

Evidence of Learner Understanding

Introduction

Different strategies may yield different forms of evidence of learner understanding. The evidence of learner understanding is necessary to drive adjustment in instruction. This topic is thoroughly developed in the [EMPL Assessment section](#). However the resources below offer information directly related to Instructional Practices *and* Assessment.

Have My Students Learned What I Taught Today?

Webpage: [Teach. Learn. Grow. The education blog.](#)

Quote from this article:

“Keeping Learning on Track (KLT) is a research-based program that can provide teachers with practical and effective classroom instruction techniques that help systematically elicit evidence of student learning. By highlighting student thinking and misconceptions, and eliciting information from more students, all teachers can collect more representative evidence and can therefore better plan instruction based on the current understanding of the entire class.”

Is memorisation a good strategy for learning mathematics?

Organisation for Economic Co-operation and Development (OECD)

PISA is a worldwide study by OECD that tests 15-year old students’ knowledge in mathematics and other subjects every 3 years. After analysing the results of PISA 2012, OECD concluded that “students who mainly use memorisation strategies can do well on easy questions.....but complex problems require more than a good memory.” As you read the analysis, consider the implications for elementary teachers.

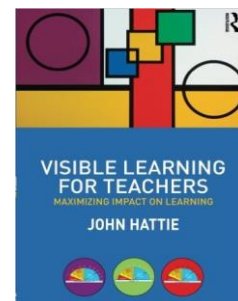
[4-page document](#)

Evidence of Learner Understanding

Formative evaluation, relationships and growth mindset and more

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

Hattie's book offers many ways of maximizing impact on student learning. He explains that there are 8 mind frames that teachers need to develop in order to have more impact on student learning. Here are a few of them in no specific order.



Idea 1 -

John Hattie is adamant that teachers need to evaluate (or better evaluate) their day-to-day practice to determine the effect they have on their students. Teachers are then going to adjust their instruction according to the answers to these questions: Where am I going?, How am I going there?, Where to next?. These necessary adjustments are key to better teaching and increased learning.

Idea 2 -

Another mindset is about developing relationships in classrooms. Hattie states that it is very important that students believe the climate is fair, empathetic and trustworthy. This kind of climate allows students to feel okay about making mistakes and/or not knowing. The teacher, along with his students, uses errors as opportunities. Misconceptions, misunderstandings and lack of knowledge can be dealt with in a positive manner as they become apparent. Learning is then enhanced.

Idea 3 -

“Teachers need to see themselves as change agents - not as facilitators, developers, or constructivists. Their role is to change students from what they are to what we want them to be, what we want them to know and understand...”

Evidence of Learner Understanding

Expert Corner: Grow Students' Mindset with Gizmos

[Click Here](#)

Below is a summary of ideas on mindsets expressed in a blog by Dr. Amanda Gonczi.

People with Growth Mindset	People with Fixed Mindset
believe certain traits are flexible and can be improved upon	believe traits are innate and are not easily changed, even if they want them to
	Less likely to attempt to solve novel problems
More likely to take academic risk	More prone to avoid academic risk
Emotional response to setbacks are more moderate and not crippling	Respond strongly and negatively to failure and difficulty
Tend to have greater overall academic achievement	Tend to be lower achieving
Believe they can improve, therefore they persevere	Take difficulty as an indicator of what they are not and never will be good at, and therefore should not waste time on

The good news from this blog

Mindset is malleable. When growth-mindsets are cultivated, achievement is greater.

Recommendations to teachers from the blog

- Praise students' engagement
- Emphasize that the process they go through is more important than the end result
- Point out effort and positive growth when possible
- Add growth mindset messages on student worksheets
- Write personal positive feedback onto student work