

Seminar



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USU Career Pathways Speaker
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Host: Shawn Miller

Buehl, Bloom's Taxonomy, and Ensuring Student Learning Outcomes

Abstract:

A Problem for All Educators in Higher Education

In "College Readiness versus College Completion..." M. J. Petrilli (2016) reports the following interpretation of NAEP [National Assessment of Educational Progress] data in his first chart, "**College preparedness, college matriculation, and college completion**": This [chart] is instructive on several counts. First, it shows that we've never gotten more than forty percent of high school graduates to a "college-prepared" level in reading or math. Keep in mind that these are the students who made it to twelfth grade; since about 20 percent of American students drop out, the proportion of all young people in a cohort of eighteen-year-olds who make it to the college-ready level in either subject is more like one in three.

In all content areas, therefore, we can infer that professors of freshmen and sophomores often deal with a significant percentage of students who may not own the basic literacy skills and the learning strategies they need to absorb new content.

A Possible Solution

Based on Bloom's taxonomy of learning outcomes, D. Buehl (2014) proposes a research-based learning sequence that appears equally effective with secondary and post-secondary students. The centerpiece of Buehl's learning sequence is a consistent focus on the student acquisition of the academic vocabulary they need to grasp important disciplinary concepts.