

The Hybrid Course Model: Taxonomy-focused  
Pedagogy in a Learner-Centered Culture

### **Abstract**

This paper offers an authentic hybrid online model (blended face-to-face and online course format) for teaching and learning in the area of social sciences. The purpose is to explore the instructional theory, content analysis, objectives, lecture material, and assessment strategies in a sample hybrid course. Content from a juvenile delinquency course is applied to illustrate the core learning components in a hybrid course. The model extends research on the revised Bloom's Taxonomy. A hybrid teaching pedagogy and student cognition processes are mapped to match assignment types that empower student learning in an interactive hybrid course community.

## The Hybrid Course Model: Taxonomy-focused Pedagogy in a Learner-Centered Culture

Online academic communities are growing and are developing new ways of using information and communication technologies to establish interactive learning relationships (Charalambos, Michalinos, & Chamberlain, 2004). Still, there is a need to reflect on the design, formal approaches of development, and delivery of blended learning approaches. This paper illustrates an action plan for delivery methods in a learner-centered<sup>1</sup> hybrid course. Course information from SOCI 312: Juvenile Delinquency is applied to showcase features of the hybrid course design.

### **Section 1: Hybrid Blended Learning Model**

The theoretical framework of the learner-centered hybrid course design incorporates a building block model with four intersecting components: (1) learner-centered pedagogy, (2) revised Bloom's taxonomy, (3) face-to-face active communication, and (4) the online learning environment. The model connects teaching and intellectually captivating practices that focus skill development and student engagement. The learner-centered pedagogy focuses the goals and role of the faculty member. Revised Blooms taxonomy is applied to embrace the cognitive, affective, and psychomotor learning skills of students. The pedagogy spawns active communication during the lecture, and encourages the instructor to stimulate student learning outcomes that are active and transformational. The online learning environment of the hybrid course hosts the resources and assessment strategies.

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<sup>1</sup> The learner-centered pedagogy is similar to the student-centered learning pedagogy, but the course design follows uniquely structured cognitive analyses of curriculum content (O'Sullivan 2003).

## Section 2: Pedagogical Philosophy

A teaching pedagogy is an instructional theory that explains procedures, organization, and structure of learning activities. The current learner-centered hybrid course pedagogy centers students' ability to learn and integrate knowledge in the specific social context of the class. The instructor analyzes students in the class environment, and produces actively designed lectures that pertain to that particular group. Hence, online content is pre-established but the face-to-face experience changes as instructors use their knowledge of assigned assessments, learning objectives, and teaching tools to help students grasp the content more easily.

While some instructors are teacher-centered, spending a bulk of their time considering the content they will teach in a course (Kember, 1997), the hybrid instructor focuses on teaching and the student. Rogers (1983) note that “teachers can be themselves” by using their originality to transform the educational atmosphere, teacher and learner relationship, and discourse of teaching. The learner-centered pedagogy promotes freedom of the outside of the box thinker, recognition of new knowledge, and also entails a structured academic framework for knowledge building. The pedagogy also appeals to six types of learners: creative thinkers<sup>2</sup>, reflective learners<sup>3</sup>, team workers<sup>4</sup>, self-managers<sup>5</sup>, effective participator<sup>6</sup>, and independent enquirers<sup>7</sup> (Grout & Long, 2009).

In SOCI 312: Juvenile Delinquency, the instructor addresses the learner-types simultaneously. The instructor introduces content in connectable ways that inspire learning but

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<sup>2</sup> Creative thinkers are drawn to imaginative solutions, abstract ideas, and creative connections to course material.

<sup>3</sup> Reflective thinkers tend to perform best when knowledge relates to realistic situations and may change their perspectives or invite new ideas that directly connect to their current knowledge.

<sup>4</sup> Team workers engage confidently with others and adapt well to different context.

<sup>5</sup> Likely to perform well in an online course environment, self-learners show a strong commitment to learning in a variety of contexts.

<sup>6</sup> Effective participators actively engage issues that impact themselves and others around them, and usually take responsible actions that improve the course.

