Developing the learning potential of appraisal in spatial planning

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Our Starting Hypothesis

Are we here?
**Levels of learning** (Bloom, 1956)

<table>
<thead>
<tr>
<th>Level</th>
<th>Concept</th>
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<tbody>
<tr>
<td>6</td>
<td>Evaluation</td>
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<tr>
<td>5</td>
<td>Synthesis</td>
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<td>4</td>
<td>Analysis</td>
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<td>3</td>
<td>Application</td>
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<tr>
<td>2</td>
<td>Comprehension</td>
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<tr>
<td>1</td>
<td>Knowledge</td>
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</tbody>
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- **Evaluation**: Involves making value judgements
- **Synthesis**: Creativity from knowledge and understanding
- **Analysis**: Progressive levels of understanding
- **Application**: Lowest level of learning outcome - recall facts
Single & Double loop learning

- governing variable
- action strategy
- consequences

Double-loop learning

Single-loop learning

SEA

EIA
How We Learn?

- Concrete experience
- Observations and reflections
- Formation of abstract concepts and generalizations
- Testing implications of concepts in new situations

Learning by Doing

Experience (Activist)

Plan (Pragmatist)

Conclude (Theorist)

Review (Reflector)
Contextual Influences

Self

Learning from Doing

Education Work
Project Outputs

• Academic Paper
• Presentations at various events
• Professional Journals
• Updating module on SEA (online Masters in Spatial Planning, hosted by University of West of England)
• ESRC website