The Padagogy **App Selection Criteria** SAMR MODEL **Remembering Criteria** Wheel V4.1 G Remembering: Apps that fit into the "remembering" stage improve Creative Book the user's ability to define terms, identify facts, and recall and locate Google information. Many educational apps fall into the "remembering" Keynote phase of learning. They ask users to select an answer out of a Notability line-up, find matches, and sequence content or input answers Office 2 **Evernote** Writer's Studio **Understanding Criteria** Story searching or Pic Collage **Understanding:** Apps that fit into this "understanding" stage multimedia googling commenting storytelling presentation provide opportunities for students to explain ideas or mind mapping recognize concepts. Understanding apps step away from the selection of TV/Radio program PuppetPals 2 highlighting social blog bookmarking journaling word processing a "right" answer and introduce a more open-ended format ePub or iBook for students to summarise content and translate meaning. podcasting Thread compose cartoon **Applying Criteria** social networking Verbs suppose transform summarize expand bookmarking suggest Blogpress Applying: Apps that fit into the applying stage Recordium Shadow videocasting create imagine find infer or favouriting compare provide opportunities for students to demonstrate their Sonic Pics iBooks Puppet new game originate interpret Remember Understand describe bullet pointing produce rearrange ability to implement learned procedures and methods. rap song subscribing find an design They also highlight the ability to apply concepts in Create video editing report recalling list unfamiliar circumstances. hatsApp unusual way name exemplify hypothesize **Analyzing Criteria** ~ editing hypothesis invent classify FB Messenger taking **Analysing:** Apps that fit into the "analysing" stage Start at Core critiquing photograph conference improve the user's ability to differentiate between iBrainstorm prioritize role playing judgement implement **NolframAlpha** Talk 2009 the relevant and irrelevant, determine relationships, Touch iTunes U justify post S simulate and recognise the organisation of content... movie making opinion conclude share TED he demonstrating Skype network Kidspiration Evaluate carry out **Evaluating Criteria** court trial TED interviewing compare YouTube upload moderate **Evaluating:** Apps that fit into the "evaluating" news item presenting draw use G+ Ann's Strip ਰ rank discuss Attributes & stage improve the user's ability to judge material operate Flashcards mapping survey Designer judge verify or methods based on criteria set by themselves or record hack decide select Natch YouTube Vide reporting simulating external sources. They help students judge construct collaborate 8/00m's Cognitive Domain Categori content reliability, accuracy, quality, effectiveness, sculpturing Bitsboard Filemaker simulation debate appraise execute Pro and reach informed decisions. Go 14 making diary support defend Bb summary N J. outline **Creating Criteria** give your collecting teach Analyze 000 contrast deduce mash Blackboard Stumble Microsoft making puzzle Opera self-evaluation examine simulate sequence distinguish OneNote Upon **Creating:** Apps that fit into the "creating" stage provide infer categorize scrap booking deconstruct demonstrate determine recommendation opportunities for students generate ideas, design drawing Moodle plans, and produce products. differentiate classify compare iDesign Flashcard 2Screens Machine building Flashcards Presentation Deluxe **Immersive Learning** at the core of the wheel Action Verbs questionnaire diagramming graphing is the New Instructional surveying spreadsheeting reporting creating mashup media Design creating advertisement summarizing Quick GroupBoard Graph Activities Priority Notes Plus Course Notes Outline Easy Use Your Handwriting iThoughtsHD Manavordmi **Simulations** are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address Popplet Corkulous motivation. Please visit these Immersive Learning Resources which will Penultimate help you design and build engaging experienced-based immersive scenarios. The Padagogy Wheel

http://tinyurl.com/ILMSimulations

http://tinyurl.com/posterV4

Kodable

Awesome

I Wish

Inspiration

V4.0 Published 010315

change

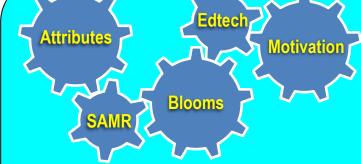
Multi Quiz

Quiz You

Lizard

FlipBoard

Snap the Notion



Getting the best use out of the Padagogy Wheel

Use it as a series of prompts or interconnected gears to check your teaching from planning to implementation

The Attributes Gear: This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask 'how does everything I do support these attributes and capabilities?

The Motivation Gear: Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose?

The Blooms Gear: Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.

The Technology Gear: Ask 'How can this serve your pedagogy'? Apps are only suggestions, look for better ones & combine more that one in a learning sequence.

