

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 6:  
Learning and Teaching  
for Outcomes**

**Module 2: Learning in an  
Outcomes Environment**

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Date commenced: ..... Date completed:.....

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.....(insert name)

Assessor: ..... Date: .....

## Module 2

# Learning in an outcomes environment

## Module Introduction

Welcome to *Module 2: Learning in an outcomes environment*

The primary aim of all teachers should be to help their students to learn. In order to do this effectively, it is obviously necessary to know something about **the nature of the learning process**, ie. to have a basic grounding in the **psychology of learning**.

Furthermore, it is generally recognised that different students have different learning needs, bring their own individual knowledge, experiences and resources to the learning process, and **learn** in different ways. Thus, it is necessary for **all** teachers to be more aware of these different possible **learning styles**, and to try to cater for as many of them as possible when planning their instructional programs.

This module begins with a discussion of what learning involves. We examine some of the different learning styles that students can adopt and acknowledge the importance of appreciating that students have their own individual needs, and bring their own individual knowledge, skills, attitudes and values to the learning process.

The next section of the module focuses on Gardner's Multiple Intelligences. This helps you understand that different students have different strengths and they learn best in different ways. The final section of the module focuses on Bloom's six levels of thinking and how these skills align with the emphases being placed by the education reform on the development of children's **thinking skills** as well as their **independent learning skills, problem solving skills, and language skills**. This helps you learn ways of developing these skills and their application in classrooms.

You do not need access to any specific resource shown on pages 4-9 of the *Unit Introduction*, however, all activities in this module relate to your current practice.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract*.

## Module Learning Outcomes

When you have worked through this module, you, the learner, can:

1. compare and contrast a range of learning styles
2. demonstrate understanding of student-centred learning approaches
3. discuss the implications of the current required learning styles for classroom practice
4. apply the principles of student-centred learning to classroom practice or monitor their application in the school you supervise
5. explain Gardner's multiple intelligences and relate its relevance to learning and teaching in your classroom or in the school(s) you supervise
6. explain Bloom's levels of thinking and relate its relevance to learning and teaching in your classroom or in the school(s) you supervise
7. apply your knowledge of Gardner's Multiple Intelligences and Bloom's six levels of thinking to plan or monitor activities in your classroom.

## Section 1: How learning takes place

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### 1.1 Shifting the paradigm

#### Learning styles



**Read these notes and discuss with a colleague**

Learners can and do learn in more than one way, but all of us have ways of learning which we prefer. There are learning activities that are familiar and comfortable, useful, relevant and non-threatening. We have ways of learning that we like because they work for us.

Differences in learning styles result from psychological and cognitive factors. They are not determined by ethnic or cultural background. In all language, culture and ethnic groups you will find a range of learning styles.

It is important for you to develop an awareness of your own learning preferences. Often these are habitual (we do them unconsciously). We need to develop those strategies of learning which work best for us. We also need to become familiar with other ways of learning, approaches and strategies which others use.

Each student has a preferred style of learning, and these vary. Some prefer to learn by interacting with other people, talking and listening, watching and listening to the media or working with others in a group. These types of learners are called **communicative** learners.

Some may prefer to learn by having an expert (for example, you as the teacher) explain things, writing things down, following instructions or using course books or study notes. These types of learners are **authority-focussed** learners.

Others may prefer to learn by participating in activities, using visuals, being involved in hands-on activities (learning by doing) or experimenting. These types of learners are the **concrete** learners.

And yet another group may prefer to learn by studying rules and regulations, learning alone and analysing mistakes and solving problems. These types are **analytical** learners.



**Think about how you approach learning something new. These questions will help you.**

- What strategies have you used in past learning situations?
- How have you organised your learning in the past?

- How have you tried to maximise learning success for yourself?
- How have you tried to remember things?
- What things have made learning difficult for you?
- When have you abandoned an attempt to learn? Why?
- How would you classify yourself as a learner?

*HINT: Personal responses would indicate your reflective thinking.*

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**Initiate a group discussion to evaluate your current practice.**

Use these discussion questions to analyse current programs to determine areas for improvement. Write down your discussion points and provide examples where necessary. Does your current practice:

- reflect new learning and growth? How?
- represent quality education? How?
- reflect enhancement of student achievement? How?



**What do you think are the issues that need to be addressed most urgently within your teaching practice or that of the teachers you supervise? Write down your thoughts here.**

## 1.2 Informal Learning Styles



**Read these notes and discuss with your colleague.**

A lot of our learning in life takes place informally. It is not in a school type of situation and it is not necessarily done in planned ways, for example, babies learning to speak, learning to walk, children learning to swim or paddle a canoe or climb a tree.

A study of how traditional Aborigines in the north of Australia come to know things has listed major features of their informal learning as:

- learning by observing
- learning by doing
- learning by imitation
- learning by personal trial-and-error
- learning through real-life performances
- learning by persistence and repetition.

More Aboriginal learning is done by looking and watching than through talk. They learn by doing rather than by hearing or talking about things. They learn by imitating or copying, and by trying things for themselves rather than by someone combining talk and demonstration. They learn more through doing real things rather than practising in pretend situations. When they are learning they do something over and over again until they do it well.

Informal styles of learning apply to cultures other than the Australian Aborigines. In Papua New Guinea in village situations people use similar informal learning styles.



**How can you use features of informal learning in your teaching practice? Record your responses here:**

Features of informal learning	Implications for my practice
learning by observing	
learning by doing	
learning by imitating	
learning by personal trial and error	
learning through real-life performance	
learning by persistence and repetition	

*HINT: Responses are based on personal experience*

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**Talk about your table with two other colleagues. Focus on the implications and record any suggestions or issues raised by your colleagues.**

### 1.3 Formal Learning Styles

In Papua New Guinea, the schooling process is one that has come from a western country and brings with it Western ideas of formal learning. Formal learning is often done in situations that are not natural, and with lots of talking, for example, talking in a classroom about how to catch fish rather than going down to the beach or river and doing it.

It is important when teaching people that we understand how they best learn things and try and fit our way of teaching to their preferred ways of learning. However, if children are going to continue with their learning by entering into formal schooling, then teachers need to think of ways to help the students move from being competent learners within their own culture to being competent learners in a western style education system.

A particular style of learning is neither 'good' nor 'bad' in itself, but is effective if it helps the learner adapt to his or her situation and survive in it.



