

## Discussion Questions for:

### *Powerful Learning: What We Know About Teaching for Understanding*

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1. Why is meaningful learning becoming increasingly important in the 21st century?
2. In what ways can teachers enable students to understand both how they learn and how to manage their own learning?
3. What do highly effective teachers do to support the process of meaningful learning?
4. How does inquiry-based learning benefit students in terms of critical thinking, interpersonal, and self-directional skills; overall literacy; and knowledge retention?
5. How does the mindful engagement framework help students develop reading skills?
6. What factors lay the groundwork for students to gain a rich understanding of mathematics? In your experience, what do you feel are the important factors in other subject areas?
7. Why is professional development especially important for math teachers?
8. What are some abilities common to students who are proficient in science, and how can these abilities provide a framework for the design of science curricula?
9. Why is it particularly important to evoke and incorporate students' prior conceptions and real-world knowledge when teaching science? What are some examples of prior ideas students may have in science, as well as in other subject areas?
10. How do standards, testing, and other types of performance assessment affect the type of skills students learn in the classroom?

### **Bonus Questions**

1. How does providing a conceptual framework help students develop competence in an area of inquiry?
2. Why is the type of assessment used critical in determining the success or failure of an inquiry-based curriculum?
3. What are the fundamental principles of teaching for understanding?
4. What instructional contexts support the mindful engagement framework for learning to read for understanding?
5. What is learning progression, and why is it of particular importance in science instruction?
6. How can teachers capitalize on the contextual nature of knowledge to make science concepts salient beyond the test or the classroom?