<sup>7</sup> Independent enquirers usually recognize difference, process information, and evaluate investigations effectively.

also uses the hybrid pedagogy to form positive attitudes and build students' confidence in specific knowledge or skills. In particular, the SOCI 312 teaching strategy includes *active*, *cooperative*, and *inductive* teaching methods. The active method uses course information to discuss, debate, or brainstorm relevant ideas. The classroom environment invites cooperative student dialogue that forges accountability and high expectations of students (Lea, Stephenson, & Troy, 2003). The instructor of SOCI 312 also anticipates that students will use several cognitive strategies to learn the course material. The students are also expected to apply learned course material by solving current problems, generating comparable scenarios, and brainstorming new discoveries. Alongside classroom ambiance that entails mutual respect, the learner-centered strategy fosters a valuable, positive experience that makes learning relevant, interesting, and empowering (Edwards 2001).

### **Section 3: Engaging Cognition and Knowledge**

SOCI 312: Juvenile Delinquency hosts a full range of cognitive strategies and knowledge areas that allow the instructor to consider how students learn course material. Six revised Bloom's categories are applied to classify learner-centered objectives of each lesson (Whalley et al., 2006). From concrete to abstract, the six multi-tiered hierarchical cognitive levels, or domains include: (1) remember, (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create (Anderson & Krathwohl 2001, p. 67-68). Revised Bloom's combines cognition processes with types of knowledge to be learned. Fact, theory, process, and awareness-oriented knowledge areas categories include: (1) factual knowledge, (2) conceptual knowledge, (3) procedural knowledge, and (4) meta-cognitive knowledge (Forehand 2010). The intersecting levels of cognition and knowledge are tremendously useful for writing learner-centered objectives and

aligning those objectives with curricular assessments (see *table 3.1*, Revised Blooms and Objective Verbs).<sup>8</sup>

The lesson goals, learner objectives, and teaching strategy are all designed in consideration of students' ability to successfully respond to classroom instruction. The goal in lesson one for SOCI 312 includes status offenses, core concepts, crime measurement tools, and patterns of adolescent treatment, which are the core content areas of the lesson. In addition, the core content is contextualized into applicable cognition categories that anticipate students' thought processing methods during the learning experience. The lesson goal displayed below projects students' understanding of course material and their proposed intellectual capacity after engaging lesson one (see *table 3.2*, SOCI 312: Juvenile Delinquency: Formulating the Goal and Objectives).<sup>9</sup>

#### **Section 4: Active Communication in the Classroom**

Using active communication techniques, the instructor of SOCI 312: Juvenile Delinquency places knowledge into contexts that students already understand or educators use active learning strategies that make new material easier to learn. Active communication explores of critical discourse in a way that spawns reflective learning experiences (Garrison & Kanuka, 2004). During active communication, knowledge should be implanted without students knowing that learning has occurred. In effect, in the learner-centered hybrid course, student learning is a natural process; student cognition, learning criteria for objectives and active lecture communication techniques align seamlessly. The sample objective verbs recommended below

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<sup>8</sup> Table 3.1 illustrates the relationship between the two-dimensional knowledge categories, the revised Bloom's cognitive process, and objective verbs that explain how students process knowledge.

<sup>9</sup> Table 3.2 introduces *objective verbs* that anticipate students' cognitive strategies used to learn the core content of the lesson.

shape active communication and are useful for most hybrid course designs (*see table 4.1, Using Active Communication to Teach Objectives*).<sup>10</sup>

In SOCI 312, the teaching strategies entail motivation and greater focus on substantial, objective oriented issues. The instructor uses active learning techniques such as moving around the classroom throughout the lecture, displays PowerPoint presentations, incites humor, tells stories, and uses various types of visual aids. Prospective hybrid instructors are encouraged to incorporate nonverbal communication such as beating on a desk or using symbols in the room, which offers different cues that further engage student learning (*see table 4.2, SOCI 312: Juvenile Delinquency: Teaching using Cognitive Domains*).<sup>11</sup>

Each cognitive level aligns with a specific action language that can be used to teach students or measure students' understandings of the content (Forehand, 2010, Krathwohl, 2002). Furthermore, the course objectives help instructors create active learning strategies that challenge students to explore course material in different learning contexts. The first lesson is entitled, *The Nature of Delinquency*. The following examples from this lesson demonstrate how active lecture communication provides students with an opportunity to “experience” the learner objectives:

For example (domains are referenced in table 3.2), in this lesson, students *remember* content by “identifying types of status offenses.” The *remember* domain encompasses knowledge, recognition, and recall. Learners retrieve relevant knowledge for long-term processing<sup>12</sup>. Using the domain, *understand*, students classify, compare, translate, interpret, or estimate trends. These learners comprehend dialogue using oral, written, or illustrative

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<sup>10</sup> Table 4.1 incorporates sample objectives and corresponding active communication strategies that can be used during a lecture.