**Observe a group of children at play or in school. Make a list of the kinds of things you think they are learning consciously (eg. learning the rules of a game) and unconsciously (eg. accidental injury). Record your observations in this table.**

Things learned consciously	Things learned unconsciously

*HINT: Information recorded here is based on personal/individual observations.*



**Based on your observations, discuss the following questions and write down your responses for each.**

- How are all students' learning experiences enriched by inclusion of their cultures and languages in the curriculum?
- How are links made between in-school learning and out-of-school learning?
- Are students given opportunities to learn through play, hands-on and concrete experiences?
- How do students demonstrate their learning (outcomes)?



**Share your responses with a colleague with whom you talked earlier.** Talk about ways you can bring about change to the way students are engaged in learning activities. List the most obvious changes you feel you need to make.

*HINT: Your list here will be the record of your discussions.*

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## 1.4 Learning in the past



**Read the notes about learning in the past and discuss with a colleague.**

In the past, the goal of education was to get students to know information. Curriculum described the information that students needed to know at each level, as well as the particular skills and attitudes that were related to this information. Teachers encouraged students to memorise the information, and learn the related skills and attitudes, so that they could pass examinations.

(Papua New Guinea Education Institute, 2000)



**Discuss with a colleague the differences between the approaches to learning in the past and the approaches encouraged by the current outcomes approach.**

- Use the points below to guide your discussion:
  - Do you think this is a good way to describe what happened in Papua New Guinea schools before the full reform began? Why?
  - Spend a few minutes describing to each other what your own schooling was like.
  - Next consider the things you learned at college about how to be a teacher.
  - Now talk about your current teaching practices. How do you pass information or knowledge on to students in your classroom?
- Summarise your responses by each of you completing the table below:

Own schooling	Learning to be a teacher	Current teaching practices

*HINT: Your response would be based on your own experiences.*



**Share your table/chart with a your colleague and discuss any differences in your responses.**

## 1.5 Current Learning



**Read these notes about new ways of learning.**

Now-a-days education has a different goal. Because the world is a constantly changing place, people need to keep learning new things throughout their lives. People need to know how to deal with constant change. Now the goal of education is to provide students with the skills to be **independent learners**, and to keep learning throughout life.

Here is the aim of education in Papua New Guinea:

*The aim of education in Papua New Guinea is to help all children become happy, healthy and useful members of society. Education helps them develop personally and spiritually, so they can lead a fulfilling life. It encourages them to think sensibly for themselves and to respect the thoughts of others. It encourages them to develop as individual members of a community. They learn to communicate with other people through written and spoken language, through mathematics, and through other ways such as pictures, music and movement. They learn how to develop Papua New Guinea's physical and human resources, for the benefit of all.*

*A philosophy of education for Papua New Guinea says: the overall aims of formal education are to help the student develop the knowledge, skills and attitudes for effective communication, resource development, social development and spiritual development. (The Primary Curriculum in Papua New Guinea, 1<sup>st</sup> Edition, 1999, page 9)*

If we are to fulfil the aims of education we need to think about what students need to learn at school to prepare them for living in Papua New Guinea in the 21<sup>st</sup> Century.



**Work with a colleague to brainstorm a list of things that students need to learn at school. Use this chart to organise your list.**

What will students have to understand about living in PNG?	What do we want students to learn?	How can we best help students to learn these things?

*HINT: You have read the short text, now make connections between this information and learning in the classroom. Responses will be based on your professional judgement.*

**Share your chart with a colleague and talk about it.**

Use these questions to guide your discussion. Note down any significant points that arise during your discussion.

- What changes in society are impacting on your school community?
- What skills and knowledge will your students need for the future?
- What learning experiences (relating to real life) does your school currently provide?
- What do you believe about how students learn best?
- How do you put these beliefs into practice?
- What classroom practice and planning do you need to do in order to achieve desired learning outcomes?
- What strategies can you use?

**1.6 What is student-centred learning?****Read these notes.**

Student-centred approaches (also referred to as discovery, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process. Examples are co-operative learning and student research projects. When you are using student-centred approaches to teaching, you still set the learning agenda but you have much less *direct* control over what and how students learn.

Student-centred learning is considered a philosophy, as opposed to a methodology, and therefore no two classrooms are alike. Generally speaking, however, a student-centred teacher tries to create an environment which will motivate the children to discover new

skills and knowledge. Teachers are no longer supposed to transfer facts into passive students' heads but rather facilitate their discovery of relevant information. As a result, teachers rarely stand in front of the class and teach a lesson. Instead, activity centres or stations may be set up around the room with the students moving from station to station, or students might be assigned to work together in groups on a project.

Relatively little whole-class teaching takes place; rather teachers use methods such as peer tutoring, individual and group projects, and teacher conferencing with one student while the rest of the class works alone.



### **Work with a colleague to complete this activity.**

Much of the successful complex learning we do in our lives occurs outside of the formal classroom. In this activity, you are going to examine the processes we go through as learners when we learn outside the classroom. You will also consider the role that you as learners play in this learning in relation to the role that others play. By making explicit what you do naturally as learners you can begin to consider the implications for the classroom.

Think of something that you have learned to do. It can be anything – perhaps learning to play a new sport or a musical instrument, learning to use a microwave oven or learning to drive.

- Name the activity and list the steps you went through to learn this.

Activity:

Steps: i

ii

iii

iv

v



**Use these reflecting questions as a framework to each write about your learning experience and note (note form) down your thoughts. Do not answer the questions directly.**

- Why did you decide to learn what you did?
- How did you feel about it?
- What was the first thing you did?
- Were you perfect the very first time you had a go at what you were learning?
- What did you do next?
- What did you do when you got stuck?
- Did you spend a lot of time on this task?
- Who did you want to be with you? Why?

- What sort of response/feedback did you want from them?
- What sort of response did you actually get?
- Did it help?
- Why?/Why not?
- What about negative feedback or no response at all? What effect did that have on you as a learner?
- What effect did that have on your desire or intention to continue learning?
- Did you reach a stage when you wanted to demonstrate how good you were?
- When?
- Who did you go to demonstrate this?
- Why?
- How did they respond?
- How did you want them to respond?
- How did you feel then?

*HINT: Reflective questions will serve as a guide to writing your paragraph. Do not answer the questions directly.*

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**Together discuss your learning experiences.**

- As you listen to each other's learning experience try to identify any common components in the experiences.
- As well as looking for common phases in your learning processes, consider the attitudes and feelings that you may have both experienced.



