

6 Big Ideas

In teaching and learning

6 BIG IDEAS

**GOOD PEDAGOGICAL PRACTICE AND
ENHANCED LEARNING**

**Constructivist
Learning Theory**

**Communicative/
Contextual
Language Teaching**

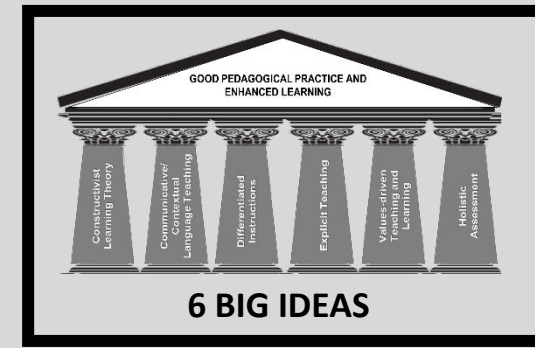
**Differentiated
Instructions**

Explicit Teaching

**Values-driven
Teaching and
Learning**

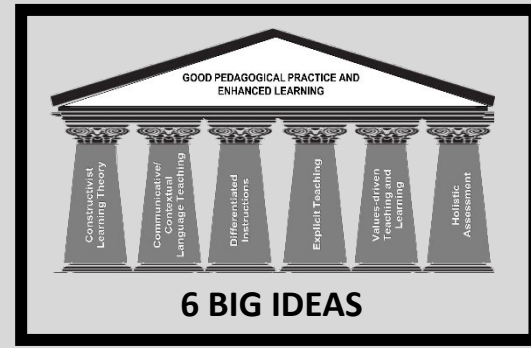
**Holistic
Assessment**

What are Big Ideas?



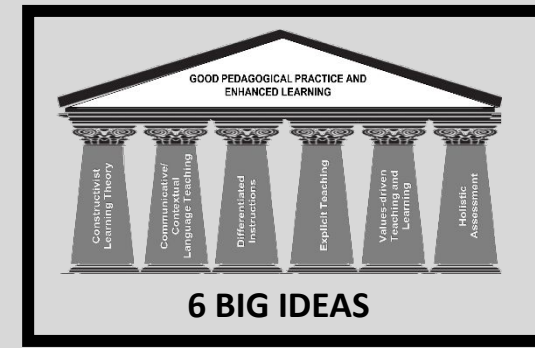
- A **Big Idea** refers to core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment.
- Big Ideas** provide the conceptual thought lines that anchor a coherent curriculum.

6 Big Ideas of the Malay Language Curriculum



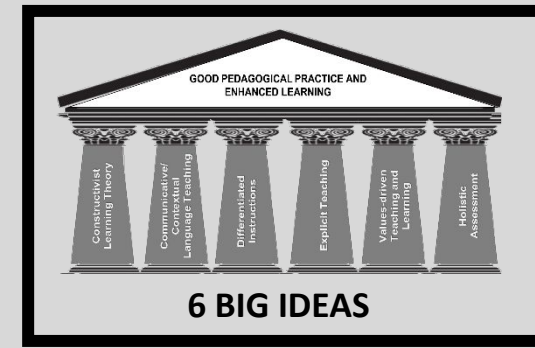
- Constructivist Learning Theory
- Communicative Language Teaching
- Differentiated Instructions
- Explicit Teaching
- Values-driven education
- Holistic Assessment

Constructivist Learning Theory



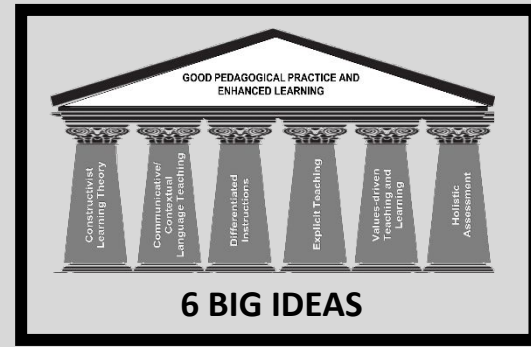
- Learning is perceived as an active, not a passive, process, where knowledge is constructed, not acquired. (Piaget, 1972)
- Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction.
(Mascolo & Fischer, 2005)

