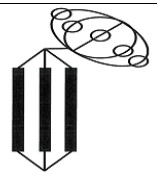
Self-Assessment: Teacher and Student Use of Thinking Skills and Strategies

Learning Outcomes based on the Structure of Observed Learning Outcomes (SOLO Taxonomy Biggs and Collis 1982), Swartz and Perkins and Gordon Training Institute.

Biggs and Collis 1982	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
	Learning outcomes show unconnected information, no organisation. *E.g. "I can use [X] thinking skills/strategy if I have help or direction"*	Learning outcomes show simple connections but importance not noted. *E.g. "I can have a tilt at using [X] thinking skill/strategy"*	Learning outcomes show connections are made, but significance to overall meaning is missing. *E.g. I use [X] thinking skill/strategy on a trial and error basis to get a learning outcome"*	Learning outcomes show full connections made, and synthesis of parts to the overall meaning *E.g. "I plan to use [X] thinking skill/strategy because it will help get a [Y] learning outcome"*	Learning outcomes go beyond subject and makes links to other concepts – generalises *E.g. "I just sense that using [X] thinking skill/strategy is best to get a [Y] learning outcome"*
Swartz and Perkins	Tacit	Aware		Strategic	Reflective
Gordon Training Institute	unconscious incompetence or unconscious unskilled	conscious incompetence or conscious unskilled		conscious competence or conscious skilled	unconscious competence or unconscious skilled
THINKING SKILL	[Tick the box below that best indicates your level of understanding of the thinking skill or strategy listed]				
[Insert your own]					
de Bono Six Hats					
PMI					
Brainstorming					
See Think Wonder					
HOT Describe Map					
HOT Generalise Map					
Alphabet Key					
Think Pair Share					

hooked on thinking
www.hooked-on-thinking.com