

Robert Gagne's Nine Instructional Model of Session Plan to Bloom's Taxonomy Levels of Questions with Innovative Digital Platforms

**Dr. D. Vijaya Lakshmi, Associate Professor, Vishnu Institute of Technology,
Bhimavaram**

**K. Krishna, Lecturer, Padmasri Dr. BV Raju Institute of Computer Education,
Bhimavaram**

**N. Krishna Mohan Raju, Associate Professor, Vishnu Institute of Technology,
Bhimavaram**

vijayalakshmi.d@vishnu.edu.in
9490133459

Introduction

English is not just a language. It is a language of empowerment through teaching and learning and of enrichment and entertainment. Innovation is the driving force of progress. Today, the digital revolution is playing a vital role in taking English language teaching forward and has become core to language teaching. Globally, English is the medium of instruction in higher education. Teachers can make active use of tools and technologies to improve standards of the students. Approaches and techniques in teaching may differ according to the student's skills. This paper aims to make acquainted the techniques and methods of English language teaching in exploring the new ways for teaching learning approach. As a part of techniques and methods, the development of this paper focuses on Robert Gagne's Nine Instructional Model of session plan to Blooms Taxonomy levels of question paper with innovative digital platforms like Google Classroom, Mind mapping etc. If English language is taught through innovative technologies the entire ambience of the classroom will be pleasant, enjoyable, satisfying and amusing.

There are many ways to plan a session. Among all of them the highlighted session plan is Robert Gagne's Nine Instructional Model with teacher details. For instance:

Faculty & Subject Details		Class Details	
Name of the Faculty		Academic Year	
Designation		Semester	
Department		Branch	
Subject Name		Class / Section Name	
Session Topic		Date	

A session plan is classified into three phases such as the beginning, the body, and the closing.

i. The Beginning

Sharing the Topic Learning Objectives (TLOs) with Bloom’s Taxonomy classification:

After the completion of the portion of the lecture, the learner should be able to:

1. To make them **remember** the important points of the lesson.
2. To show their **understanding** regarding the theme that has been covered throughout the lesson.
3. To **apply** the concept which is discussed in the lesson in the real life situation.
4. To **analyse** the comparisons and contrast of the given information.
5. To **evaluate** the given data by providing examples from media such as T.V. newspaper, etc.
6. To plan (**create**) for an essay question.

Pre-class Preparation

The Greatest Resource – Education is the name of the first lesson. Students are motivated to understand from the author’s point of view. The highlights of the lesson are about various civilizations and about the development of human mind. Pace set up plays a key role before the class starts. Designing of the activity is also very vital before handling the class. Brainstorming and Mind mapping are the planned activities for this lesson plan. These activities may vary based on the lesson.

ii. The Body

If these are all revealed the learner will know not only what the content will be, but also the level of mastery. Usually, any teacher follows knowingly or unknowingly Robert Gagne’s Nine Instructional Model. The focus will be on gaining attention, Informing objective, stimulating recall of prior knowledge, presenting information, providing feedback, providing guidance, eliciting performance, assessing performance, and enhancing retention. Emphasizing the outcome of the session is also a necessary factor. It is shown in the tabular form to the extent of time limit of 50 minutes.

Event	Session Plan on The Greatest Resource - Education	50 min. hr.
Gaining Attention	Importance of Education through posing questions and eliciting answers	5 mins
Informing objective	Reading Skills Development based on the given content	2 mins
Stimulating recall of	Brainstorming	5 mins

prior knowledge		
Presenting information	Skimming & Scanning (Methods of Reading) Comprehension Questions are asked to get the theme - PPT	15 mins
Providing feedback	If any wrong interpretation is given it will be clarified and others' doubts are discussed	5 mins
Providing guidance	By giving the inputs from the newspaper articles	3 mins
Eliciting performance	Presentation of the content by a few	5 mins
Assessing performance	Mind Mapping	12 mins
Enhancing retention	Consolidation, recap and briefing of next topic	3 mins
Outcome	Knowledge Acquisition, Communication Skills, Clarity of Thought and Speech	

iii. The Closing

Misconceptions identified to address in the class include stimulate the students to clarify their doubts regarding concepts, language etc, provide example to make them come out of their confusion and mostly guided the students to undo their own misconceptions. Different kinds of questions are designed to discuss in the class. They are language based questions, factual based questions, opinion based questions, inference based questions and content based questions. Learning Styles covered by various in-class activities are: Spatial or Visual (Pictures and video were shown), Logical (Questions are asked to elicit answers), Interpersonal (at time of brainstorming activity) and Intrapersonal (managed himself/herself in giving answers). The results of the student are the proof for this success story of Robert Gagne's Nine Instructional Model.

