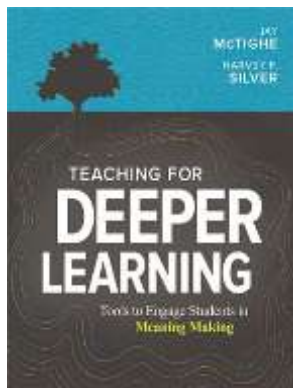


บทปริทัศน์หนังสือ (Book review)



Title: TEACHING FOR DEEPER LEARNING

Authors : Jay McTighe and Harvey F. Silver

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Introduction

This book is helpful for teachers to build instructional tools to help learners make meaning of what they are learning and develop understandings that are helpful and last.

Summary

Building an appropriate instructional unit is an important part of this process. It is important to think beyond individual lessons and write and plan for an entire school year.

Chapter 1: Putting It All Together

It is important to use a mapping matrix:

- 1: Make sure that all units throughout the year are framed around transferable skills by clear and essential questions.
2. It is essential to have students actively engaged by having learners make meaning of key ideas in the content.
3. Have students systematically apply meaning making skills over the entire school year.

Chapter 2: Conceptualizing

There are two main reasons for organizing instruction around core concepts and helping students construct meaning for themselves. First, it stimulates active meaning making and leads to deep learning. Students retain more of what they learn in class, Second. teachers cannot always be there to identify what is important.

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Teachers can build lessons that foster conceptual thinking by structuring and scaffolding teaching that makes the relevant thinking process more explicit and manageable for students. These are:

1. Concept Attainment: This helps students to define core concepts for themselves by comparing examples and non examples to identify the critical attributes.
2. Concept Definition Map: This is a visual organizer to help students construct and articulate conceptual definitions.
3. A Study in: This helps students process factual information at a conceptual level by having them unite facts under a large conceptual umbrella.
4. Building up the Facts: This shows students how they can cluster related facts and details to derive larger understanding and generalizations.
5. Construct–the–Concepts: This helps students construct core concepts and form generalizations that are supported by facts and examples.

Chapter 3: Note Making and Summarizing

Summarizing and note making are critical essential learning skills. Both of these require active processing of information that leads to deeper understanding. These have been proven to have positive effects on student learning.

These are tools that help in the note making process:

1. Window Notes: These help students with true note making by having them generate questions, personal reactions and interesting connections as well as facts.
2. Math Notes: These help students analyze plan for and solve complex word problems.
3. Interactive Note Making: This helps students with a clear process of extracting the most important information.
4. Webbing: This helps students form a clear understanding about visual ways to make meaning and see relationships between big ideas and supporting ideas.
5. 4–2–1 Summarize: This is a collaborative process to help students learn how to identify essential information, construct a main idea, and write a concise summary.
6. AWSOME Summaries: This is a technique that helps students summarize.

Chapter 4: Comparing

Comparing is an important process for making meaning out of things. This is an essential skill for raising student achievement. However many teachers have difficulty with this. It is important to teach students about comparing.

Chapter 5: Reading for Understanding

There are five steps in Reading for Understanding:

1. Power Previewing: This process teaches students how to do a "power skim" to build a pre reading sense of the text content and structure.
2. Scavenger Hunt: This uses the scavenger hunt format to help students actively search for information in their reading.
3. Single Sentence Summaries: These get students into the habit of stopping regularly during their reading to create quick summaries for their understanding.
4. Reading Stances: These help students to build deep understanding by teaching them how to examine and respond to texts through multiple lenses or stances.
5. Reading for Meaning: This incorporates phases of proficient reading--before, during and after reading.

Chapter 6: Predicting and Hypothesizing

Predicting and hypothesizing help create increased attention, focus, and curiosity at the start of instruction and more active engagement and deeper thinking throughout the construction process.

1. Prediction and Hypothesis-Based Hooks: These offer ways to capture student attention, stimulate curiosity and to set up new learning at the outset of student lessons and units.
2. Inductive Learning: This helps students in pattern recognition and prediction by having them analyze specific information, look for commonalities, and make informed predictions about learning to come.
3. Mystery: This challenges students to put together clues and to use those clues to develop and support sound hypotheses
4. If-Then: This lays out a process for generalizing hypotheses, predicting outcomes, and testing ideas.

Chapter 7: Visualizing and Graphic Representation

The How of Visualizing and Graphic Representation:

1. Don't Just Say It, Display It: This is a reminder of the impact well-chosen images have on student understanding, This is more true when these images are explained and discussed in the classroom.

2. Split Screen: This helps integrate dual coding seamlessly into classroom presentations and learning experiences. It helps to process new learning through images and words.

3. Mind's Eye: This helps reading comprehension by teaching students to create mental images before reading and to use these images to engage deeply with the text.

4. Visualizing Vocabulary: This promotes deep understanding of key concepts by helping students to transform them into symbols or icons and then to explain how those symbols represent essential information regarding the concept.

5. Graphic Organizers: They show how information can be visually arranged. This helps them see the big picture of what they are learning and to see the relationships between important parts of content.

Chapter 8: Perspective Taking and Empathizing

This is important for students. They present five things that are helpful for students and teachers:

1. Questioning Prompts: These are simple cues that help learners consider diverse perspectives and empathizing.

2. Put the "You" in the Content: This helps them look at content through the lens of their own experiences and values.

3. Perspective Chart: This helps students to consider the content through the eyes of others.

4. Meeting of the Minds and Mock Trial: This encourages students to assume the roles of historic figures and literary in their thinking.

5. A Day in the Life: This helps them create new insights by becoming the people, ideas and things they are thinking about.

Chapter 9: Putting it All Together

This encourages to use all the ideas in our teaching.

Critique

This is an excellent book to help teachers in their teaching. It would be helpful to read the book to get more details for implementation.

Reference

McTigue, J. and Silver, H.F. (2020). *Teaching for Deeper Learning Tools to Engage Students in Meaning Making*.
Virginia, USA : ASCD Publishing Company.