Bloom's Digital Taxonomy

OSU Motivation in Classrooms Lab – Motivation Minute. August 2022

How can I use Bloom's Digital Taxonomy to motivate students?

Teachers can focus on higher-order thinking skills (i.e., analyze, evaluate, and create) during learning activities by incorporating Bloom's Digital Taxonomy to fit the current digital students' needs. By doing this, teachers help students go beyond rote memorization of facts and move toward critical thinking. To support student motivation, it is important for teachers to recognize and understand the value in the activity at hand using educational technology. For instance, *utility value* describes how tasks relate to one's goals and helps students identify why completing the task is useful. (See the Motivation Minute on Expectancy-Value Theory for more on utility value.)

Level	Example Activity	Technology
Analyze *Breaking information into parts to explore/ develop/ construct understandings and relationships*	**Linking** earthquake information (i.e., characteristics, types, and consequences) using *MindMeister*. *MindMeister* enables students to take geological information and organize attributes in a visual way. **Clipping** paragraphs from a novel to differentiate or categorize characters' emotions using *Google Forms*. *Google Forms* provides students a platform to reflect on literary elements and devices. **Surveying** the most challenging math lesson using *Poll Everywhere* and decide what they can do to tackle it together. *Poll Everywhere* allows teachers to determine student perspective on lessons and can also be used as a formative assessment tool.	MindMeister Google Sheets Google Forms Poll Everywhere InstaGrok
Evaluate *Making judgments based on types of standards– checking and critiquing*	**Posting** on *Flipgrid* to critique free speech articles. Answering essential questions such as "What is freedom of speech and why does it matter to me?" and **reviewing** peers' posts. *Flipgrid* allows students to judge the external consistency of scholarly articles and peers' responses. **Blog-reflecting** using *Storify* to evaluate a literary work such as poems or novels. *Storify* can help students incorporate multimodality into critiquing scholarly contexts. **Networking** with peers on *Desmos* to predict which basketball shots will make a goal and then use parabolas to reproduce these shots to check their predictions. *Desmos* allows students to explore and evaluate real-world mathematical functions.	Desmos Flipgrid GeoGebra Google Docs Storify
Create *Producing a new product by incorporating a variety of elements*	**Designing** a web brochure through *Canva* to showcase a geographic location. *Canva* provides an outlet for design creativity with a variety of tools and features. **Publishing** a podcast about the themes and symbolism of a novel using *PodOmatic*. *PodOmatic* provides a media outlet for students to create a product to be shared with others. **Constructing** a video on *Powtoon* teaching peers how to solve a problem. *Powtoon* allows students to create an animated resource to encourage engagement and learning.	Canva Powtoon PodOmatic Edublogs Animoto

**The listed tech tools are not limited to the corresponding category. Many can help address more than one level of taxonomy. Click here for a comprehensive list of Bloom's Digital Taxonomy verbs.*

Resources

Mohd Effendi Ewan Mohd, M. (2021). Rasch model assessment for Bloom digital taxonomy applications. Computers, Materials, & Continua, 68(1), 1235-1253. doi: 10.32604/cmc.2021.016143

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Wigfield, A. & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, *25*, 68-81. doi:10.1006/ceps.1999.1015

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