Assessment Process is based on Bloom's Taxonomy Levels (Remember, Understand, Applying, Analysing, Evaluating and Creating) in all educational institutions in these days to test performance of the learners. It is an index to verify the levels are being assessed and correspond the assessment tools with the relevant lessons and techniques. Thereby it may help teacher to retain uniformity in assessment practices, education material and reveal weaknesses.

I. Innovative Digital Platforms

Technological tools used in the instruction delivery to the learners are Google Classroom, Mind Mapping, and YouTube. These tools are helpful for blended learning. They can work on them and submit through online after completion of the class work.

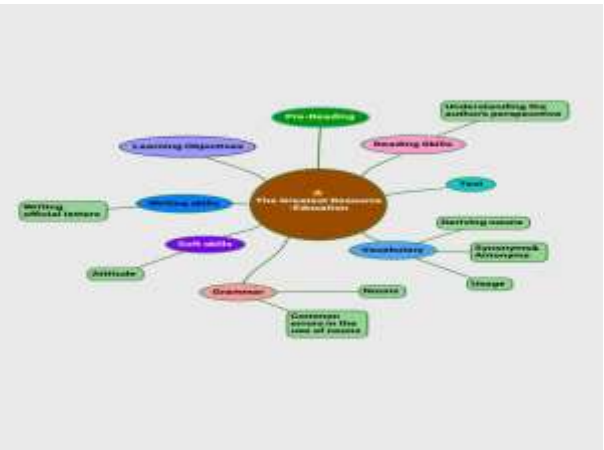
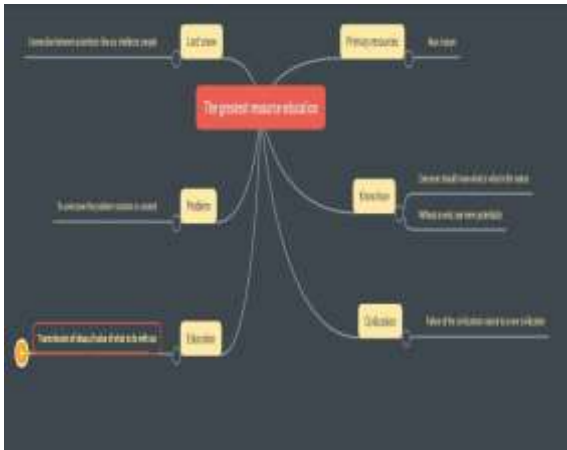
i. Google Classroom

It gives an exposure to online learning. It stores important classroom material that students will refer to throughout the semester. For example, syllabus, rules and regulations, helpful links for lessons etc. It allows communicating better with students outside the classroom. Automatic due dates of the assignments are provided to the students. Then they can submit their assignments from anywhere. They need not work in the classroom physically. Google Classroom saves time and paper and it allows everyone to join class with a code. Students may submit assignments and can get real time feedback and grades. It is the right platform for creating material, assignments, announcements etc. At the outset, one can say that Google Classroom is one of the fantastic innovative educational tools. Whatever may be the subject is, it is a great tool for sharing information with the students. No more collecting homework, reviewing and grading. All will be possible and very easier with Google Classroom. Since it can be accessed from mobile device, teachers and students can use their phones. It offers numerous ways to make teaching and learning interactive and collaborative. Work in the Google Classroom is easily saved to the drive. No problem of removing and crashing the content. As a free online software Google Classroom gives several benefits to the teachers and students.



ii. Mind mapping

Mind mapping is a highly effective way of getting information in and out of the brain. Mind mapping converts a long list of monotonous information into a colourful, memorable, and highly organized diagram. Moving from paper to apps has been an easy transition. Freemind, mindomo, and mindmap are a few apps suggested to students to draw mind maps. It gives infotainment. These mind map tools help edit and create mind maps quickly. To make the map clearer students usually apply styles, add icons and use shapes and colours. If the students use in the right way, it improves independent learning and critical thinking. This tool is an absolute time saving strategy during the time of examinations.