**Think about some of the learning experiences your students had during a recent program.**

- Imagine you were one of the students. How would he/she answer the same reflection questions?

*HINT: You have to look from the perspective of a student.*

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This real life learning is also called *natural learning*. Natural learning can be applied in the classroom. Many of the principles of student-centred learning are based on natural learning, and how people learn in real life.

## 1.7 What are the implications for yourself in your present role?



**Read these notes and discuss with a colleague**

Learning is not a single process. It is open-ended and exploratory.

Learning must be led by the learners. There is no point in standing in front of your class and talking at them about how they should see the world or where their learning should be going.

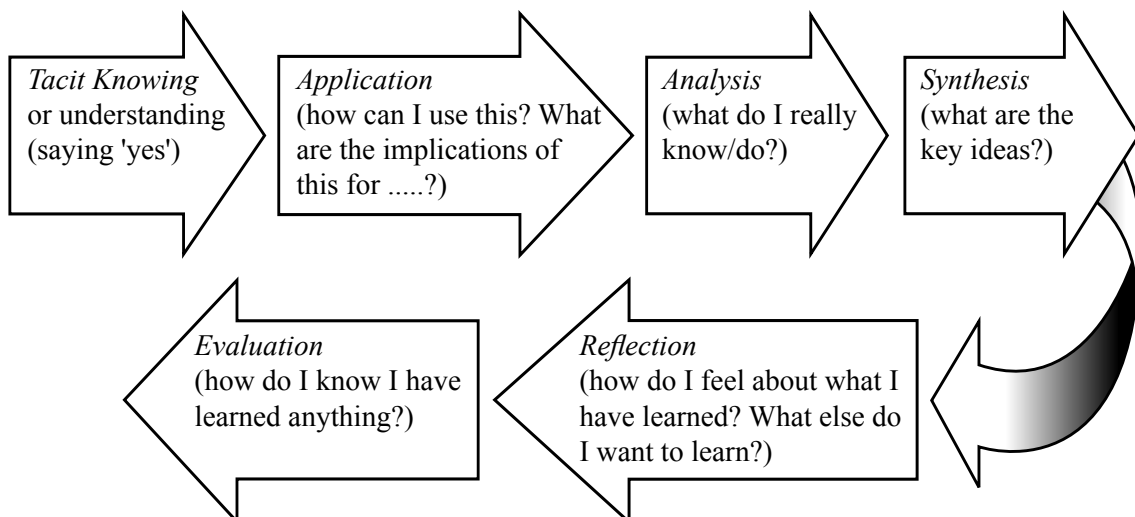
Therefore, to improve learning

- use fun, interesting and relevant examples to illustrate a point
- use case studies
- ‘step up’ gradually to activities that are likely to be threatening
- use cooperative group work
- build in flexibility by providing broad learning goals within which students have *choice*.

We automatically register the familiar while simultaneously searching for and responding to new and different experiences.

So teachers/supervisors as facilitators of learning

- build a stable, familiar learning environment which is high in challenge and discovery
- provide processes to move the learning from:



Learning is an active, on-going process. Follow through is crucial. A series of several lessons – with intervals between lessons in which people have a chance to try things (with some access to help or to other resources) – is much more powerful than even the most stimulating one-shot lesson.


**Work with a colleague to complete this activity.**

- Collect some previous lesson plans/weekly programs for a theme you have taught. As you examine them, use these questions to guide your discussion.
  - Did you teach topics within your theme in a series of lessons?
  - How did you structure your lessons? Did they follow the learning process indicated here?
- Look at the activities and the methods/strategies you used to teach your lessons.
  - Did these allow for your students to make choices?
  - What sort of activities were used as follow through?
  - Were students given opportunities to discover for themselves in between the series of lessons?
  - Were they given an opportunity to reflect and evaluate?
- Use this table to record examples of what you did at each stage of the learning process.

Stages	Examples of what (activities) students did
<b>KNOWING</b> What knowledge, skills and attitudes in particular were you trying to teach?	
<b>APPLICATION</b> What did you get your students to do to practise what they learned?	
<b>ANALYSIS</b> What opportunities did you provide for students to use their existing knowledge to do other activities?	
<b>SYNTHESIS</b> How did you get your students to expand on their understanding and apply it to real world situation?	
<b>REFLECTION</b> When in the process of learning and teaching did you allow them to express how they felt about what they learned?	
<b>EVALUATION</b> Did you provide opportunities for them to evaluate their own work?	



## Section 2: Gardner's Multiple Intelligences

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### 2.1 What is Multiple Intelligence?



**Briefly answer the following questions:**

- What is your favourite activity (What do you like to do the most?) eg. fish, talk, watch TV, sing, play soccer?
- What was your favourite subject at school?
- What subject did you prefer at college?
- What subject do you most enjoy teaching?
- Is there a link between your answers to the above four questions?

*HINT: Personal responses are required.*

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**Read these notes and discuss with a colleague.**

For many years there was a strongly-held belief in both psychology and education that intelligence was a single underlying general-ability characteristic which accounted for differences in people's behaviour and learning. It was assumed that everyone could be classified according to how much intelligence they had or how 'smart' they were. About fifteen years ago Howard Gardner began to develop a model of intelligence which abandoned the concept of one single characteristic, and proposed that there were seven different and separate kinds of intelligence. He argued that the concept of a single IQ score to symbolise all that the human mind is capable of puts unnecessary limitations on our understanding of human achievements. His model has had a major impact on the thinking of educators worldwide. Now, for many educators, the significant question is not "how smart is this student?" but "how is this student smart?" In other words "What are the relative strengths of this student across all seven intelligences?" (Papua New Guinea Education Institute, 2000)



Now complete the following with a colleague.

Think of a student in your class who:

Category	Name of the student
loves reading, word puzzles, writing stories	
enjoys numbers, patterns and logical problems	
enjoys designing things, drawing and painting	
has many friends throughout the school	
is well-coordinated and enjoys dancing and sport	
constantly beats out rhythm with a pencil or pen and can play different musical instruments	
is a quiet and self-reflective student	



Compare your table with the colleague's. Then discuss these questions.

- Did you write the same name for all categories?
- Why not?

