

Approaches to Learning: A breakdown (adapted from IBO’s websites (2024)

Thinking skills

Category	Associated thinking skills
1. Remember	Recognizing, recalling
2. Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
3. Apply	Executing, implementing
4. Analyse	Differentiating, organizing, attributing
5. Evaluate	Checking, critiquing
6. Create	Generating, planning, producing

(Anderson, Krathwohl 2001)

Self-management skills

This skill category breaks down into two separate areas.

1. Organization skills—managing time and tasks effectively, goal-setting, etc.
2. Affective skills—managing state of mind, self-motivation, resilience, mindfulness, etc.

Research skills

Browsing (or surfing)—this is the skill that most students already have in abundance, characterized by a general initial direction of inquiry followed by a willingness to be distracted in almost any other direction at all. The problem with browsing is that it often takes place when more directed research needs to be carried out.

Searching—using Boolean operators and search limiters to refine searches through search engines of the general type (Google, Yahoo) and the more specific or scholarly type (university library, commercial database, Google Scholar).

Being aware—this is more of a critical-literacy skill, and essentially means being aware of all the unsolicited information in our environment, scanning it for relevance but not paying specific or direct attention to it. As a part of DP language and literature courses, students are encouraged to develop this skill.

Monitoring—employing RSS readers to collect together all internet content (feeds) relevant to school subject lines of inquiry, scanning through all collected feeds on a regular basis looking for topics of value, finding the relevant information and downloading, sharing, posting or filing the important data.

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Communication skills

- The ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- The ability to listen to, and understand, various spoken messages in a variety of communicative situations, and to speak concisely and clearly.
- The ability to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure) and to various text types.
- The ability to write different types of texts for various purposes. To monitor the writing process (from drafting to proofreading).
- The ability to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form.
- The skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).

Social skills

This approach emphasizes elements such as the ability to take the perspective of others and the ability to form effective relationships. However, it also emphasizes the importance of students developing the ability to regulate their own emotions and behaviours. This links strongly to the affective skills associated with self-management skills.



References

Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition. New York: Longman.

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International Baccalaureate Organization. (2024). Approaches to Learning and Teaching website https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/guide-introduction.html . Accessed 31.3.2024.