<sup>11</sup> Table 4.2 illustrates the process for developing diverse teaching techniques that engage diverse, multicultural learning styles.

<sup>12</sup> I.e. An instructor may discuss various dictionary definitions, identify and read examples in the required text aloud to the class, and balances use of learning resources such as the textbook, handouts, charts, and audio-visual technology.

communication.<sup>13</sup> The third objective is to *apply* methods in self-report surveys and official reports, which consists of implementation, problem solving, demonstrating, or employing specific content<sup>14</sup>. The goal of the fourth objective is to *analyze* course content which encompasses a learner's ability to debate, differentiate, categorize, classify or distinguish information.<sup>15</sup> Fifth, students check, judge, determine and critique criteria, which involves a longitudinal active teaching technique to explore events over time. Students are expected to *evaluate* by investigating past and present treatment of adolescents.<sup>16</sup> The sixth objective requires student learners to *create* a context for learning by *creating* which involves planning, producing or generating a pattern or process. The creative learner is able organize a pattern or collect elements to form a coherent process<sup>17</sup>.

### **Section 5: The Online Learning Environment**

The hybrid model of SOCI 312 entails at least 30% online delivery and offers a blended learning experience, which integrates “active” synchronous (face-to-face) learning experiences in the classroom with “collaborative and independent” asynchronous (online) learning experiences. SOCI 312 is delivered using SAKAI<sup>18</sup>, a Collaboration and Learning Environment (CLE) used

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<sup>13</sup> I.e. An instructor may summarize the theories or tell a story about delinquency connecting knowledge to real life events, which supports the process of knowledge construction. The short story organizes and categorizes the information, which ultimately contextualizes information that students will creatively incorporate with their own ideas and perceptions.

<sup>14</sup> I.e. The lecture may prompt the student to summarize and measure their opinions in reference to the subject. However, the active lecture entails full student and instructor interaction.

<sup>15</sup> I.e. Learners may be asked to share hypothetical real-life scenarios about status offenses. Then, to objectively relate or contrasting treatment across cultures and communities instructor connects those experiences with current rehabilitation models that address conduct of status offenders.

<sup>16</sup> I.e. A group may identify a hypothesis to propose a treatment type during a particular era. Each team would then use course content to document, collect data, and make judgments about the community, legal ideologies about treatment, treatment types, and involvement of the family or government.

<sup>17</sup> I.e. The instructor may use a PowerPoint lecture to introduce the core components of both measurement tools. Next, during a brainstorming game, students are asked to highlight key related factors from a short reading. Students use this cooperative learning model to assess and answer the question (Tsay and Brady 2010, p.79).

<sup>18</sup> Similar to a Course Management Systems (CMS) such as Blackboard or WebCT, SAKAI is a Java-based, educational platform that hosts online learning communities.

by academic institutions for teaching, research and collaboration. Students enrolled in SOCI 312 use SAKAI to access documents and grades, upload assignments, listen to audio lectures, and take online exams. The online learning environment includes links for assignments, discussion forums, the gradebook, lessons, roster, syllabus, and tests and quizzes. The online environment is the core site that organizes course resources, hosts assessments, and articulates course lesson components. Students have 24-hour access to course information on the internet. This structure provides more instructional choices and submission options.

### **5.1 Student Lesson Plan**

The student lesson plan is devised to organize each lesson and identifies the components displayed electronically in SAKAI. In SOCI 312: Juvenile Delinquency, the course is divided into a multiple lesson structure. The student lesson plan is study instrument that guides the student and maps the design of multiple learning styles and differentiated instruction (*see Appendix B, Student Lesson Plan*). Each lesson has its own corresponding student lesson plan. For instance, SOCI 312 includes seven lessons that explore the history, associated factors, and prevention of juvenile delinquency. A student lesson plan includes: a lesson description, learning goals, revised Bloom's taxonomy learner-centered objectives, an academic lesson plan, and the learning assessments. The lesson plan also lists all reading content, electronic materials, and resources that are required in each lesson. Information about the quantity of reading content, duration of audio or video files and links, and electronic file types (e.g. .pdf) are included. The description of a lesson is definitive, structured, and contextualized. It should summarize or define the clear purpose of a lesson and introduce the context of the theme (*see Appendix B, Student Lesson Plan*). Incorporating a consistent structure of descriptions is a useful way of directing attention of the students (Mousley, Sullivan, & Gervasoni, 1994).