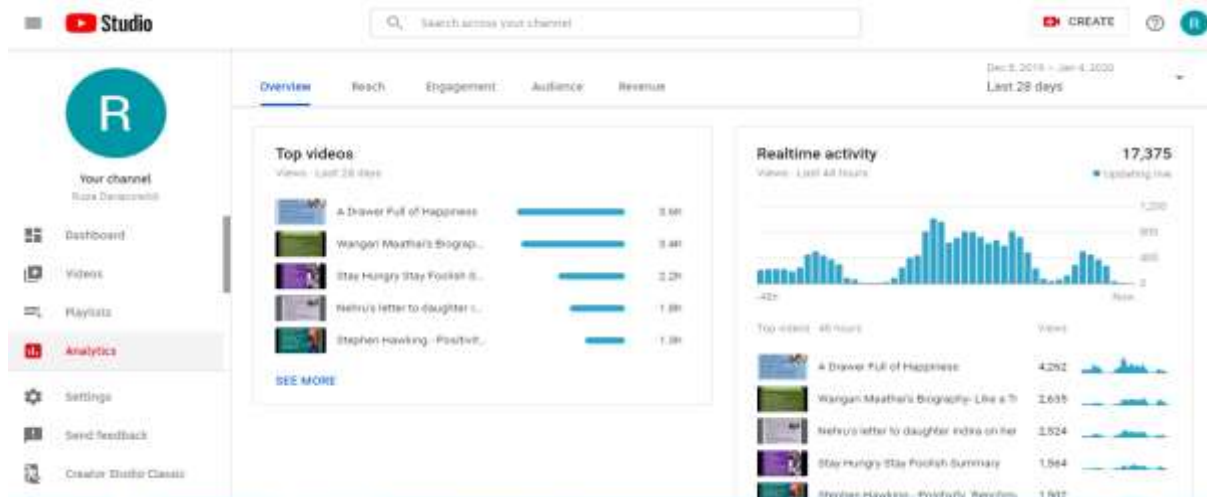
iii. **YouTube**

There are books and classroom lessons but having a variety of material can promote learning. As it is a known fact that some students are visual learners, and some are auditory learners. After completion of explanation in the classroom YouTube videos will be posted to the students. Whenever they want to refresh the content of the lesson can listen to the videos. They can pause and rewind videos whenever they need. It may be comfortable. and they may habituate to listen to the same voice of the same teacher in the class. It is one of the interesting methods to enhance the level of the students’ knowledge.

Students will never study regularly for writing Semester examinations is a known fact. They study vigorously and rigorously before the day of examination. By understanding the mindset of the students, a YouTube channel was started. The analytics of the YouTube is given below. In the month of December Mid II took place, the way they studied was shown in the graph. The difference between preparation for Mids and Sem end exams is noted through this graph. If the analysis is observed by the teacher students will be catch hold at least two weeks before the examination.



The improvement of views and topmost videos are observed in the form of graph and various activities. How much the students focus on the technology is known through this clustered image. These students are born in technology, so they are called digital natives. Thinking from the point of view of them or from the shoes of the student is quite necessary in these days. Act and plan according to their needs and interests is the need of the hour of a facilitator. Revolutionary changes in the society and technology exhort every teacher to update their methodologies and techniques according to the requirements of the students.



II. Bloom's Taxonomy Questionnaire

Creating awareness to engineering students on Bloom's Taxonomy is compulsory as they should know about each level while they are answering the questions. It is the instructor's responsibility to make them practice it in the classroom. After completion of each lesson in the class, students are asked to plan a questionnaire based on all the levels such as remember, understand, apply, analyze, evaluate and create. While they are planning to frame the questions list of verbs (describe, define, compare, contrast, divide, distinguish, evaluate, justify, consider, write etc) will be provided for better framing of questions. Once a student is exposed to frame the questions by using the data they can answer perfectly in the examination. What level of question is asked in the examination will be clearer to the learner if they practice in the classroom. Triggering the questions for writing answers in the examinations will be simpler and easier.



III. Conclusion

The higher education landscape is undergoing rapid change due to implementation of innovative techniques in the language classrooms. Since last decade, various techniques have been used to assist and to enhance language learning. Nowadays classrooms and language labs are transformed by the integration of new techniques and trained teachers. The effectiveness of the techniques depends on the knowledge and expertise of the language teacher who facilitates the language learning environment. This research paper is limited to a few online tools but there is a wide scope for working on various digital platforms, and also preparing session plans by various researchers will be an added advantage to include in this paper. A vast area of research is taking place on Blooms Taxonomy Questionnaire at present. So, this research paper paves the way for numerous researchers on various ideas.

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