*HINT: Responses are determined by information from the table.*



Read these notes

This model of multiple intelligences accounts for what we have always known as teachers: that different students have different strengths and that they learn best in different ways. While some students are good readers or are good at mathematics, others will be better at art, sport, music, making friends or leadership. The theory of multiple intelligences is increasing in popularity in educational circles. It confirms teachers' observations of individual differences.

Most often, verbal and writing skills and skills of logic and mathematics are equated with 'intelligence' and other skills are simply seen as 'talents' or characteristics. In the past we have tended to equate intelligence with performance on tests and in examinations. The multiple intelligence model presents a useful framework to help teachers identify different kinds of intellectual accomplishment. In contrast to traditional views, Gardner's view is that all seven areas are equally valued and should be called intelligences. (Papua New Guinea Education Institute, 2000)



**Now discuss these questions with a colleague and write down your answers.**

- What skills and abilities were valued in traditional society?
- Are the village elders ‘stupid’ if they cannot read or write?
- Think about your mother, grandmother or another female relative who did not get much schooling – what skills did she have to have to plant gardens and, harvest and feed and care for the family?
- Is/was she stupid?

*HINT: Personal responses are required here.*

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**Discuss your answers with a colleague. Write down any significant comments.**



**Read these notes.**

Gardner talks about an ‘intelligence’ as the capacity to solve problems faced in everyday living and to produce things that are of value to a culture. Different cultures value different kinds of intelligences. In western culture, verbal intelligence and logical –mathematical intelligence appear to be the two most valued and there will probably always be a greater emphasis on these two because of the way that society operates.

Although we each possess all seven intelligences, each person differs in the specific profile of intelligences they exhibit. For most of us, two or three intelligences are usually stronger than others. These relative differences in intellectual strengths can have a significant impact on our lives, starting with the things that interest us in and out of school and even in our career choices.

The challenge for all teachers in all schools is to provide worthwhile learning activities that acknowledge individual differences in students and develop all students' skills in all seven intelligences. Identifying students' relative strengths is the starting point for better teaching.

## Gardner's Model of Seven Intelligences

### 1. Word Intelligence

This intelligence is related to words and language. When we use words and language to talk to each other, to write letters, read newspapers, tell jokes and stories, we are using our word intelligence. This intelligence dominates Western educational systems and is often referred to as *verbal-linguistic* intelligence.

### 2. Logical and Mathematical Intelligence

This is often called 'scientific thinking'. This intelligence deals with numbers and recognising patterns, inductive and deductive thinking and reasoning. We use this intelligence when we count by twos, or know if we've received the right change at a store. It is also responsible for the various patterns of thinking we use in our daily lives, such as making lists, setting priorities, and planning for the future.

### 3. Vision and Space Intelligence

This intelligence relies on the sense of sight and being able to visualise an object in your mind. It includes the ability to create internal mental images/pictures. We use this intelligence when we draw pictures to express our thoughts and feelings or when we decorate a room to create a certain mood. We use it when we use a map successfully to get to some place. This intelligence is often referred to as *visual-spatial* intelligence.

### 4. Body Intelligence

This intelligence is related to physical movement and the knowing/wisdom of the body. The body knows many things that are not necessarily known by the conscious mind, for example, how to ride a bike, catch an object, or maintain balance while walking. This intelligence also involves the ability to use the body to express emotions and thoughts (such as in dance or body language), to play a sport, and to convey ideas (such as charades, mime and drama). This intelligence is referred to as *kinaesthetic* intelligence.

### 5. Musical Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats. We use this intelligence when we play music to calm or to stimulate ourselves. This intelligence is involved when you hear a jingle on the radio and find yourself humming it over and over throughout the day. This intelligence is active when we use tone and rhythmic patterns (instrumental, environmental, human) to communicate how we feel and what we believe (for example the sounds of intense joy, fear, excitement and loss).

### 6. People Intelligence

This intelligence operates primarily through person-to-person relationships

and communication. We experience using this intelligence most directly whenever we are part of a team, whether it be a sports team, a school committee or a community task force. Through this intelligence we can ‘stand in another’s shoes’ and understand another person’s feelings, fears, hopes and beliefs. This is *interpersonal* intelligence.

### 7. Self Intelligence

This intelligence relates to inner states of being, self-reflection, meta-cognition (thinking about thinking) and awareness of spiritual realities. This allows us to step back from ourselves and watch ourselves, almost like an outside observer. This involves a knowledge about and an awareness of the internal aspects of self such as feelings and thinking processes. When we experience a sense of unity, have a feeling about our connection with the larger order of things, experience higher states of consciousness, dream of the future in our lives, it is the result of self knowing. This is *intrapersonal* intelligence.



**Are there other sorts of intelligences which are valued in Papua New Guinea?**



**Choose three (3) of the activities below and work with your colleague to complete them.**

Type of intelligence	Activity
Word intelligence	Write down in your vernacular language a traditional story that you know
Logical and Mathematical intelligence	Use your traditional counting and number patterns to count a group of objects in your classroom. Explain to someone else what the number and counting patterns are.
Vision and Space intelligence	Draw a traditional pattern from your area. It could be the pattern used on bilums, mats, baskets, totems, tattoos, or grass skirts
Body intelligence	Show others in your school the steps of a traditional dance. Show them how women in your area carry things on their heads and/or shoulders (eg. baskets, clay pots, babies)
Musical intelligence	Show someone from another province how people in your area communicate using sounds but no words (eg. calling in the Highlands, blowing through conch shell). Beat the rhythm used on drums from your area.
People intelligence	Play “what’s it like to be..?” Discuss what it is like to be a person in a particular situation and then have to negotiate to arrive at three or four decisions about what it might be like to be that person. (Try to use a person who is in a controversial position at the time of the session, eg. Rural/urban teachers; the Prime Minister)
Self intelligence	Complete the checklist at the end of this section. Which three intelligences are your strengths? Which three intelligences did you choose for this activity? Is there a connection?

*HINT: Having read the notes about Gardner’s multiple intelligences, apply the knowledge to this activity. The three activities you selected may relate to your intelligences.*



**Share your completed activities with a colleague, then discuss these questions.**

- Why did you choose the three (3) activities you worked on?
- What difficulties did you have while working on your activities?
- How does your current practice cater for students with different intelligences?
- How can you improve/strengthen the use of multiple intelligences in your classroom?