## 5.2 Course Resources

The lesson plan is comprehensively designed to accommodate student learning styles. A variation in resource type allows students the opportunities to access knowledge visually, to write content in notes form, to read it silently, envision the content, or hear the material. The hybrid pedagogy entails learning resources that are visual<sup>19</sup> (graphic), auditory (acoustic), and kinesthetic<sup>20</sup> (real-life). These features help the learners become totally engaged in the learning activity. For example, in lesson one of SOCI 312, students have access to required readings, PowerPoint notes (core text summaries), shared student-taken notes, exam study guides, a community exam review (web-based class exam notes), audio recorded class notes, and relevant YouTube videos.

## 5.3 Assessment Categories and Assignments

The hybrid learner-centered theory allows instructors to develop a range of assignments that align closely with the learner objectives and student cognition. The following literature explores four assessment categories (informative, persuasive, expressive, and exploratory) and corresponding assignments types that match differing abilities and academic needs of students (*see table 5.1, Assessment Categories, Assignment Types, and Cognitive Dimensions*). In the hybrid course, each assessment is submitted in SAKAI, the online learning community.

*Informative assessments* typically identify the main purpose of a topic and most salient ideas. These assignments are descriptive in nature and may involve a summary or basic evaluation of a subject matter. It is common for informative assignments to include some speculation or show details about phenomena. Informative assessments include assignments such

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<sup>19</sup> Lessons often include PowerPoint presentations, diagrams, charts, and pictures, movies or YouTube clips, audio recordings of lecture material, and group discussion forums, which attract auditory learners to the content.

<sup>20</sup> First-hand experience or methods showcase real-life examples like samples, study forums, exhibits, role-play scenarios, field trips, guest speakers, and portraits.

as business memorandums, multiple choice exams, literature reviews, or short essays. On the other hand, *persuasive assessments* are likely to offer subjective, tentative or personal responses. They invite the student to introduce their own perspectives or experiences. They require strong critical thinking skills and are likely to include some exploratory content. The goal of a persuasive essay is usually to reflect and offer a personal response. Examples of persuasive assessments can include feasibility reports, research papers, or response-like essays.

Assessments also go beyond a summary or an individual's sentiment. For example, an expressive assessment raises questions, explores new ideas, and makes connections with other experiences. The assignments include an intellectual conversation that experiments with multiple concepts. They usually involve some form of evidence that refutes or supports the idea. Like the persuasive assessment, the expressive type entails critical thinking, but the demonstration of the concept or principle is central. The expressive assessment entails a description and a portrayal. Assignment types include journals, reaction papers, short stories, discussion posts, and design projects. One step beyond the expressive assessment is the exploratory type. *Exploratory assessments* involve both research and a demonstration of understanding. Some exploratory assessments involve debates or multiple sided topic exploration. Quantitative or qualitative documentation often supports the discussion. A problem of some type is typically posed, detected, or processed critically. The thoughts are also usually organized alongside solutions or related outcomes. The student may have to describe the subject matter and their interests or validity of the topic. They typically include a narration of evolving thought processes including shifts in focus or narrowing the topic. Some examples of exploratory assessments include group projects, lab exercises, or term papers.

In lesson one of SOCI 312, the learner engages five learning assessments: a journal assignment, short essay, multiple choice exam, feasibility report, and group review project. The assignments fall within several assessment categories, offering students a diverse set of learning strategies. The first goal in a hybrid classroom is to introduce students to each other, which is an *expressive assessment*. The introduction occurs in the discussion forum giving students an opportunity to warm up to one another, learning names and specific details over time. The instructor should encourage students to revisit the post as they participate in more intimate classroom activities. The students also conduct a group project. Although each student is assigned an individual task (to avoid grade penalties that often scare students away from group projects), the assignment benefits the entire class. Each student provides a comprehensive assessment of two concepts from the exam review sheet, and together the class prepares for their multiple choice exam.

