI Mona Campus.**

**Closing date for application April 29, 2016.**

**Portfolio/Dossier to follow afterwards**

**Application forms and guidelines available at: <http://www.mona.uwi.edu/cetl/uwi.edu/cetl/uwiguardian-life-premium-teching-award-and-lecture>**

**For more Information: Call: 935-8341, Ext: 2341/2730 or Email: [cetl@uwimona.edu.jm](mailto:cetl@uwimona.edu.jm)**