Communicative Language Teaching

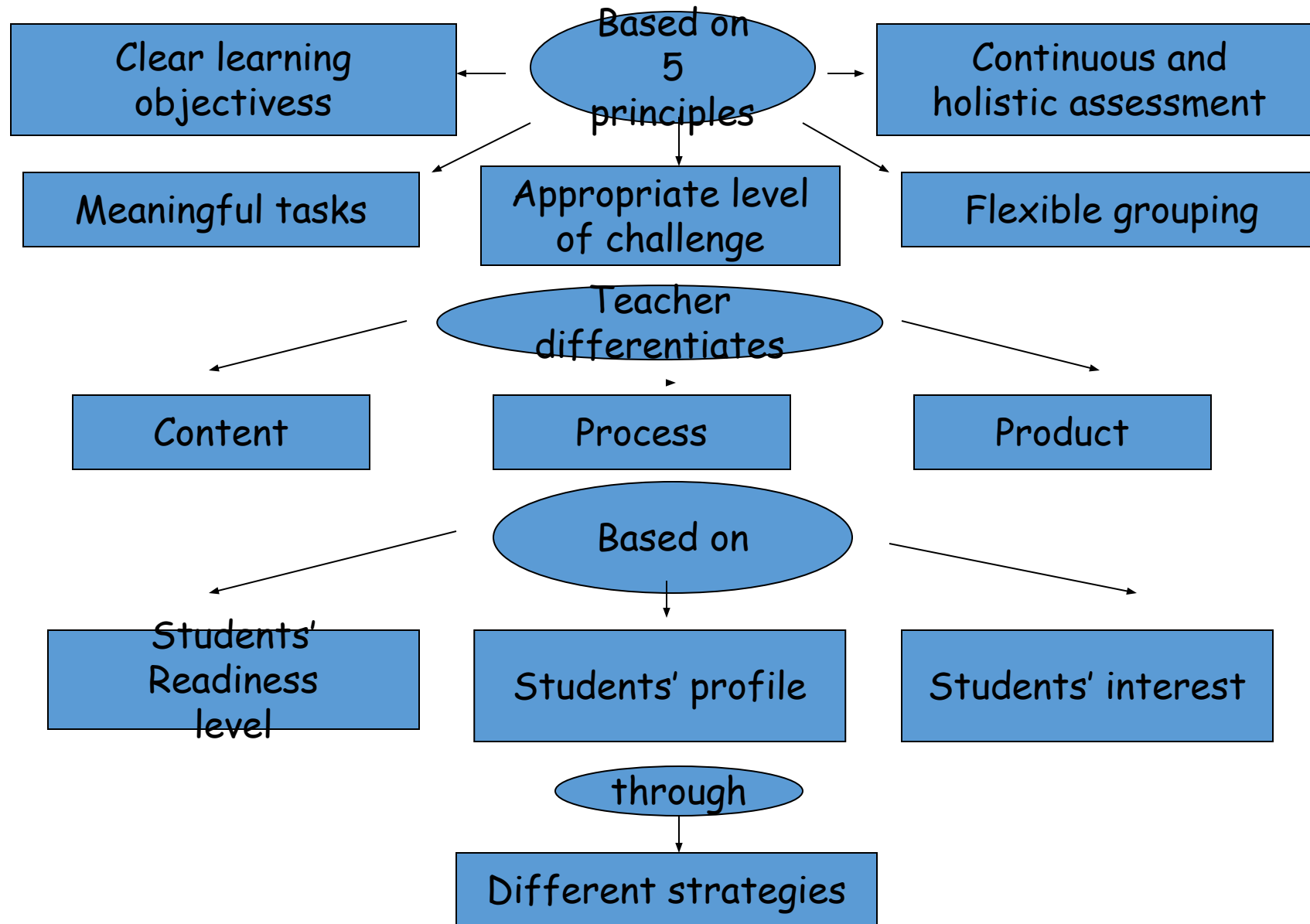


- “A communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the centre of all communicative exchanges; indeed, it is impossible to communicate without meaning “. (Hendrickson, 197)
- Communicative competence vs linguistic competence
- Three levels of CLT Today
 - Mechanical
 - Meaningful
 - Communicative