Following the review preparation, the students complete a short essay and a multiple choice exam are *informative assessments* but each entail distinct cognitive functions. The multiple choice exam reinforces their memory and understanding of distinct vocabulary words that they later apply throughout the lesson and course. In contrast, the short essay also compels the student apply and analyze material, and on a basic level, create an applicable scenario. The feasibility study is a unique assessment type because it is *persuasive* in nature. Students must demonstrate their knowledge and understanding, while also comparing and contrasting critical information. The comparisons serve as an analyses and evaluation of course content. Given that this lesson falls so early in the semester, focusing on vocabulary and introductory content, it does not include an *exploratory* report or project.

### **Section 6: Student Evaluation**

Student feedback is an important part of the learning cycle. While some students are oftentimes focused on their satisfaction or dissatisfaction with their grades, in SOCI 312, students commented on structure, teaching methods, and the design of the online portion of the course. Two students stated “I loved the online portion/aspect of this hybrid class.” In tandem, “It was much more convenient and I was able to take extra time to complete assignments to the best of my ability,” said another student. A different student made remarks about the hybrid structure noting that it “required more understanding than most classes and was beneficial.” The course design and instructor’s attention to detail also played a role in student interpretations. “She uses SAKAI effectively and always makes sure that all of the information for each chapter is available online,” a student shared. A non-traditional student said, “The class was informative and the hybrid class makes it easier for students who work full time to keep up with the classwork.”

Many comments were instructor focused, relating to the learner-centered teaching style. It was a general consensus that student’s believed the instructor cared about the students. The most memorable of the student evaluations was the statement: “The professor teaches with passion and has made me more passionate to learn.” Using a tone of excitement, another student mentioned: “The instructor (name omitted) is an excellent professor and fills every class with critical thinking!” “The professor (name omitted) is really invested the students and their success,” another student pointed out. Others mentioned that the professor was always available to students and had been extremely helpful throughout the semester. Furthermore, the professor “makes the class fun and interesting by using more than the text book,” a student reported.

Several students shared their “love” for the hybrid course and the professor’s teaching style, recommending that others take the course in the future. However, one student complained about their commute to campus in the evening. Another student “would have liked to see more information written on the board rather than listed on PowerPoint slides” even though the slides were available online. No students criticized the learner-centered teaching pedagogy or the use of online teaching tools via the accommodations available when applying the hybrid format.

### **Conclusion**

This paper develops an action plan and teaching strategy that is relevant for instructors who are energetic in the classroom and able to integrate online technology in their lessons. The learning model offers new methods that integrate pedagogy, classroom teaching techniques, and additional course material that is available online. The teaching method is transformational since it attracts students who are reflective, team workers, self-managers, effective participators, or independent in their learning styles. The course is also organized since students can access lesson plans that focus the learning experience. It is beneficial that the hybrid model accommodates variations of student cognition styles and offers creative face-to-face communication techniques. In addition, the course resources are visual, auditory, and real-life oriented. The learning experience is magnified as students are able to connect course material to real life experiences that are relevant to them. By the end of the course, students understand that the instructor’s goal is for them to understand the course material in a way that their intellectual capacity is enhanced, which moves far beyond a typical comment such as “the instructor wants students to do well” in a course.

There is anecdotal evidence that the hybrid course design is both low-risk and potentially more effective than the traditional classroom model (Singh, 2003). The student evaluations in

SOCI 312 convincingly show that the hybrid model makes the course material easy to learn and makes students excited about attending class. Students reported their attraction to the lessons, online learning tools, and active communication strategies, which was a sample implementation of the “Hybrid Learner-Centered Theory of Instruction.” Although there are several reported ways to apply revised Bloom’s taxonomy, the model for SOCI 312 is unique because it synchronizes design, online structure, and face-to-face teaching strategies in a hybrid formatted course.

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## Appendix B: Student Lesson Plan

### STUDENT LESSON PLAN 1: Nature of Delinquency

**Date x – Date x**

**Description:** Lesson 1 explains and describes juvenile delinquency. The lesson introduces a historical overview of the treatment of adolescents. The lesson also offers an overview of social factors that relate to delinquency. Lesson 1 also describes official and unofficial statistics that explain the extent of juvenile delinquency.

