This exercise helps students recognize movement in everything around them, while determining which muscles are contracting and lengthening to maintain various postures.

Ask each student to bring in a favorite image—a painting, a photo, a comic book graphic, a CD or magazine cover. The only stipulation: the graphic must include people. Break students into pairs. Have one student act out the movements shown in the image. The other student's assignment is to record the movements (abduction of the glenohumeral joint, extension of the coxal joint, etc.).
ABMP’s Student Success Program
Curriculum Tools for You

Educators know students often begin a massage program unprepared for its academic nature. Students may have gaps in their education or may lack the interpersonal skills needed to interact optimally with classmates and instructors. ABMP’s new Student Success Curriculum, available free to schools, was developed to complement ABMP’s new materials for student members and to help schools and instructors address these challenges.

Many capable adult students experience frustration, and even failure, in school. This is not because they lack ability, energy, or enthusiasm, but because they do not have adequate study skills. The Student Success Guide uses goal-setting exercises, charts, graphic organizers, and personal assessments to help students learn skills needed to achieve academically.

The Massage Year Planner provides students with a tool to arrange their schedules and assignments, plan study sessions, and organize life. Throughout the colorful pages, goal-setting exercises, tips for success, and positive affirmations keep the process of staying organized interesting. More than just a time management tool, this planner provides a place for photos and notes from classmates, becoming a keepsake at the end of training.

To complement the guide and planner, the Student Success Curriculum is available for schools’ use, making it easy to bring this material into the classroom. The curriculum provides everything the school needs to use these materials in a variety of settings. Each topic is a stand-alone teaching kit; topics can be mixed and matched to best fit the needs of each school. Teaching kits include teaching strategies, resources, a supply list, learning objectives, activities, self-assessments, lecture outlines, and PowerPoint presentations. To review the curriculum, visit www.abmp.com and click on the Massage School Alliance section.

“Setting an example is not the main means of influencing another, it is the only means.”
—Albert Einstein

Evaluate Your Teaching

Most massage teachers know what they do very well and what they struggle with in the classroom. Teaching is a lifelong learning opportunity, and massage instructors are a dynamic group of learners who require constant adjustments and adaptations.

Evaluation and self-awareness are integral to learning. By prioritizing classroom behaviors, better communication skills, and innovative teaching methods. Most often, administrators are the individuals who evaluate teachers and evaluations are sometimes tied to pay. Brief evaluations do not illuminate each teacher’s true strengths and weaknesses. Some administrators are actively involved with the development of teachers and help them set goals for improving teaching skills, providing feedback on the development of new skills. Administrators are often simply too busy, though, and effective plans for growing teaching skills are low on the priority list. How can a teacher grow without regular and specific feedback? One way is a personal plan for goal setting and regular self-evaluation.

Defining Skills

Some teaching skills are definable, while others are difficult to identify. Teachers can arrive at the same positive endpoint, with the same material, in different ways.

Some elements of a good lecture are clear. The instructor’s voice should be easy to understand, and the teacher should use a variety of visual aids, have mastery over the material, demonstrate enthusiasm for the topic, get students involved appropriately, and use real life examples to illuminate core concepts. Still, some instructor qualities are impossible to capture. It’s easy to “detect” use of humor as a skill, but how do you quantify and qualify humor? Some teachers are very funny and students laugh and joke throughout classes, but is every joke appropriate?

Does the time spent joking impact productivity? How does an instructor improve his sense of humor? Some teachers are invested, the learning objectives were met, and you felt depressed and exhausted at the end of the session. Recalling these experiences will help you tap into your strengths and weaknesses and answer all questions on the self-evaluation honestly.

Complete the self-evaluation form and review it. Set two teaching goals for the next month and describe your plan to achieve the goals. Give yourself deadlines and make the tasks as specific as possible. If one of your goals is to improve your ability to facilitate classroom discussions, you might complete the tasks below.

Bloom’s Taxonomy

The cognitive taxonomy consists of six major areas. They are, from most basic to most advanced: knowledge, comprehension, application, analysis, synthesis, and evaluation. Simple learning behaviors (knowledge, comprehension, and application) are involved in more complex learning behaviors (analysis, synthesis, and evaluation), so the taxonomy helps instructors plan experiences that promote greater complexity of learning behaviors as students progress.

Bloom’s Taxonomy Resources


**A Revised Taxonomy**

In 2001, a group led by Lorin Anderson, a former student of Bloom, published a revision of Bloom’s original taxonomy. Composed of cognitive psychologists, curriculum theorists, and instructional researchers, the group evolved Bloom’s work based on current learning theory. The revised taxonomy is illustrated below.

The first change was a replacement of Bloom’s nouns with verbs (e.g., changing knowledge to remembering), based on the idea that thinking is an active process best described by verbs. The taxonomies are both designed as hierarchies and a major structural change was the movement of creating (originally referred to as synthesis) to a more advanced position than evaluating, (originally called evaluation). This move demonstrates the current educational theory that creative thinking is more complex than critical thinking.

Researchers explain that in critical thinking a student must judge an idea and justify his judgment. In creative thinking a student must judge an idea, and accept or reject many ideas while creating a new idea or product.

Anderson’s group created a multi-tiered system with sub-categories. Understanding is broken out into its sub-categories of interpreting, exemplifying, classifying, summarizing, etc. The goal is to make the taxonomy easier to apply in the classroom. For example, it might be applied this way:

**Remember.** Describe where the hamstrings are located.

**Understand.** Summarize the general actions of the hamstrings.

**Apply.** Construct a theory about why the hamstrings perform the actions they perform.

**Analyze.** Differentiate between the actions of the biceps femoris, semitendinosus, and semimembranosus.

**Evaluate.** Judge the quality of movement exhibited by your client when he/she rotates the hip (coxal joint) laterally and medially.

**Create.** Develop a treatment plan to address the quality of movement you observed during lateral and medial rotation of the hip.

**Using the Taxonomies**

When developing a curriculum for a massage program, educators often start at the most advanced and work to the most basic. They ask the question, “What skills and knowledge must our graduates possess to be successful in the massage profession?” This is a useful strategy, which Bloom’s Taxonomy and Anderson’s revision, help curriculum teams carefully define. The result is a series of purposeful learning events that lead to the attainment of specific objectives, forming a sequence that allows learners to integrate what might otherwise be viewed as isolated experiences.

**Learning Objectives continued from page 3**

- By November 1, read a book on how to facilitate groups.
- Plan and research three group discussion topics related to class content by November 15.
- Sit in and observe Debby as she facilitates a class discussion and ask her for tips by November 15.
- Ask Debby to sit in on one of my classroom discussions and give honest feedback by November 20.

At the end of the month, evaluate your improvement and set two new goals. Asking peers for feedback is a useful way to get objective input without involving an administrator.