## 2.2 Application of the Multiple Intelligences Theory in classrooms



**Read these notes and discuss with a colleague.**

There are many ways to apply the Multiple Intelligences Theory in the classroom. You probably focus on/use a range of intelligences now.

At all levels of education, teachers are transforming subject-specific lessons and curriculum units into meaningful MI experiences. For example:

- Science units incorporate visual, musical and kinaesthetic experiences.
- Language classes do re-enactments or illustrate their stories.

As teachers explore more effective methods of assessment, they often encourage their students to demonstrate understanding through MI activities. For instance:

- Elementary school students compose and perform songs about mathematical concepts that demonstrate successful performance at each grade level.
- Primary students show mastery of their own research questions through art, writing portfolios, and giving speeches to different audiences.



**While you read this grid, think of other events, artefacts, content and activities you might include in the subject matter you teach.**

Also think about ways students in your classroom might demonstrate understanding.

Multiple Intelligence Type	Include in subject matter	Ways of demonstrating understanding
Verbal-Linguistic	Books, stories, poetry, speeches, author visits	Writing stories, scripts, poems, storytelling
Logical - Mathematical	Exercise, drills, problem solving	Counting, calculating, theorizing, demonstrating, programming computers
Visual-Spatial	Posters, art work, slides, charts, graphs, tapes, haus tambaran visits	Drawing, painting, illustrating, graphic design, collage making, poster photography
Bodily-Kinesthetic	aerobic, exercises, rhythm exercises	Dance recital, athletic performance or competition
Musical	Tapes, bamboo flutes, concert going	Performing, singsing, playing, composing
Interpersonal	Teams, group work, specialist roles	Plays, debates, panels, group work
Intrapersonal	Reflection time, meditation exercises	Journals, diaries, changing behaviours, habits, personal growth



**It is important to ask the right questions when you are considering lesson planning.** Certain questions help you look for ways to involve as many intelligences as possible.

<b>Verbal-Linguistic</b>	How can I bring in critical thinking, storytelling or writing?
<b>Logical - Mathematical</b>	How can I bring in numbers, calculations, logic, classifications?
<b>Visual-Spatial</b>	How can I use visual aids, visualization, colour, art, metaphor, or visual organisers?
<b>Bodily-Kinesthetic</b>	How can I involve the whole body, or hands-on experiences?
<b>Musical</b>	How can I bring in music or environmental sounds, or set key points in a rhythm or melody?
<b>Interpersonal</b>	How can I engage students in peer or cross-age sharing, cooperative learning, or large-group simulation?
<b>Intrapersonal</b>	How can I evoke personal feelings or memories, or give students choices?

You won't always find ways of including every intelligence in your curriculum plans. But if this model helps you reach into one or two intelligences that you might not otherwise have used, then it has served its purpose very well indeed!



### Work with a colleague to do the following;

Classroom activities often activate and use more than one of the multiple intelligences. Here are examples of such activities. Discuss with a colleague how you would include them in your lessons and indicate when it would be most appropriate to use them. If you have already used some with your class, talk about which multiple intelligences were involved.

- |                             |  |
|-----------------------------|--|
| • Group discussion          | Verbal-Linguistic; Interpersonal                             |
| • Journal Writing           | Intrapersonal; Verbal-Linguistic                             |
| • Choreography              | Musical; Verbal-Linguistic; Interpersonal                    |
| • Constructing timelines    | Logical-Mathematical; Visual-Spatial                         |
| • Putting on a play         | Musical; Verbal-Linguistic; Interpersonal;<br>Visual-Spatial |
| • Writing a report or essay | Verbal-Linguistic  |
| • Making graphs             | Logical-Mathematical; Visual-Spatial                         |
| • Designing posters         | Verbal-Linguistic, Visual-Spatial                            |
| • Communicating with peers  | Verbal-Linguistic; Interpersonal                             |
| • Hands-on experimentation  | Kinesthetic; Logical-Mathematical                            |
| • Composing a song          | Musical; Verbal-Linguistic                                   |

Provide specific examples of how you would include some of these activities into subject areas. Use this table to help you organise your ideas.

### Proposed Plan

Grade:	Subject:
Learning Outcome:	
Proposed activities:	
<i>(What will students do?)</i>	
Content/Knowledge:	
Skills:	
Attitudes:	
How will you structure the activity?	
When will you initiate it?	
What resources will you need/use?	

*HINT: Your responses will depend on your own experiences.*



**Discuss your ideas with a group of colleagues teaching the same grade as you. Write down any significant comments.**



**What are some simple ways to get started?**

Most importantly, start small. Minor changes to your curriculum planning can make a big difference in students' motivation and understanding.

Here are five ways in which you could apply MI theory to your class:

- 1. Add an interdisciplinary element to a favourite unit**  
For example, think of how you might liven up a mathematics lesson by inviting students to write song lyrics, invent dances, or write stories that help them recall important mathematical facts or procedures. Emphasise the curriculum requirements, but invite student expression in areas previously considered outside the scope of that content.
- 2. Collaborate with other teachers in your school or district**  
Try a team-teaching approach with a colleague who can help you figure things out. By brainstorming possible links between your teaching, you may discover Multiple Intelligence ways to teach the same or related subject matter. For example, you can integrate most subject areas in integrated teaching.
- 3. Offer students a variety of presentation options for projects**  
In addition to writing reports, let students “show what they know” by giving oral presentations accompanied by visual aids. Other presentation options include role-playing exercises, plays, debates, murals, etc.
- 4. Apply Multiple Intelligence thinking to group projects**  
To help students develop interpersonal intelligence, use cooperative learning techniques. After looking at some of your students' multiple intelligence strengths, you may wish to set up cooperative learning groups so that there is an interesting distribution in each group. Students with strong interpersonal skills often make wonderful theatrical directors, while those with a strong visual intelligence love painting imaginative designs.
- 5. Involve the community, parents, family, and guest speakers**  
Bring guest speakers into the class to enhance lessons. For example, when talking about fishing, invite a local fisherman to talk about fishing. His speech could include things like: the appropriate times/seasons for specific types of



	<b>A</b> <b>Very</b> <b>unlike me</b>	<b>B</b>	<b>Ç</b> <b>Very</b> <b>like me</b>
Because I don't like some subjects, I don't study for them	1	2	3
I try to use what I have learned in other courses in my study	3	2	1
I prefer to talk to my friends, although I know I should be studying	1	2	3
I find I am too tired to study properly	1	2	3
I seek out the company of friends when I should be studying	1	2	3
I prefer a quiet place where I can study	3	2	1
It takes me a long time to get ready to study	1	2	3
I find it hard to concentrate when I study	1	2	3
I have to be in the right mood to study	1	2	3
I find my study time is too short	1	2	3
I spend too much time on unimportant things	1	2	3
I make sure I know when all my assignments are due	3	2	1
I work on the most important tasks first	3	2	1
I have trouble finding time to read all of the material	1	2	3
I try to read all material as quickly as I can	1	2	3
I think and plan before writing an answer to a question in an examination	3	2	1
I plan how much time to spend on each question before I begin	3	2	1

(McGrath, H & Noble, T, 1995)

Now add up the numbers you have circled. The higher your score the better study habits you have.

