

Study to Remember

Bloom's Revised Taxonomy

Bloom's Taxonomy is organized into six categories of thinking skills ranging from lower order thinking skills (LOTS), to higher order thinking skills (HOTS). To develop higher order thinking skills, students must be able to recall relevant information from long term memory and make sense of it; in other words, remember.

First Lower Order Thinking Skill: Remembering

- Retrieving relevant knowledge from long-term memory.
- Cognitive processes associated with remembering include recognizing and recalling.
- Task words on assignments and assessments include define, list, name, label, state, find, select, match, identify, choose, recall, recognize.

Study Strategies for Remembering

- Identify, list, and define key terms and concepts.
- Highlight important facts in textbooks and readings.
- List (or create) questions about the course content (using who, what, where, when, why, how) and answer them.
 - Who wrote *The Catcher in the Rye*?
 - Who was the Deputy Superintendent General of Indian Affairs in 1920?
 - What happened after the Toronto bathhouse raids?
 - How long did the 2012 Quebec student strike last?
 - What kinds of factors influence drug experiences?
- List characteristics, features, or components of key concepts, events, people, etc.
 - What are the three main components of the criminal justice system?
 - What are two key characteristics of Emily Pauline Johnson's poetry?
 - What are the four EEG patterns associated with states of consciousness?
- List and outline the steps in a process.
 - What are the elements of an effective change management process?
 - What are the stages in the sleep cycle?
- Create a list or timeline of main events.
 - Can you place three key events of the women's suffrage movement in Canada on a timeline?
- Practice labelling blank diagrams.

Study Tools for Remembering

- Cue cards or flash cards
 - A question on the front and an answer on the back.
 - A key term or concept on the front and the definition on the back.
 - An important event on the front and the date or timeline on the back.
 - A process on the front and its steps on the back.

- Mnemonic Devices
 - Acronyms: Create a word from the first letters of a name, phrase or group of terms.
 - NATO (North Atlantic Treaty Organization); GEARS (gender, education level, ability, race, sexual orientation).
 - Acrostics: Create a phrase where the first letter of each word stands for a concept.
 - Every Good Boy Deserves Fudge (notes of the lines on a musical staff)
 - Associations: Create a connection between sounds to help you remember.
 - Arteries carry blood Away from the heart (A-A).
 - Pictures: Create images (on paper or in mind) to help you remember concepts.
 - One might imagine a hippo on campus to remember that knowledge is stored in the hippocampus.
 - Rhyme/Jingle: Create a rhythm or song to help you remember information.
 - I before E except after C.

Monitor and Evaluate Your Strategies and Tools

- Identify which strategies and tools are helping you remember information.
 - Am I able to recall and recognize information from my course?
 - Can I list and define key concepts and information from my course?
 - Can I recite ideas in the same way they were taught in class?
 - Can I match information I remember with cues for that information?
 - Do I know which cues correspond to the knowledge I have remembered?
- When strategies or tools are not helping, try something new.

Development

The taxonomy is a great tool for helping students improve their learning. Students who actively engage in more complex thinking develop the habits-of-mind to study efficiently and productively. Intentionally incorporating multiple levels of thinking skills empowers students to develop critical thinking, which is foundational to sound judgement, original thought and creativity.

Now that you've focused on remembering, build on that skill and try to develop your understanding!

Action
Understanding
Remembering