The following is a taxonomy, or classification, of learning objectives for an online community icebreaker lesson I have in mind. (Thanks to Dan Eggen for his gorgeous idea.) It follows the revised version of Bloom's taxonomy of higher-order thinking. Online learning is big on higher-order thinking, let me tell you! Highest in the order of Bloom's revised taxonomy is Creating. This means that when we create, our thinking is at its greatest depth and complexity, or *highest order*. In Stout's online teaching graduate certification we are consistently learning to create. as well as to facilitate others in their creating. It's amazing, frankly!

This taxonomy shows my ideas for how a teacher can use progressively higher-order thinking skills to facilitate creating this tool for getting to know each other. In this blended (both online and in-person) classroom, my student teacher facilitates a class learning to introduce themselves to each other using a Community Mind-Map Icebreaker. They will create a ginormous mind-map (see the one at the bottom of my Assess webpage you were just on) with the aim of presenting themselves on-line and virtually connecting to each other through the mind-map; thus, representing themselves as a community. In the meantime, they learn a new program and how to use it *while getting to know each other*! Kind of a tautological circle, eh? Like taking a class in online learning while learning online!

Assessment Taxonomy Table Template

Review the objectives and activities from a module in your own (current or future) online course. Then select three or four objectives and decide where they and their activities belong in Bloom's categories. It is not necessary to have all objectives in different categories, but please use at least three different levels.

This type of analysis will not only help you develop your course assessment plans but will also help you decide which assessment activities are most valuable.

Bloom categories/ Revised Taxonomy	Learning objective verbs	Objective/Activity
Knowledge /Remembering (recall, list, define, identify, collect, label)	**Identify** **Collect**	After the teacher has presented her own class' online Community Mind-Map Icebreaker to the class, students will **identify** and **collect** at least 4 electronically accessible artifacts of their lives that they wish to include in their own personal mind-map, including a photograph of themselves, a multimedia audio or audio-visual clip, and at least two other aspects of their lives (recorded songs, drawings, scrapbooking material, etc.), plus one word-processed introductory paragraph they have written, as introductions of themselves in their class' online Community Mindmap Icebreaker.

Comprehension/Understanding (summarize, describe, interpret, predict, discuss)	**Discuss** **Brainstorm**	After they have collected their artifacts together, students will **brainstorm** and **discuss** with each other and their teacher for up to one hour what element they wish to have at the center of the community mind-map and thus, what element connects all the individual mind-maps together.
Application/Applying (apply, demonstrate, illustrate, classify, experiment, discover)	**Illustrate** **Upload**	Students will begin to **illustrate** their mind-maps by **upload**ing these artifacts as well as their introductory paragraph from their computer files into the mindmap software, making sure they have uploaded all of their elements.
Analysis/Analyzing (analyze, classify, connect, explain, infer)	**Connect**	Students will **connect** the artifacts with their introductory paragraph together on one page of the mind-map software.
Evaluation/Evaluating (assess, recommend, convince, compare, conclude, summarize)	**Decide**	After their discussion, students will **decide** by vote or consensus what element will be at the center of the community mind-map.
Evaluation/Evaluating (assess, recommend, convince, compare, conclude, summarize)	**Assess** **Summarize**	After their decision has been made, students will **assess** to what degree the community mind-map has acted as an icebreaker for this new class, **summar-iz**ing the results on a scale of 1 to 4.
Synthesis/Creating (combine, integrate, plan, create, design, formulate)	**Export** **Combine**	Students will **export** their mind-maps into PDF format and then **combine** all the classmates' PDFs together by taping them onto a huge piece of paper in an arrangement they all find pleasing and put it up on the wall.
Synthesis/Creating (combine, integrate, plan, create, design, formulate)	**Publish** **Create**	Students will **publish** their individual electronic mind-maps onto the classroom's private website using the same design they **create**d for the one on the wall of their classroom.