

Checking for understanding

I hope these pages can be used as both posters and individual (or small group) checklists /examples. Designed for Entry Level Functional Skills (maths and English) students in an FE setting – the example answers on pages 3 and 4 are not exemplars but based on typical (correct?) student responses.

Inspired by an “Understanding v doing” discussion on the NCETM site (National Centre for Excellence in the Teaching of Mathematics).

<https://www.ncetm.org.uk/community/thread/90128?post=90210#com90210>

The questions are based on this paragraph from John Holt’s “How Children Fail” (first published in 1964).

I feel I understand something if I can do some, at least, of the following: (1) state it in my own words; (2) give examples of it; (3) recognize it in various guises and circumstances; (4) see connections between it and other facts or ideas; (5) make use of it in various ways; (6) foresee some of its consequences; (7) state its opposite or converse. This list is only a beginning; but it may help us in the future to find out what our students really know as opposed to what they can give the appearance of knowing, their real learning as opposed to their apparent learning.

http://iwcenglish1.typepad.com/Documents/Holt_How_Children_Fail.pdf

I have used “key words” as I intend to use this idea as a regular plenary but more complex ideas/concepts/processes would work well especially with higher level groups.

I have only used 5 points from Holt’s list - although perhaps I have combined some points? Because of the embedded Functional Skills context in which I teach, my questions are purposely skewed towards everyday life and practical applications.

I’d love to hear from anyone who adapts this further.

Thanks to feedback from an NCETM member who suggested using them as ‘pathway cards’ and discussion prompts <https://www.ncetm.org.uk/community/thread/90128?post=90246#com90246> I also intend to edit them slightly, reduce them to A5 size and print on card. Will then punch a hole in top LH corner and suggest each student keeps all his/her cards together with a treasury tag. I’m hoping this will also make good evidence of learning progression. (I must add a space somewhere for students to date each card!)

To obtain an editable Word version of this resource: upload and share your own resources (or detailed feedback) at www.skillsworkshop.org THANK YOU

Check your learning



Choose a key word from today's lesson (see board).

Can you...?

- Explain what it means.

- Find a word with the opposite meaning.

- Give an example of how others use it.

- Link it to something else you have learned.

- Use it in your life.



Functional Maths and English

Adapted from an idea published by John Caldwell Holt (1923-1985) in 1964.


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Check your learning



Today's key word is: *division*


Can you...?

- Explain what it means. 

sharing

- Find a word with the opposite meaning. 

times

- Give an example of how others use it. 

working out prices

- Link it to something else you have learned. 

fractions and this symbol \div

- Use it in your life. 

dealing out a deck of cards



Functional Maths

Adapted from an idea published by John Caldwell Holt (1923-1985) in 1964.


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Check your learning




Today's key word is: *proof read*


Can you...?

- Explain what it means. 

check work

- Find a word with the opposite meaning. 


don't check

- Give an example of how others use it. 

secretary

- Link it to something else you have learned. 

spelling and *full stops*

- Use it in your life. 

work experience letter



Functional English

Adapted from an idea published by John Caldwell Holt (1923-1985) in 1964.

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