The SAMR Model Gear: This is "How are you going to use the technologies you have chosen"

would like to thank *Tobias Rodemerk* for the idea of the gears. Tobias is a teacher & works for the State Institute for School Development Baden-Württemberg (LS), Germany

Allan Carrington



The Padagogy Wheel First Language Project: 21 languages are planned for 2016. For the latest languages see bit.ly/languageproject

Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmiweb.org.uk That wheel was produced by Sharon Artley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, For V2.0 and V3.0 I have to acknowledge the creative work of Kathy Schrock on her website Bloomin' Apps For the major revision that is V4.0 I have to thank the team of ADEs who created APPitic the App Lists for Education Project which has now closed

> Developed by Allan Carrington Designing Outcomes Adelaide South Australia Email: allan@designingoutcomes.net

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BLOOM'S REVISED TAXONOMY/ESSENTIAL QUESTIONS AND LEARNING MAPS

| Cognitive Domain | Learning Map Area | Key Words | Question Stems | |
|-----------------------------|----------------------|--|--|--|
| Level I - Remembering | | choose, how, match, recall, select, spell, when, who, define, label, name, relate, show, tell, where, why, find, list, omit, what, which | What is? Where is? How did happen? Why did? When did? How would you show? Who were the main? Which one? | How is? When did happen? How would you explain? How would you describe? Can you recall? Can you select? Can you list three? Who was? |
| Level II - Understanding | Low Level | classify, explain, interpret, show, compare, extend, outline, summarize, contrast, illustrate, relate, translate, demonstrate, infer, rephrase | How would you classify the type of? How would you compare/ contrast? State or interpret in your own words? How will you rephrase this meaning? What facts or ideas show? What is the main idea of? | Which statements support? Can you explain what is happening? What is meant? What can you say about? Which is the best answer? How would you summarize? |

| Level III - Applying | Lesson | use of, select, build, experiment with, model, solve, choose, identify, organize, utilize, construct, interview, plan | How would you use? What examples can you find to? How would you solve? How would you organize & show? Show your understanding of? How would you apply what you learned to develop? | What questions would you ask in an interview with? What other way would you plan to? What would result if? Make use of these facts to? What elements would you choose to change? What facts would you select to show? |
|-------------------------|--------|---|---|---|
| Level IV - Analyzing | | assume, discover, inference, survey, categorize, dissect, inspect, take part in, classify, distinguish, | What are the parts of features of? How is related to? Why do you think? What is the theme? What motive is there? Can you list the parts? What inference can you make? What conclusions can you draw? | How would you categorize? Can you identify the parts? What evidence can you find? What is the relationship between? Can you distinguish between? What is the function of? |

| Level V - Evaluating | Unit Essential | recommend, appraise, defend, judge, rule on, assess, determine, justify, select, award, disprove, mark, support, choose, dispute, measure, value, compare, estimate, opinion, conclude, evaluate, perceive, criteria, explain, prioritize, criticize, importance, | Do you agree with the actions? With the outcome? What is your opinion of? How would you prove? Disprove? Can you assess the value or importance of? Would it be better if? Why did they (the character) choose? What would you recommend? How would you rate the? What would you cite to defend your actions? | What choice would you have made? How would you prioritize? What judgment would you make about? Based on what you know, how would you explain? What information would you use to support he view? How would you justify? What data was used to make the conclusion? Why is it better that? How would you compare the ideas? People? |
|-------------------------|-------------------------|---|---|--|
| | | influence, rate | How could you determine? | |
| Level VI - Creating | Questions High Level | adapt, delete, improve, predict, build, design, invent, propose, change, develop, make up, solution, choose, discuss, maximize, solve, combine, elaborate, minimize, suppose, compile, estimate, modify, test, compose, formulate, original, theory, | What changes would you make to solve? How would you improve? What would happen if? Can you elaborate on the reason? Can you propose an alternative? Can you invent? How would you test? Can you formulate a theory for? Can you predict the outcome if? How would you estimate the results for? What facts can you compile? | How would you adapt to create a different? How could you change (modify) the plot (plan)? What could be done to maximize (minimize)? What way would you design? What could be combined to improve (change)? Suppose you could what would you do? Can you construct a model that would change? Can you think of an original way for the? |

Anderson, Lorin W., and Krathwohl, David R. <u>Taxonomy for Learning, Teaching and Assessing</u>. Boston, MA: Allyn and Bacon, 2001. Thompson, Max. <u>What Moves You: Essential Questions</u>. Boone, NC: Learning-Focused (www.learningfocused.com), 2009. Quick Flip Questions for Revised Bloom's <u>Taxonomy</u>. Boston, MA: Pearson - Edupress (www.edupressinc.com), 2001.