

Teaching for Understanding

Teaching & Learning Commons

Presentation



Teaching for Understanding

Experimental	Uses direct, active, hands-on concrete, engaging experiences.
Reflective	Has learners reflect on experiences and think about what they has learned.
Authentic	Uses content-rich, real ideas, events and material in purposeful context, useful, usable information.
Social	Uses social interaction and construction sharing, supports individual learning and thought.
Collaborative	Has cooperative learning, which allows for developing and learning outside the confines of competition
Child-Centred	Uses children's own interest, investigates their own questions, empowers the child
Cognitive	Uses higher-order thinking skills in conjunction with concepts to be understood. Children self-monitor their own thinking

Developmental	Activities are adjusted for the needs of each child
Constructivist	Has children recreate knowledge and content to fit their own understanding
Psycholinguistic	Uses language as the primary tool for learning.
Activity Variety	Uses a variety of approaches, including thematic studies, collaborative group activities, learning logs, classroom workshop, conferences, centers.



Teaching for Understanding Reflection Checklist

YOU KNOW YOU ARE TEACHING FOR UNDERSTANDING WHEN ...

- ***The learning is generative:*** Instruction is focused around a few central topics
- The topics are personally significant for you and your students
- Students are actively engaged in their work.
- An atmosphere of genuine inquiry pervades the classroom.



The understanding goals are clear and explicit

- Overarching goals or throughlines are explicitly stated and posted in the classroom.
- Goals for particular units are closely related to overarching goals.
- You and your students regularly discuss and reflect on unit-long and overarching goals to help students make the connection between what they are doing and why they are doing it.



Students are working on performances of understanding almost constantly

- Students work actively in varied formats: pursuing projects and reflecting alone, collaborating and conferencing in small groups, and interacting in whole groups
- Students can explain why they are doing what they are doing.
- You spend time coaching, conferencing, leading, participating in discussions, and sometimes lecturing.
- Students are thinking and making that thinking visible in the contexts of performances of understanding that challenge their misconceptions, stereotypes, and rigid thinking.
- The room is filled with student work, both finished and in process.
- Responsibility and authority for the work is shared between you and your students.



The assessment is ongoing

- **Students engage in cycles of drafting, reflecting, critiquing, responding to, and revising their own and others' work.**
- **You and your students share responsibility for assessment.**
- **Everyone assesses work according to stated criteria and standards for quality, which are closely related to the understanding goals.**
- **Assessment is often casual, conversational, and spontaneous; periodically it is more formal, recorded, and planned.**
- **Responsibility and authority for the work is shared between you and your students.**



A grade one teacher collected well known proverbs. She gave each child in her class the first half of a proverb and asked them to come up with the remainder of the proverb.

- It's hard to believe these were actually done by grade one kids ("6"
- year-olds), because the last one is classic!
- Strike while the insect is close.
- Never underestimate the power of..... ants.
- Don't bite the hand that..... looks dirty.
- Better to be safe than..... nch a grade 7 boy.
- If you lie down with dogs, you'll..... stink in the morning.
- It's always darkest before..... Daylight Saving Time.
- You can lead a horse to water but..... how?
- No news is..... impossible.
- A miss is as good as a..... Mr.
- You can't teach an old dog new..... maths.
- Love all, trust..... me.
- The pen is mightier than the..... pigs.
- An idle mind is..... the best way to relax.
- Where there's smoke there's..... pollution.
- Happy the bride who..... gets all the presents.
- A penny saved is..... .not much.
- Two's company, three's..... the Musketeers.
- Don't put off till tomorrow what..... you put on to go to bed.
- Laugh and the whole world laughs with you, cry and..... you have to blow your nose.
- There are none so blind as..... Stevie Wonder.
- Children should be seen and not..... smacked or grounded.
- If at first you don't succeed..... get new batteries.
- You get out of something only what you..... see in the picture on the box.
- When the blind leadeth the blind..... get out of the way.

And the favorite:

Better late than.....

pregnant



Thank You

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You make the choice...We make the difference