**Learning Goals:** The goal of this lesson is to understand and explain offenses, recognize core concepts, distinguish and evaluate measurement tools, and analyze patterns of adolescent treatment overtime.

#### Revised Bloom’s Taxonomy Learner-centered Objectives:

Remember	<i>Identify</i> types of status offenses
Understand	<i>Discuss</i> the terms “juvenile delinquency” and “adolescence”
Apply	<i>Describe</i> use of self-report surveys and official records
Analyze	Use scenarios to <i>examine</i> how status offenders are handled
Evaluate	<i>Assess</i> past and present treatment of adolescents
Create	Use a chart to <i>portray</i> the distinctions between UCR and NCVS reports

#### Academic Lesson Plan:

1. Two Required Readings (~45 pages):
  - Bartollas and Schmalleger, chapter 1- Adolescence and Delinquency (p. 2-21)
  - Bartollas and Schmalleger, chapter 2- Measurement and Nature of Delinquency (p. 27-47)
2. PowerPoint 1: The Nature of Delinquency  
PowerPoint 2: The Measurement of Delinquency
3. Peer Lecture Notes: Lesson 1  
Exam 1 Study Guide  
Community Exam Review (on Discussion Forum)
4. Audio Lecture: “Lesson 1” (39:49)  
[http://www.youtube.com/watch?v=B6wp\\_6MAY2k&feature=youtu.be](http://www.youtube.com/watch?v=B6wp_6MAY2k&feature=youtu.be)
5. YouTube Video: “Uniform Crime Report” (7:09)
  - <http://www.youtube.com/watch?v=9VPm8J5IXHQ>
 YouTube Video: “National Crime Victimization Survey” (6:12)
  - <http://www.youtube.com/watch?v=CUg85TjBK20>

#### Learning Assessments: Five Assignments (215 points)

*Homework 1:* Journal- Class Introductions (20 points) **DUE x by 11pm on “Discussions Forum” link**

Go to the “Class Discussions” forum and post a message that includes a personal intro, your employment experience, a favorite area of study, and your computer experience (~4 paragraphs).

*Homework 2:* Community Exam Review (15 points) **DUE x by 11pm on “Discussion Forum” link**

See the table for concepts. Complete parts 1 and 2 [define, identify, research] (2 paragraphs)

*Homework 3:* Short Essay- Adolescence and Delinquency (40 points) **DUE x by 11pm on “Assignments” link**

Treatment of adolescents, concepts, and status offenses (~4 1/2 paragraphs)

*Homework 4:* Feasibility report- Measurement (40 points) **DUE x by 11pm on “Discussion Forum” link**

Compare and contrast measurement tools (~3 paragraphs)

*Exam 1:* Multiple choice- Nature and Measurement (100 points) **DUE x by 11pm on the “Tests/Exams” link**

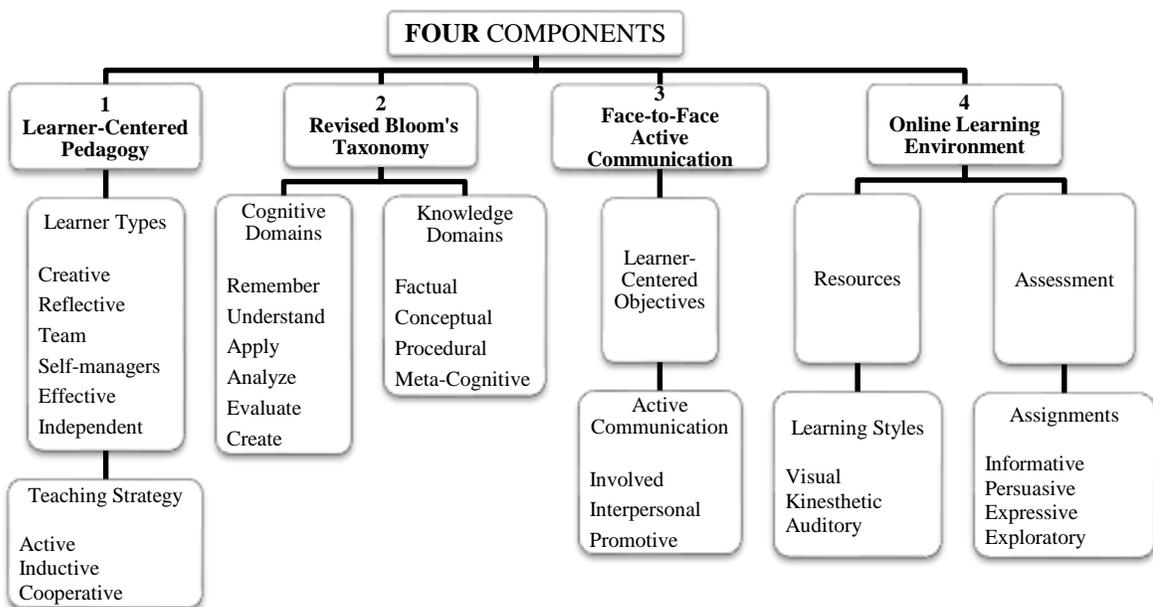
Chapter 1 and Chapter 2 of Bartollas and Schmalleger. Use the exam study guide as a study tool to answer 50 multiple choice questions. This is a timed assessment: you have 1 hour and 30 minutes and one attempt to complete the exam.