Record your score here:

## Section 3: Bloom's Six Thinking Levels

### 3.1 Bloom's thinking Levels



#### Read the following notes

The education reform emphasises the development of students' **thinking skills** as well as their **independent learning skills, problem solving skills, and language skills**. Bloom developed a model of six levels of thinking skills. The six levels fall into two broad groups:

- Those activities and questions that involve remembering, checking on understanding and applying what they know (Bloom calls these three levels knowledge, comprehension and application).
- Those involving higher order critical and creative thinking (Bloom refers to these levels as analysis, synthesis and evaluation).

Each of the levels of thinking is described below with examples of activities students could do to show their thinking at that level.



Read through these levels of thinking and the examples of activities and discuss with a colleague.

Level of thinking	Examples of activities
<p><b>KNOWLEDGE LEVEL</b></p> <p>This is the basic level of thinking. Here students are simply asked to identify or describe things to show what they have remembered and learned.</p>	<ul style="list-style-type: none"> <li>• List all the different kinds of transport used in our district.</li> <li>• What kinds of foods do we have at our traditional feast?</li> <li>• What living things did we see at the beach?</li> <li>• What parts make up the dancing costume of our people?</li> <li>• What are all the foods you ate for the whole of yesterday? Make a list</li> </ul>
<p><b>COMPREHENSION LEVEL</b></p> <p>At this level students are required to show they can first remember information and then show their understanding by making meaningful links between related concepts. They are being asked to explain a concept, interpret what they know at a basic level, distinguish between things and summarise what they know.</p> <p>In order to complete tasks at this level, students must first know information at the first level.</p>	<ul style="list-style-type: none"> <li>• Make a flow chart of what happens to the coffee bean from the time it is on the bush to when it leaves our region</li> <li>• Group these animals from our list into those that live in the river, those that live in the sea, those that live in the bush, etc.</li> <li>• What food groups do all these foods belong to?</li> <li>• Which sentence tells the main idea for the paragraph?</li> <li>• What things are eaten or used at our modern feasts that are not from PNG?</li> </ul>

<p><b>APPLICATION LEVEL</b></p> <p>This requires the student to make use of what they know by applying their knowledge in a practical way. They can experiment, sketch, make a model or construct and apply rules and principles to a new problem.</p> <p>Students must first know and understand information before applying it at this level.</p>	<ul style="list-style-type: none"> <li>• Draw a map of our region</li> <li>• Make a list of rules for a foreigner visiting your feast</li> <li>• Make a role play about family relationships</li> <li>• If your family moved to Europe, what kind of foods would you eat everyday?</li> <li>• I must reconfirm my ticket 72 hours before my flight. What time should I reconfirm if my flight is at 3:30 pm, Friday?</li> <li>• Write down the rules for boat safety</li> </ul>
<p><b>ANALYSIS</b></p> <p>This level involves students breaking what they know into component parts so that they can see the relationships between the parts. Here students may categorise or group information, compare and contrast, analyse, research or survey. They can distinguish between fact and opinion, advantages and disadvantages, cause and effect, good and poor reasons.</p> <p>Students cannot complete a task at this level without having carried out the thinking at the previous levels. In other words, they can't analyse until they have already remembered, understood and applied information.</p>	<ul style="list-style-type: none"> <li>• Compare this picture of a European feast with our feasts. What things are the same/ different?</li> <li>• Look at this building; what shapes have been used in making this building? Why do you think they were used?</li> <li>• Write a sentence describing the personality of each character in our story.</li> <li>• What would happen if frogs disappeared out of our area? How would it affect the food web?</li> <li>• Here are some living things, here are some non-living things. What makes something living?</li> </ul>
<p><b>SYNTHESIS</b></p> <p>Synthesis and evaluation are equal levels of thinking. For tasks at the synthesis level, students are encouraged to think creatively, to see new ways of doing things, to take risks, to consider the unexpected, to link concepts in unusual and flexible ways, or to develop something that is original.</p> <p>Before creating something new, students must have and understand information and have applied and analysed the component features of the idea, issue, topic or item.</p>	<ul style="list-style-type: none"> <li>• Imagine what life would be like if we didn't have independence. Describe how life would be different.</li> <li>• From all of these bits of information about housing problems, what are the two most important issues to do with housing in our community?</li> <li>• Rewrite the story telling what would have happened if each character's personality was opposite to the original story.</li> <li>• We've already researched what changes have happened in our environment in the last 10-20 years. Now imagine what changes will happen in the next 10-20 years. Describe our village in the future.</li> </ul>



**Think about the information you read above and respond to the questions.**

- Which levels of thinking do you most often use in your classroom or in your daily role?
- Which levels do you hardly use at all and why?

- What changes could you make to your teaching practice as a result of reading this information?



**If your students (grade 8 class) were studying a unit from the social science learning outcome 8.1.3, what would be some of the appropriate learning activities that you would plan in order to develop their thinking skills in each of the six levels?**

- If you are a non-teacher, what activities apply to your daily roles?
- Make a chart of your activities. Your chart could look like this:

<b>Strand: Environment &amp; Resources Sub-strand: People &amp; Environment</b>	<b>Learning outcome: 8.1.3 Evaluate the impact of resource use on the world's physical environments and human settlement patterns</b>
Thinking Level	Activity (refer to the recommended knowledge, skills, attitudes section in the teacher guide).
Knowledge	
Comprehension	
Application	
Analysis	
Synthesis	
Evaluation	

*HINT: Your response will depend on your understanding of the information relating to the six thinking levels.*

---



Share your chart with a colleague and discuss the type of activities you have listed. Make and note any changes which will improve the list.

