

We are excited to announce a high level workshop on Bloom's Taxonomy, **Metacognition – Learning to Learn: *The art and science of learning for success*** by Dr. Kamran Moosa, CEO, PIQC INSTITUTE OF QUALITY on Wednesday 29 November 2017 from 3:00 to 05:00 pm Auditorium, 6th Floor, ITU. Hope you will benefit from this workshop.

Synopsis of his talk is here:

It is not just the quantity but the quality of education which leads a student to a successful life or career. In other words, it is not about just the “output” but about the “Outcome” of students, which differentiate different schools, colleges and universities from each other. The number of qualified students is only considered the *output* of any institution or class, while the quality of graduates is their *outcome*. Qualification is basically a proof of acquisition of knowledge by the students; while Competence (or abilities) is about their 'outcomes or the ability/potential for the correct application of knowledge in their life, society and/or jobs. The question under consideration is that whether our high school or college degrees, certificates or diplomas are the real evidence of students' acquired knowledge which they have memorized, or the knowledge of their understanding and skills in the subject matter, or analytical depth? Outcomes of any class or chapter of a subject is the right understanding, motivation and use of knowledge or the ability to use knowledge (capacity); which should be the ultimate aim of any teacher or student, both; may that be at schools, colleges, or universities. Are students' transcripts the proof of their competence and abilities or capacity to use knowledge in real life situations or only the test result of what they have listened in the class or read in the books?

Outcome Based Education (OBE) is currently the focus of attention in all forward-looking schools, colleges and universities. While it includes many policies, initiatives and techniques at the educators level, we also need to sharpen and develop higher level learning skills, i.e. metacognition, in the students' to achieve the desired goals.

Metacognition is defined as: recognition, understanding and control of one's own thinking and learning process. It is considered a critical component of successful learning and refers to higher order thinking, which involves active control by the students over their own cognitive processes. It is an important subject to be taught to and practiced by students of every age and level, making them sufficient skillful so that they can evaluate their own way of learning and thinking to achieve the best possible levels of capabilities in their own learning. The learning taxonomies like Bloom's and SOLO (The Structure of Observed Learning Outcomes) are not only important for teachers and schools but also critical for students to understand in order to achieve success in life rather than just good grades. Most students waste their entire life pursuing the wrong educational goals due to their poor learning approaches and processes. Success in life requires adoption of good learning approaches and skills by students, making them an active partner of teachers in the teaching-learning process.

Dr. Kamran Moosa is the Chief Executive of PIQC Institute of Quality. He has authored 3 books and co-authored one on Quality Assurance and Management. He was selected as a national expert in total quality management by the Asian Productivity Organization (APO) Japan. He was the founding chairman of Quality and Productivity society of Pakistan (QPSP), Honorary Director of Middle East Quality Association (MEQA), Chief Editor of two international magazines on Quality, and Senior Member of American Society of Quality (ASQ). He is also professor and international consultant of Quality Management and Outcome Based Education (OBE). He is presently contributing in many national and international professional forums for the development of Quality.