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According to Shelley Wright, who is a teacher and a blogger from Saskatchewan, Bloom had it all wrong!

This statement might seem heretical in today's world of education, given that Bloom's classification of the cognitive domain is one of the models used most often in developing curricula and planning courses.

Wright is not questioning Bloom's levels of mental operations (remembering, understanding, applying, analyzing, evaluating, and creating,), which involve varying degrees of complexity and are usually depicted as a pyramid, with the functions of remembering forming the base and those of creativity, the pinnacle. The principle behind this representation, however, is that learners cannot attain the higher levels until they have mastered the

lower ones. Accordingly, what Wright proposes is to re-organize the pyramid by flipping it on its head!

As she sees it, many educators spend most of their class time "in the basement" of the taxonomy, rarely calling on the higher-order skills, even though the latter are where critical thought is developed. This gives students the impression that creativity is an elusive goal only a few can attain. However, if the model is flipped and students are asked to begin by being creative, it might then be easier to build on the rudiments needed to explain a concept, the abilities required to carry out a task, or the strategies necessary to adopt a particular solution.

Below is an example of a lesson plan for a literature course based on the "flipped Bloom" model:

- Students write an introductory paragraph to a literary analysis, relying on their intuition.
- In small groups, they evaluate the master texts provided (which represent specific criteria) and identify common factors.
- Next, they analyze and compare their paragraphs with the master texts.
- The teacher then discusses certain rules for literary analysis, and students identify the criteria for a good introduction (which are used in assessing their assignments).
- Applying the concepts they have learned, students re-write or improve their paragraphs.
- They enhance their understanding of the material by reading and doing research.
- Lastly, they design a graph, diagram, table, or concept map that summarizes what they have learned.

► CONCLUSION

"Flipping" Bloom makes it possible to spend more time on creative, evaluative, and analytical activities in the classroom, which stimulates thought and motivates students to learn. In other words, this method puts learning exactly where it should be: in the hands of students. ◀

Source: Shelley Wright, Flip This: Bloom's Taxonomy Should Start with Creating. *Mindshift*, 17 May 2012 [blogs.kqed.org/mindshift/2012/05/flip-this-blooms-taxonomy-should-start-with-creating/].

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