

Theme 5: Assessment and Learning

As educators, how do we teach our students to learn in different ways? A student's upbringing and values are embedded in them from a very young age. According to Bransford et al. (2000), the students' initial understanding may not be engaged, therefore, they may not grasp the new concepts and information. Once they leave the classroom, the information is forgotten and the student reverts back to their previous behaviors and beliefs. Educators must take the time to teach a task in depth with numerous examples so the student can understand. Every student learns differently, therefore the teacher needs to know if the student is a visual, auditory, kinesthetic or reading/writing learner: (Malvik, 2020) Once the student's way of learning is established, the teacher can then apply activities geared to that type of learner. Repetition and in-depth learning must occur in order for the student to fully grasp the concept being taught. If a teacher just brushed the surface of a subject, the student is more likely to forget and revert back to their previous knowledge.

Teachers also need to have the ability to adapt to their students. "Teachers need to consider learner-specific needs as well as their unique social and cultural perspectives, background knowledge and whether they have a fixed or growth mindset:" (Bransford et al., 2000) This is key to ensure the students are retaining the information as well as relating things to what they already know and building on it. Students at every age can learn, but it is important to start repetition and relating things to real life at an early age.

Learning is not difficult for students, but we as educators have to find a way to get them to understand things in their own way. My son just finished second grade. At the beginning of the year he was scoring 50s and 60s on his spelling tests. He was learning the words in school but when he got home, he was always in a rush to go play. We initially had him study his spelling words for 30 minutes after school. He would study for 5 minutes, then take a break for 3 minutes then study again. We as parents knew he did not have a long attention span. He continued to receive a failing score. We had to re-think how he learns and how we could get him to understand and remember how to spell his words.

I then used technology and made a word document with lines, enough to write 20 words, 10 times. We had to change his way of thinking and remembering things. We had to use the conceptual change strategy and allow our son to see for himself how and why he had to write his words instead of just trying to memorize them. The week we started this different learning strategy he received an 80 on his spelling test. After that and for the rest of the school year, he only received 90s and 100s. He then realized why we made him write his words so many times. He did not like it at the time, but once he started getting rewarded for his perfect scores, his thinking completely changed. He was no longer negative about writing his words. Eventually we backed off to writing his words only 5 times. But he knew if his scores dropped below a 90, he was back to writing every word 10 times.

This conceptual change over time changed his way of thinking when it comes to school work now. As teachers, we have to try and identify the area needed for improvement, find a way to reach the student on a personal level then use that to our advantage. Printing out a paper I made on a word document was simple technology. But there are so many school related programs online out there to assist students with their spelling as well. This just worked specifically for my son because he learns when he writes. In the future, when I become an educator, I plan on using this with all of my students to ensure they are getting the best education possible, no matter what type of learner they are.

Works Cited

- Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience and school*. National Academy Press. Retrieved from <http://www.nap.edu/openbook.php>.
- Malvik, C. (2020, August 17). *4 Types of Learning Styles*. Retrieved from www.rasmussen.edu: <https://resmussen.edu>