SOLO TAXONOMY: OVERVIEW

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SOLO taxonomy (Structure of Observed Learning Outcomes) is a model of learning that was developed by John Biggs and Kevin Collis in the 1980s. It is a hierarchical system that classifies learning into five levels of increasing complexity, from simple to complex. The levels are referred to as "unistructural," "multi-structural," "relational," "extended abstract," and " post-structural."

The unistructural level of SOLO taxonomy is the simplest and involves rote memorization and recall of information. At this level, students are only able to identify facts and recall them.

The multi-structural level involves students being able to identify and relate facts to each other. At this stage, students can describe relationships between different pieces of information.

The relational level involves students being able to identify and understand the relationships between different concepts and ideas. They can see how different pieces of information fit together and can make connections between different concepts.

The extended abstract level is where students are able to apply their knowledge to new situations and can see the big picture. They can use their knowledge to make predictions, understand complex systems, and solve problems.

The post-structural level is the highest level of complexity in SOLO taxonomy and involves students being able to evaluate and critique their own and others'

understanding. At this level, students can see the limitations of their own understanding and can engage in higher-level thinking such as metacognition and reflection.

SOLO taxonomy is used by teachers to assess the quality of student learning and to plan instruction that will promote learning at higher levels. It provides a framework for teachers to design tasks that are appropriately challenging and to provide feedback to students that will help them to move to higher levels of understanding.

SOLO taxonomy is widely used in education and has been applied in many different subject areas, including mathematics, science, social studies, and language arts. It has been found to be effective in promoting deep learning and higher-level thinking skills in students.

In conclusion, SOLO taxonomy is a valuable tool for teachers to promote deep and meaningful learning in their students. By using the five levels of SOLO taxonomy, teachers can assess student understanding and design instruction that will challenge and engage students at all levels of complexity.

References:

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