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Curriculum Design Project: Unit Learner Outcomes

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<schlosser.unitlearneroutcomes.doc>

**Bloom’s Revised Taxonomy**

 The unit earning outcomes are categorized by Bloom’s Revised Taxonomy. Within *A Taxonomy for Teaching, Learning, and Assessment*, the revised domains are listed in order of the degree of difficult (starting from simplest to most complex): remembering, understanding, applying, analyzing, evaluating, and creating (2001). The categorization of each outcome will be listed in italicized parentheses at the end of each outcome.

**Subunit One: Statistics**

* Students will determine validity of generalizations about populations by analyzing whether the sample is representative of the population. *(Understanding, Analyzing)*
* Students will draw inferences about a population by using data from a random sample. *(Analyzing, Applying)*
* Students will assess the degree of overlap amongst two data distributions. *(Evaluating*)
* Students will measure the difference of centers by expressing as a measure of validity. *(Remembering, Understanding, Applying)*
* Students will use measures of center and measures of validity to draw comparative inferences about two populations by using numerical data collected from random samples. *(Creating, Evaluating, Analyzing)*

**Subunit Two: Probability**

* Students will be able to express the likelihood of an event as the probability ranging from 0 (impossible) to 1 (absolute). *(Remembering, Understanding)*
* Students will be able to collect data on a chance process and approximate the probability of the chance event. *(Understanding, Applying)*
* Students will predict the approximate frequency based on the probability. *(Applying, Analyzing)*
* Student will be able to determine and list the sample space for an event and identify all possible outcomes. *(Understanding)*
* Students will be able to determine if an event is fair or unfair based on the sample event. *(Evaluating)*
* Students will be able to find the probability of compound event using tables, tree diagrams, simulations, and the Fundamental Counting Principle. *(Understanding, Applying)*
* Students will be able to design and run a simulation to generate frequencies for compound events. *(Creating)*

References

Anderson, L. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York: Longman.