Teachers’ conceptions

Teachers’ own beliefs and ideas about themselves as teachers, the nature of teaching and learning and the purposes of learning and what should be the outcomes of learning.
Pedagogical content knowledge

Pedagogical content knowledge ... represents the blending of content knowledge and pedagogy into an understanding of how teaching is organised and carried out in such a way that it is adapted to the diverse interests and abilities of learners.

Teachers’ self-efficacy beliefs

Their conviction or belief in their ability to influence how well students learn or perform
Perceived collective efficacy

… refers to the judgment of teachers collectively, that the school or a department as a whole can organize teaching and learning in such a way that it has a positive effect on students

(Goddard, Hoy and Hoy, 2004)
W Y T I W Y G

Shepard, 2000

Resnick & Resnick, 1992

You get what you assess
You do NOT get what you do NOT assess

We have to build assessment towards what we value in education

Learning theories and teaching
Curriculum content
Assessment

© Rúnar Sigþórsson 2007
Differentiated teaching

a systematic approach to planning curriculum and instruction for academically diverse learners … [and as] a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximising each student’s learning capacity

Tomlinson & Eidson, 2003
Differentiated teaching

**Teaching elements**
- Content
- Process
- Products
- Affect
- Learning environment

**Student traits**
- Readiness
- Interest
- Learning profile

Tomlinson & Eidson, 2003
Teaching elements

Tomlinson & Eidson, 2003

- **Content**
  - What is taught and how students are given access to relevant information & ideas

- **Process**
  - How students come to attain knowledge, understanding & skills

- **Products**
  - How students demonstrate their knowledge, understanding & skills

- **Affect**
  - How students are made feel safe & secure and sense that they belong to and are important to the classroom community

- **Learning environment**
  - The way the classroom feels and functions
Student traits

- **Readiness**
  - how ready and well prepared each student is to engage in what the teacher is planning for him/her

- **Interest**
  - what each student enjoys learning, thinking about and doing

- **Learning profile**
  - in what way each student likes to engage in the learning process

Tomlinson & Eidson, 2003
Self-efficacy beliefs

- ... defined as people's beliefs about their capabilities to succeed and control events that affect their lives.
- People with a strong sense of efficacy belief in their ability to approach difficult tasks and view such tasks as challenges rather than as threats.
- In contrast, people with weak sense of efficacy view difficult tasks as threats rather than challenges, and give up easily in the face of difficulties.

Bandura, 1994
Mindsets

- **Fixed**
  - Your abilities are a constant. Can not be changed or cultivated. ERGO: If you can not do something it is not worth trying, AND: if you believe your abilities are good (high esteem), you’d better not jeopardise that picture by trying something challenging that might fail

- **Growth**
  - Your abilities were not given to you. You can (and have to) cultivate and mature them through your own efforts. People with a growth oriented mindset favour challenge, believe in effort, and are resilient in face of difficulties

Dweck, 2006
Outcomes of learning

- Constructed knowledge, metacognition and thinking skills vs. transfer of facts (from textbooks or other sources) to students (e.g. McGregor, 2007, Resnick & Resnick, 1992)
- Deep learning vs. surface learning (e.g. Entwistle, 2000)
- Higher vs. lower order thinking and knowledge (Bloom, 1956, Anderson et al. 2001)
- Inclusive vs. segregated education (attainment for all vs. attainment for some) (e.g. UNESCO, 2005)