South Dakota State University

ECE 361: Methods and Materials in Early Childhood Education

Concepts addressed in this course: Major cognitive processes associated with student learning: higher-order thinking

Students should refer to:

Specifically, students should review:
I. Piagetian Higher Order Thinking
   a. Schema development
   b. Equilibration – drive for higher order thinking
   c. Conservation – evidence of higher order thinking

II. Higher Order Thinking Skills – Bloom’s Taxonomy
   a. Knowledge
   b. Comprehension
   c. Application
   d. Analysis
   e. Synthesis
   f. Evaluation

III. Prompts to Guide Higher Order Thinking Skills
   a. Knowledge – list, name, describe, identify, label, show, quote, and define.
   b. Comprehension – explain, compare, contrast, predict, restate, discuss, and summarize.
   c. Application – classify, change, modify, demonstrate, illustrate, examine, and show.
   d. Analysis – explain, arrange debate, order, separate, infer, and select.
   e. Synthesis – create, rewrite, invent, generalize, combine, integrate, and compose.

IV. Strategies to Encourage Higher Order Thinking Skills
   a. Multi-level materials
   b. Flexible grouping
   c. Accept and celebrate diversity
      i. Print-rich environment
      ii. High expectations

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iii. Teacher as co-learner
iv. Nurture risk-taking

Helpful websites include:
Bloom’s Taxonomy:  http://www.coun.uvic.ca/learn/program/hndouts/bloom.html
Application of Bloom’s Taxonomy:
http://www.memphis-schools.k12.tn.us/schools/magnolia.es/highorder.htm