Hokkaido University of Science
Hokkaido University of Science Junior College

HOCHSCHULE HAMM-LIPPSTADT

Using Bloom's Taxonomy for Evaluation in a Virtual Cross-Cultural Project

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Introduction

Cross-cultural virtual project
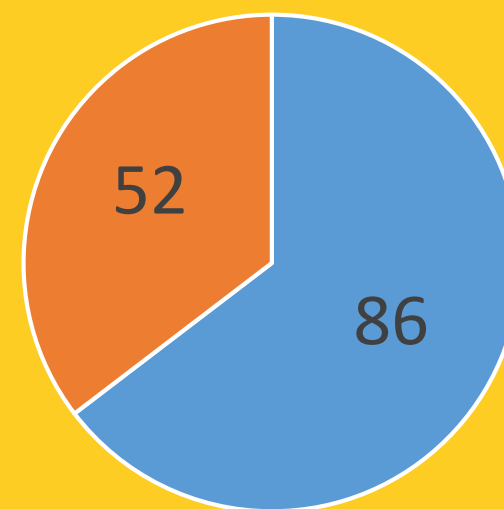Time: 10 weeks (April - June 2021)
Aims of our project:
- Stimulate students and broaden their experiences
- Provide opportunity to apply English as an instrument of communication
- Expand students' knowledge about other cultures
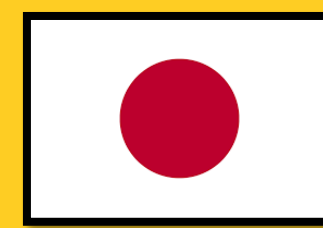
Participants:

Based in Africa, Asia and Europe

Students from the following departments:
Architecture
Civil Engineering
Electronic Engineering
Information Technology
Physical Therapy,
診療

Students from the following department:
Electronic Engineering

52 / 86

All based in Japan

■ Japanese Students ■ International Students in Germany

Communication methods between students:
1. Synchronous video chats
2. Texting and communicating using LINE (app) between German and Japanese students
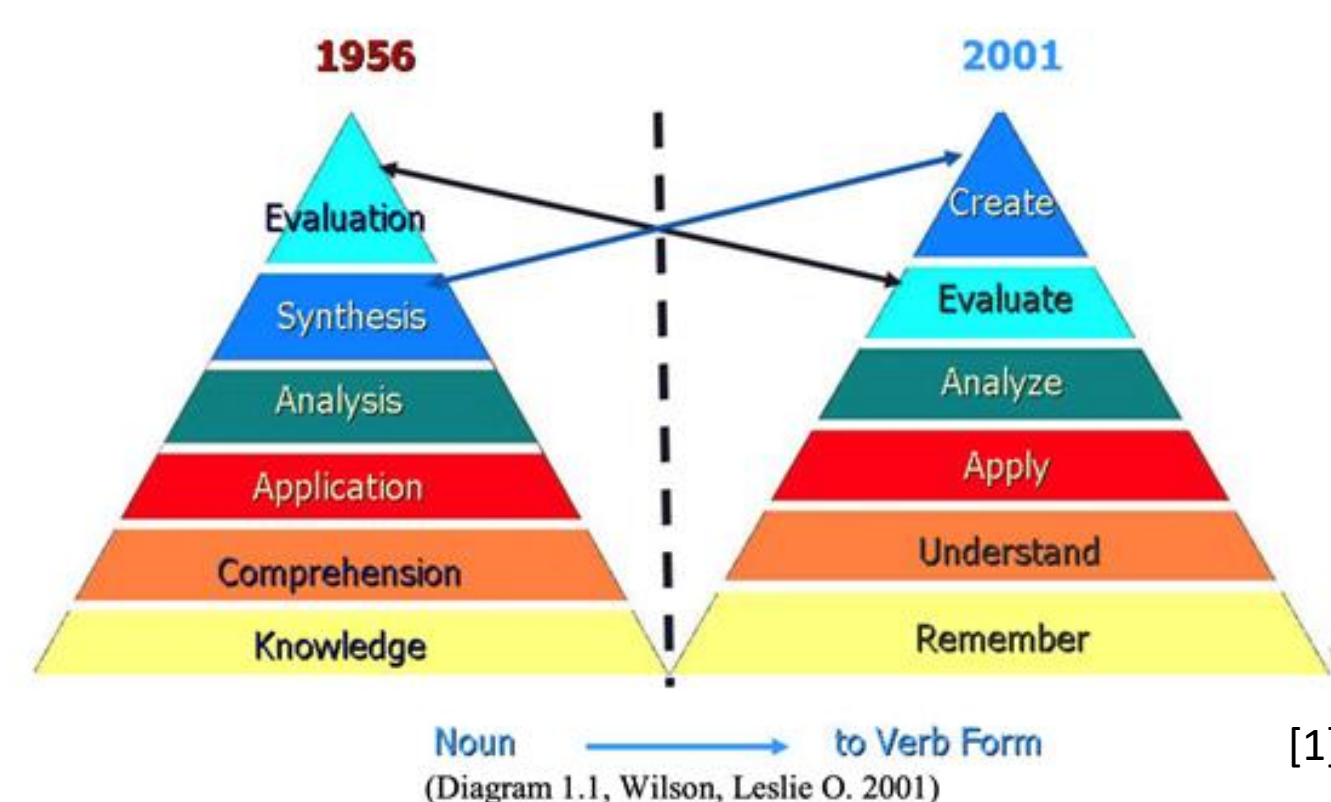
Data collection:
1. Moodle feedback
2. Googlesheets
3. Padlet