**Figure 1.1**

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*Figure 1.1*  
Hybrid Learner-centered Theory of Instruction

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**Table 3.1**

*Table 3.1*  
Revised Bloom’s Taxonomy and Objective Verbs

<u>Knowledge Categories</u>	<u>Cognitive Process Dimensions and Objective Verbs</u>					
	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
<i>Factual</i>	define, identify, label, list, name, recite, select, state, who, what	account for, paraphrase, summarize, translate	apply, report, classify	Compare, order, sort	appraise, rank	combine, revise
<i>Conceptual</i>	describe, draw, record, write,	discuss, explain, interpret, justify	experiment, illustrate, demonstrate, modify, make use of	analyze, debate, explain	assess, critique, justify	design, formulate, hypothesize, plan
<i>Procedural</i>	outline, repeat, tabulate, when	confirm, convert, estimate, predict, infer, relate	calculate, how to, solve,	differentiate, categorize, investigate, distinguish	conclude, solve	compose, devise, generate, produce
<i>Meta-Cognitive</i>	appropriate use, locate, what, where	execute, give example, match	Build, construct, employ, produce, sketch	achieve, examine	action, check, judge	actualize, invent, originate, portray

**Figure 3.2**


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*Table 3.2*

SOCI 312: Juvenile Delinquency: formulating the goal and objectives

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<u>Lesson Goal</u>	<u>Cognitive Domain/ Knowledge Category</u>	<u>Learner-centered Objective</u>
The goal of this lesson is to understand and explain offenses, recognize core concepts, distinguish and evaluate measurement tools, and analyze patterns of adolescent treatment overtime.	Remember/Factual	<i>Identify</i> types of status offenses
	Understand/conceptual	<i>Define</i> juvenile delinquency and adolescence
	Apply/Factual	<i>Classify</i> the use patterns of self-report surveys and official records
	Analyze/metacognitive	Use scenarios to <i>examine</i> how status offenders are handled
	Evaluate/conceptual	<i>Assess</i> past and present treatment of adolescents
Create/Metacognitive	Use a chart to <i>portray</i> the distinctions between UCR and NCVS reports	

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**Figure 4.1**

	<u>Cognitive Domain</u>	<u>Sample Objective Verbs</u>	<u>Sample Active Lecture Communication</u>
1	<i>Remember</i>	appropriate use, define, describe, draw, identify, label, locate, list, name, outline, recite, state, record, repeat, select, tabulate, who, what, when, where, write	describe people, explain events, explain a video, use dictionary examples, compare television shows/documentaries, compare definitions, read from text or article, illustrate a performance/role play
2	<i>Understand</i>	account for, confirm, convert, discuss, estimate, execute, explain, give example, infer, interpret, justify, match, paraphrase, summarize, predict, relate, translate	speech, share photograph, provide an outline, show a diagram, play a tape recording, offer a summary, create a poster, symbolic cartoon, collage
3	<i>Apply</i>	apply, build, calculate, classify, construct, demonstrate, employ, experiment, how to, illustrate, make use of, modify, produce, report, sketch, solve	create a diagram, build a sculpture, compare to a photograph, design an illustration, act out drama, examine a map, create a list, design a painting, plan a meeting, scrutinized a question, create a cartoon, explain a chart, construct a filmstrip, describe a solution, predict a forecast, discuss switching gears
4	<i>Analyze</i>	achieve, analyze, categorize, compare, debate, differentiate, distinguish, examine, explain, investigate, order, sort	devise a questionnaire, use reasoning to create a syllogism, investigate survey findings, explain a model, generate a conclusion, inspect a report, explain a graph, categorize argument details
5	<i>Evaluate</i>	action, appraise, assess, check, conclude, critique, solve, judge, justify, rank	assess a cartoon, critique a story, assess an experiment, review a poem, critique a play, review an article, assess a game, review a book, solve a problem, appraise an invention, critique a song, justify a hypothesis, rank the rules, justify the principles, check the standards, review an action plan
6	<i>Create</i>	actualize, combine, compose, design, devise, formulate, generate, hypothesize, invent, originate, plan, produce, revise	generate a conclusion, design a self-evaluation, make a recommendation, devise a group discussion, conduct a court trial, formulate a survey, prepare an evaluation, formulate a value, formulate a standard, prepare an editorial, establish a plan