*HINT: Personal responses are required here.*

---

### 3.2 Some strategies to develop constructive thinking skills



Read the following notes

#### Accessing information

- Using group investigation and inquiry
- Learning to use existing data sources, for example, village elders
- Conducting surveys and interviews
- Using the jigsaw process

#### Inferring and interpreting

- Using graphic organisers, displaying data on graphs or charts
- Debating; discussing; drawing; dancing
- Writing; using role play and music

#### Synthesising and linking

- Summarising previous knowledge
- Comparing and integrating concepts and resources

#### Planning and applying

- Analysing relevance to a problem or situation
- Using problem solving strategies
- Designing and creating applications
- Implementing action

#### Evaluating and refining

- Reflecting
- Monitoring; measuring; interviewing
- Reporting; judging



Working with a colleague, collect and examine a good number of recent lesson plans (from different subject areas) taught by colleagues and/or yourself.

Examine these, considering the learning activities students were engaged in, to determine if strategies for developing thinking skills are used. Use this table to record your findings.

Subject		Examples of learning activities used
	<b>Lesson Plan 1</b>	
	<b>Lesson Plan 2</b>	
	<b>Lesson Plan 3</b>	
	<b>Lesson Plan 4</b>	
	<b>Lesson Plan 5</b>	
	<b>Lesson Plan 6</b>	

- Based on your findings, discuss these questions and record your responses.
  - Is there a balance in the use of these strategies? If not, why?
  - How does this impact on student learning?



**Share and discuss your findings with other colleagues teaching primary grades. Write down significant points from your discussion here.**

### **3.3 Learning and teaching tasks using Gardner's seven intelligences and Bloom's six levels of thinking.**



**Study the following table and discuss it with a colleague**

We can actually combine these two approaches (Gardner's seven intelligences and Bloom's six levels of thinking) to plan activities that develop both thinking skills and intelligences.

This table shows how learning and teaching tasks can be classified in terms of both thinking levels and intelligences.

### Learning and teaching tasks using Gardner's seven intelligences and Bloom's six levels of thinking.

	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<b>Word - Linguistic</b>	<ul style="list-style-type: none"> <li>• Make a list</li> <li>• Record facts</li> <li>• Read ...</li> <li>• True or False</li> <li>• List resources for</li> <li>• Tell about</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise</li> <li>• Describe</li> <li>• Research</li> <li>• Retell</li> <li>• Interpret</li> <li>• Define</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter</li> <li>• Write story about</li> <li>• Make word</li> <li>• Search</li> <li>• Write a news paper article</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report on</li> <li>• Review a book (basic)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a poem</li> <li>• Write a creative story</li> <li>• Write an advertisement</li> <li>• Make up dialogue</li> <li>• Make up a language</li> <li>• Make a newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Review a book</li> <li>• Debate</li> <li>• Argue for or against</li> <li>• State conclusions about</li> </ul>
<b>Logical - Mathematical</b>	<ul style="list-style-type: none"> <li>• Write formulae</li> <li>• Identify patterns</li> <li>• List key features</li> <li>• Recall number facts</li> <li>• Write tables</li> </ul>	<ul style="list-style-type: none"> <li>• Explain ...</li> <li>• Demonstrate ...</li> </ul>	<ul style="list-style-type: none"> <li>• Make a pattern</li> <li>• Draw plans</li> <li>• Draw to scale</li> <li>• Estimate</li> <li>• Prepare a graph</li> </ul>	<ul style="list-style-type: none"> <li>• Do a survey</li> <li>• 20 questions</li> <li>• Classify</li> <li>• Categorise</li> <li>• Make a grid</li> <li>• Make a matrix</li> <li>• Do an experiment</li> <li>• Compare and contrast</li> <li>• Solve this problem</li> <li>• Make strategic plans for</li> </ul>	<ul style="list-style-type: none"> <li>• Make up a puzzle</li> <li>• Make up a problem</li> <li>• Make up a code</li> <li>• Write a program for</li> <li>• Make up an experiment</li> </ul>	<ul style="list-style-type: none"> <li>• What might happen if ...</li> <li>• Rank and rate</li> <li>• Find evidence for</li> <li>• Prove ...</li> <li>• List criteria for</li> <li>• Write an evaluative report</li> </ul>
<b>Vision - Space</b>	<ul style="list-style-type: none"> <li>• Make a chart</li> <li>• Make a mind map (basic)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw ...to show</li> <li>• Make a flow chart</li> <li>• Make a book</li> <li>• Make a poster</li> <li>• Make a picture story</li> <li>• Make a collage (basic)</li> <li>• Make a mural (basic)</li> <li>• Do a timeline for</li> </ul>	<ul style="list-style-type: none"> <li>• Make a mobile</li> <li>• Make a photo essay</li> <li>• Make a maze</li> <li>• Draw a cartoon</li> <li>• Make a puppet</li> <li>• Make a jigsaw</li> <li>• Draw a map</li> <li>• Do perspective drawings</li> <li>• Draw a graph</li> <li>• Interpret a map</li> </ul>	<ul style="list-style-type: none"> <li>• Review art (basic)</li> <li>• Make a mind map</li> <li>• Make a display</li> <li>• Make a decorative design for ...</li> <li>• Review film (basic)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a board game</li> <li>• Create a ...and draw a plan</li> <li>• Design a ...</li> <li>• Create a badge</li> <li>• Create a logo</li> <li>• Make a computer graphics for</li> <li>• Redesign</li> <li>• Make a treasure map</li> <li>• Create a label for ...</li> <li>• Create packaging</li> <li>• Create a sculpture</li> <li>• Make a collage</li> <li>• Make a mural</li> </ul>	<ul style="list-style-type: none"> <li>• Review art</li> <li>• Review visual effects</li> <li>• Evaluate products and creations</li> </ul>