Why Bloom's Taxonomy?

Based on the revised Bloom's taxonomy [1]

- Foundational framework for the project
- Focuses communication
- Measurable developmental outcomes
- Encourages processing of facts and knowledge
- Promotes critical thinking
- Strengthens students' cognitive skills

1956 Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge
2001 Create, Evaluate, Analyze, Apply, Understand, Remember

Noun → to Verb Form
(Diagram 1.1, Wilson, Leslie O. 2001) [1]

Three topics students discussed:

My hometown / A TV Programme I like. / Food that I like/don't like...

Example: Topic 1 – My hometown

Factual Level
Understand
Remember [2]

Q: Describe key features of your partner's neighbourhood

Conceptual Level
Analyze
Apply [2]

Q: How do these features compare to your environment?

Metacognitive Level
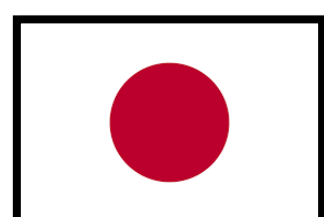Create
Evaluate [2]

Q: Which aspects of your partner's neighbourhood would be easily applicable to yours? Which not?

Example answers:

A: Y. is from Sapporo. […] He also talked about the Sapporo Snow festival and he shared a photo of the festival.
S. said he wears Kimono at summer festivals, he also sent a picture. It is a costumed dress.*

A: Festivals bring a lot of people from different cultural background together. No matter the culture or tradition there is always a special feeling during these events, and it could be comparable.*

A: The costume festivals could be easily applicable. During April there are usually Masquerade or costume festivals from my home town. […]The Sapporo Snow festival can not be applicable because it does not snow in Nigeria.*

Warm in summer, cold and snowy in winter. Wi-Fi speed is fast. Famous for sausages and beer. C. lives in Lippstadt. H. lives in a small town called Soest, with a small population. Very busy on weekends. No noise is allowed after 10 p.m. If you make too much noise, someone will call the police.

The climate and Wi-Fi is similar. Don't be noisy at night is a different point.

That the police will come at night. German houses are often made of bricks or blocks, and they are sturdy. Because of this, they are prone to mould if the windows are not opened frequently for ventilation. In Japan, it rains more and the humidity is higher. So, don't hang your laundry in your room, but put a dehumidifier or something similar to prevent this from happening. If we do that, we can adopt brick houses in Japan.*

* Shortened to fit the available space

Results

- English was used as practical tool to achieve results
- BT helped to structure and advance communication
- Students' exchanged individual ideas and engaged with partners
- Their knowledge about the other cultures increased
- Students said the project helped them in multiple ways (awareness of English level, knowledge of different cultures, practical experience of cross-cultural communication)

Takeaway Points

- BT provided a robust framework and clear goals
- This facilitated students' successful completion of the project
- Feedback showed students enjoyed the project

References [1] Wilson, L. O. (2016). Anderson and Krathwohl–Bloom's taxonomy revised. Understanding the New Version of Bloom's Taxonomy. [2] SlidesGo

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