SOLO TAXONOMY: IN OR OUT?

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The SOLO Taxonomy is a methodical technique to describe how learners' comprehension progresses from simple to complex as they learn various tasks or subjects. The Solo Taxonomy can be utilized to improve the standard of instruction in the classroom and offers a systematic method for fostering in depth comprehension (Damopolii, 2020). It is possible to direct student learning in ways that encourage deep learning.

The SOLO Taxonomy is a useful tool for determining the level of understanding that students have attained in a given subject or assignment. It enables teachers to ascertain where each student is in the learning process and to decide what needs to be done to advance them to a deeper knowledge. Teachers can create learning experiences that are suited for each student's comprehension level and motivate them to advance to deeper levels of knowledge by using the SOLO Taxonomy. Students may experience learning that is more efficient and interesting as a result, which could ultimately improve their academic achievement.

The Structure of Observed Learning Outcomes offers a compelling method for categorizing the levels of complexity and excellence in students' thinking. It is a flexible tool that enables instructors to assess student attainment and promote high-quality learning. The five stages of this taxonomy—Prestructural, Unstructured, Multistructural, Relational, and Extended Abstract—represent various levels of knowledge and skill.

Teachers can gradually advance students' thinking from the unistructural to the abstract level by introducing the SOLO taxonomy into their lessons, which will promote

deeper, more conceptual understandings. It's a solid strategy to support students' journey from merely learning information to connecting and deliberately and creatively using them.

Educators can more accurately measure learning outcomes and acquire comprehension of students' understanding at various levels by utilizing the SOLO Taxonomy framework. It assists in determining pupils' strengths and weaknesses, offers criticism for growth, and directs educational tactics. Additionally, it motivates pupils to go beyond cursory learning and pursue deeper comprehension.

The SOLO Taxonomy framework encourages evaluating the quality and depth of understanding rather than just concentrating on information recall. It gives teachers the ability to create effective learning experiences, tailor lessons to each student's needs, and encourage higher-order thinking. Additionally, when students become more conscious of their own learning processes and the procedures necessary to achieve deeper levels of knowledge, it helps the development of metacognitive skills.

References:

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