<b>Bodily - Kinesthetic</b>	<ul style="list-style-type: none"> <li>Act like a</li> <li>Move like a ....</li> <li>Follow this ...</li> </ul>	<ul style="list-style-type: none"> <li>Act out ..</li> <li>Move to a beat</li> <li>Do a basic mime</li> <li>Scavenger hunt</li> </ul>	<ul style="list-style-type: none"> <li>Juggle</li> <li>Exercise</li> <li>Dance</li> <li>Play a sport</li> <li>Make a model</li> <li>Do needlework</li> <li>Play a floor game</li> <li>Do orienteering</li> <li>Perform a play</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to ...</li> <li>Do a role play</li> <li>Play charades</li> <li>Analyse body language</li> </ul>	<ul style="list-style-type: none"> <li>Create a dance</li> <li>Create exercises for</li> <li>Make up and perform a play</li> <li>Make a puppet show about ...</li> <li>Devise body mnemonics for...</li> <li>Make up a rap about ...</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate music</li> <li>Evaluate sporting performance</li> <li>Evaluate movements</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>List sounds of</li> <li>Find music about</li> <li>Make noises like</li> <li>Recall the tune of</li> </ul>	<ul style="list-style-type: none"> <li>Name the song</li> <li>Name the music</li> <li>Sing this song</li> <li>Tap out the rhythm</li> <li>Record the sounds of ..</li> </ul>	<ul style="list-style-type: none"> <li>Make sound effects for .</li> <li>Play an instrument</li> </ul>	<ul style="list-style-type: none"> <li>Why do these sounds have these effects?</li> <li>Why does this music have this effect?</li> <li>Identify the instruments in ...</li> </ul>	<ul style="list-style-type: none"> <li>Create a soundscape</li> <li>Write a song about</li> <li>Compose music for ..</li> <li>Devise musical mnemonics for...</li> <li>Devise a chant for ...</li> </ul>	<ul style="list-style-type: none"> <li>Review acting</li> </ul>
<b>People - (Interpersonal)</b>	<ul style="list-style-type: none"> <li>Read to the class or someone else</li> </ul>	<ul style="list-style-type: none"> <li>Describe behaviour demonstrate to the class.</li> <li>Discuss in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Be a leader.</li> <li>Tell a joke.</li> <li>Tell a story to a group.</li> <li>Work in a group.</li> <li>Perform for the class.</li> <li>Play a group game.</li> <li>Do a family tree</li> <li>Make a group decision.</li> </ul>	<ul style="list-style-type: none"> <li>Research a biography</li> <li>Interview</li> <li>Write instructions for peer tutor about....</li> <li>Teach...to...</li> <li>Organise others to</li> <li>Give feedback to others</li> <li>Identify Characteristic Behaviour off/for</li> <li>Predict behaviour</li> <li>Analyse behaviour</li> <li>Solve social problem.</li> </ul>	<ul style="list-style-type: none"> <li>Write a perform a play about</li> <li>Create an advertising campaign</li> <li>Plan strategies for getting people to....</li> <li>Devise an experiment about behaviour</li> <li>Create a group game.</li> </ul>	<ul style="list-style-type: none"> <li>Review performance.</li> <li>Review presentation to class</li> <li>Evaluate ... as a group</li> </ul>
<b>Self - (Intrapersonal)</b>	<ul style="list-style-type: none"> <li>List self facts</li> <li>List own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Describe self</li> <li>Describe own experiences</li> <li>Describe feelings</li> <li>Personal scrapbook</li> <li>Personal timeline</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment using proforma</li> <li>Explain why you feel this way about ....</li> </ul>	<ul style="list-style-type: none"> <li>Self reflection</li> <li>Self analysis</li> <li>Self report</li> <li>How do you respond when ...</li> <li>How do you compare with ...</li> </ul>	<ul style="list-style-type: none"> <li>Make a ...for yourself (personal logo, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Set personal criteria for and evaluate success</li> <li>Personal rankings and reasons</li> <li>Reflections</li> <li>Self-assessments</li> <li>Opinions and values</li> </ul>



**Working with a colleague, select two or three columns of the table on the next page to complete 2-3 thinking levels.** Try to fill in each with one example of an activity you could do in your own classroom. Think of one unit you want to teach your class and find activities for the table that match that unit of work.

If you are a non-classroom teacher, given examples of activities you could do in your everyday role as a supervisor. For example, write a report, explain your education your educational philosophy.



**Compare your chart with other colleagues', for example, at a staff meeting; then discuss these questions:**

- Has this exercise helped you in thinking about what the students do in your classroom or people whom you supervise do?
- Has this exercise helped you in thinking about what you do in the classroom or in your daily tasks/roles?
- Is the exercise worth repeating?
- Why?
- Would you alter the activities in any way?
- What else do you need in your classroom teaching now?
- What sort of incentives/motivation can you provide for those working under or with you?

*HINT: Your responses will depend on the situation of your school.*



Think about the activities you have planned for different subject areas.

- Use the proforma below to complete your activity:

Unit:						
	Knowledge	Comprehen- sion	Application	Analysis	Synthesis	Evaluation
Word						
Logical - Mathematical						
Vision- Space						
Body						
Music						
People						
Self						

*HINT: Apply your understanding of the examples provided on pages 33-34 to complete this activity.*

- What does your choice of teaching strategies indicate to you about what you really believe is important in how children learn or in what other people do?

## Module Summary

Congratulations! You have come to the end of this module! In doing so you have done many tasks and activities designed to make it easy for you to learn and apply your learning. You have covered these main points:

- different concepts of learning aligned with the goals of education
- both formal and informal styles of learning
- Gardner’s multiple intelligences
- Bloom’s levels of thinking
- ways of applying Gardner’s multiple intelligences and Bloom’s levels of thinking in classroom teaching

You should by now have developed certain knowledge, understandings, insights and skills to help you to perform well in your work.

At this point, let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the module are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. compare and contrast a range of learning styles?	
2. demonstrate understanding of student-centred learning approaches?	
3. discuss the implications of the current required learning styles for classroom practice?	
4. apply the principles of student-centred learning to classroom practice or monitor their application in the schools you supervise?	
5. explain Gardner’s multiple intelligences and relate its relevance to learning and teaching in your classroom or in the school(s) you supervise?	
6. explain Bloom’s levels of thinking and relate its relevance to learning and teaching in your classroom or in the school(s) you supervise?	
7. apply your knowledge of Gardner’s multiple intelligences and Bloom’s six levels of thinking to plan or monitor activities in your classroom?	

If you answered ‘Yes’ to all of them, then you have done well. Think about the kinds of evidence that will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit (listed in the *Unit Introduction*) and reflect on where you are in relation to those outcomes.

If you are seeking *academic credit*, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

**Additional space for your notes**

**Additional space for your notes**