**Table 4.2**

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*Table 4.2*

SOCI 312: Juvenile Delinquency Teaching using Cognitive Domains

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<u>Cognitive Domain</u>	<u>Learner-centered Objectives</u>	<u>Active Lecture Communication</u>
1 <i>Remember</i>	<i>Identify</i> types of status offenses	Introduce dictionary definitions, read course text content, compare definitions to current events
2 <i>Understand</i>	<i>Discuss</i> the terms “juvenile delinquency” and “adolescence”	Short story anecdotes of real life situations, compare with theories of adolescent stages
3 <i>Apply</i>	<i>Classify</i> the use patterns of self-report surveys and official records	Team list components, build visual, discuss to apply sample methods
4 <i>Analyze</i>	Use scenarios to <i>examine</i> how status offenders are handled	Survey class to share knowledge and scenarios about offenses, instructor links reported scenarios to rehabilitation models, instructor adds to scenario and distinguishes treatment across culture, instructor prompts students to compare outcomes for offenders
5 <i>Evaluate</i>	<i>Assess</i> past and present treatment of adolescents	Research contexts of treatment, divide class into groups, investigate criteria for analyses of treatment, document findings on the board, instructor justifies principles and validates content
6 <i>Create</i>	Construct a chart <i>portraying</i> the distinctions between UCR and NCVS reports	Instructor’s PowerPoint lecture, students document main core components of each tool on white board, brainstorming game using online reading, students add to list of core components of tools, students post essay distinguishing between the two on discussion forum

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**Table 5.1**

*Table 5.1*  
Assessment Categories, Assignment Types, and Cognitive Dimensions

<u>Assessment Category</u>	<u>Assignment Types</u>	<u>Cognitive Dimensions</u>					
		<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
<i>Informative</i>	Abstract		X				X
	Business memo		X		X		
	Homework problems	X	X	X	X	X	
	Multiple choice exams	X	X				
	Literature review	X	X		X		
	Portfolio	X	X	X	X	X	X
	Phonetic transcription	X	X				
	PowerPoint Creation	X	X				
	PowerPoint Presentation	X	X	X	X	X	X
	Short-answer exam	X	X		X		
	Short essay	X	X	X	X	X	X
	Summary	X	X		X	X	
	Translation	X	X				
Resume	X					X	
<i>Persuasive</i>	Business letter		X	X	X		
	Feasibility report	X	X	X	X	X	
	Oral presentation	X	X	X	X	X	
	Research Paper	X	X	X	X	X	X
	Response		X		X	X	
	Job application letter	X	X	X			X
<i>Expressive</i>	Book review		X		X	X	
	Design projects		X	X	X		X
	Discussion post	X	X	X	X	X	X
	Essay exam	X	X	X	X	X	
	Fairy tale						X
	Journal		X	X	X		
	Personal letter		X		X	X	
	Poem	X			X		X
	Post card		X				
	Reaction paper		X		X	X	
	Review	X	X		X		
	Self-evaluation	X	X		X	X	
	Short story		X	X			X
	Song		X				X
Website	X	X				X	
<i>Exploratory</i>	Programming project	X		X	X	X	X
	Lab exercise/practicum	X		X	X	X	
	Lab report	X		X	X	X	
	Term paper	X	X		X		
	Written topic report	X	X			X	