6. PYRAMID OF LEARNING

This tool helps participants organise their learning into levels and formulate sentences using a list of action verbs.

GROUP SIZE

For individual work with one participant, or for a group divided into pairs

DURATION

90-120 minutes

RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)

• Flip chart paper
• Marker pens
• Handout with action words

OBJECTIVES

• To identify learning outcomes following the revised Bloom's taxonomy of learning outcomes
• To learn to formulate learning outcomes using the suggested list of action verbs

DESCRIPTION OF THE METHOD STEP BY STEP

This exercise is based on Bloom's taxonomy of learning outcomes and helps participants work out at what level their learning outcomes are after the project and find the appropriate words to describe them.

According to the model there are six levels of learning (see diagram below). For each level there are suggested "action verbs" that can be used to describe the learning outcome (see the handout with action verbs).
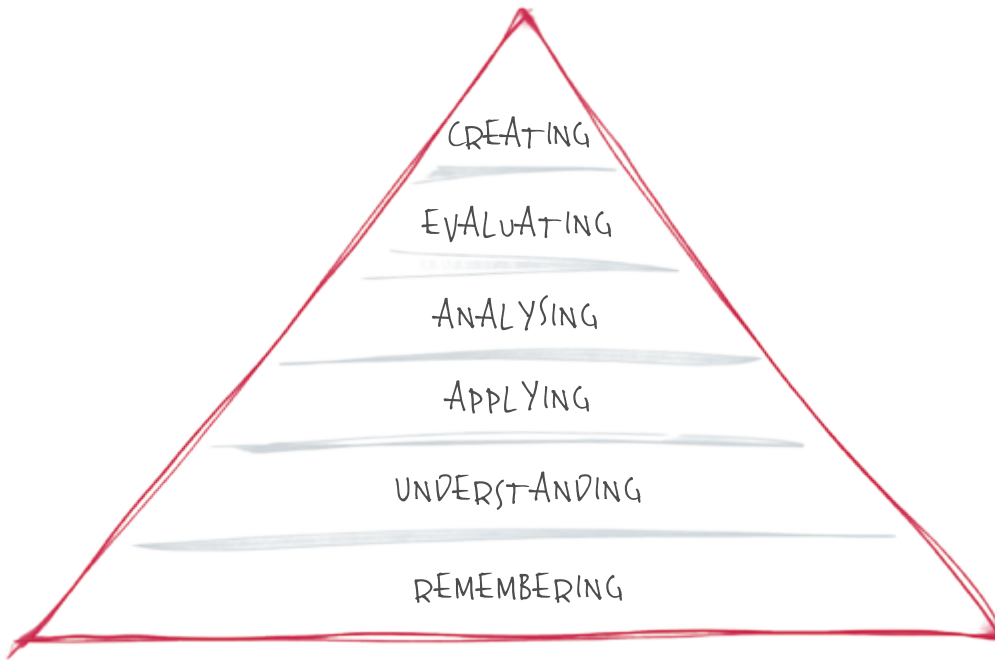
Revised Bloom's taxonomy of learning outcomes

After identifying several key learning areas in the project (e.g., using other exercises like CARD GAME "Name your competences" or the learning outcomes interview), draw the Bloom's pyramid of learning on the flip chart paper and explain its levels:[21]

[21] Additional information about Bloom's Revised Taxonomy is available here: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ or http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

Remembering

Explain that this stage is about being able to recall an experience and/or to reproduce information (e.g., I have read about and remember the basic information about the stages of team development).

Level 1

Understanding

This stage describes the ability to demonstrate a deeper understanding of one's learning area (e.g., I can recognise the stages of team development in our team work during the training course).

Level 2

Applying

Level 3

This stage is about applying knowledge in a real-life situation (e.g., I can apply and use my knowledge about team development stages in my team and help us move through these stages in a planned and conscious way).

Analysing

Level 4

This stage involves gaining a deeper understanding of the learning area, usually due to an extended reflection about the experience (e.g., I can accurately analyse the reasons for the challenges my team face when starting a new project. I can recognise the patterns in our behaviour that move us forward or block us).

Evaluating

Level 5

This stage is about critical reflection and the ability to argue the pros and cons of a certain approach based on one's experience (e.g., I can reflect upon and understand why stages of team development in international groups do not necessarily have the same sequence and duration as in my local team).

Creating

Level 6

This is about creating something new, one's own theory or approach (e.g., Based on my experience I have created new ways of helping international teams work better).

Now, ask participants to return to their own learning outcomes and cluster them according to the above stages. If you are using cards, you could ask them to place the cards where they believe their learning has actually happened. Alternatively, ask them to draw connecting lines or write down their main learning outcomes on the Pyramid drawing.

After they have placed the learning outcomes on the pyramid, encourage participants to explain their choices. You can ask level-specific questions such as

• What is the most crucial information and knowledge that you are able to reproduce in this area of learning?
• How are you able to demonstrate this deeper understanding? Can you give me an example?
• Can you be more specific about your ability to apply what you have learnt? Could you apply that ability in other situations?
• Can you give me an example of a good analysis you made in that area?
• What are your experiences in thinking critically in relation to this learning area?
• What did you manage to create in relation to this learning area? How did you manage to do that?

After this step, distribute the handout with the action verbs and the formula for writing learning outcome statements (for more information, see section III.4 "I am preparing for validation") and let your participants do the exercise for all the learning areas you have talked about. Provide additional assistance if needed.

Clear "action" verb + related object of learning + the context where learning has been acquired. = Learning outcome statement

ADAPTED BY

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LEVEL 1. REMEMBER

Choose	Draw	Locate	Omit	Read	Repeat
Count	Identify	Match	Outline	Recall	Reproduce
Define	Label	Memorize	Point	Recite	Select
Describe	List	Name	Quote	Recognize	State

LEVEL 2. UNDERSTAND

Associate	Discuss	Extrapolate	Interpret	Represent	Tell
Classify	Distinguish	Generalize	Interrelate	Restate	Translate
Compute	Estimate	Give Examples	Judge	Rewrite	
Convert	Explain	Illustrate	Match	Select	
Defend	Express	Indicate	Paraphrase	Show	
Demonstrate	Extend	Infer	Predict	Summarize	

LEVEL 3. APPLY

Add	Classify	Dramatize	Interpolate	Organize	Show
Apply	Complete	Examine	Judge	Paint	Sketch
Calculate	Compute	Explain	Manipulate	Prepare	Solve
Change	Discover	Generalize	Modify	Produce	Subtract
Choose	Divide	Graph	Operate	Select	Use

LEVEL 4. ANALYZE

Analyze	Combine	Diagram	Illustrate	Relate	Utilize
Arrange	Compare	Differentiate	Infer	Select	
Breakdown	Design	Discriminate	Outline	Separate	
Categorize	Detect	Distinguish	Point out	Subdivide	
Classify	Develop	Identify	Point out	Survey	

LEVEL 5. EVALUATE

Appraise	Conclude	Critique	Grade	Measure	Support
Assess	Contrast	Defend	Judge	Rank	Test
Compare	Criticize	Determine	Justify	Rate	

LEVEL 6. CREATE

Choose	Design	Formulate	Make	Propose	Role Play
Combine	Develop	Generate	Organize	Rearrange	Tell
Compile	Devise	Group	Originate	Reconstruct	Transform
Compose	Do	Hypothesize	Plan	Reorganize	
Construct	Drive	Integrate	Prescribe	Revise	
Create	Explain	Invent	Produce	Rewrite	