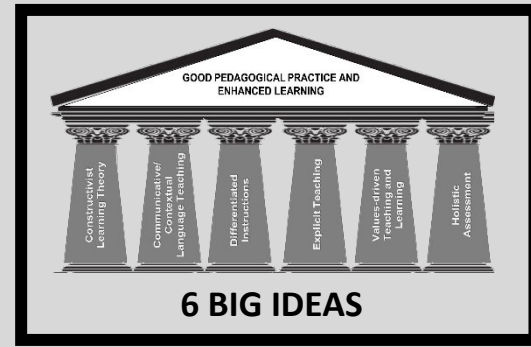
Differentiated Instructions



Differentiated Instructions is based on teachers' response towards students' differing needs and abilities



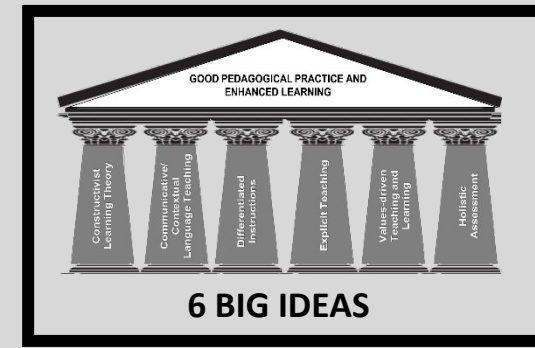
Differentiated Instructions



Differentiated Instruction Template

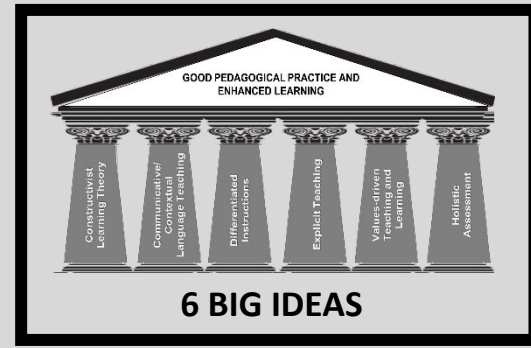
	Content	Process	Product
Readiness level	Varied texts by reading level	Assignments or tasks given at varying degrees of difficulty	2 or 3 columns of a five-column rubric
Interest	Jigsaw	Literature Circles	Negotiated Criteria
Profile	Diagrams or graphic organizers for visual learners etc	Menus for Success format	Combination of tests & portfolios to assess students work

Explicit Teaching



- In contrast to the constructivist method in which learners are responsible for forming their own understanding of material as the instructor guides their learning process through questions and feedback,
- in the explicit method the instructor is responsible for transmitting an external understanding of information to the learner, who is then responsible for processing that pre-determined understanding (Olson, 2003).

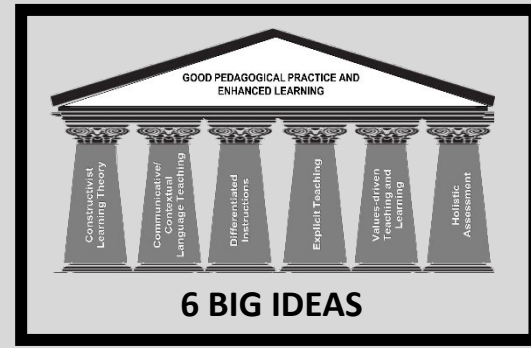
Explicit Teaching



Examples:

- Classroom routines
- Questioning techniques
- Lesson sequence
- Activity protocols

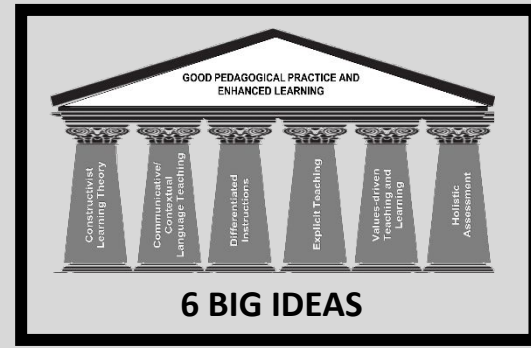
What are Big Ideas?



Values-drive education

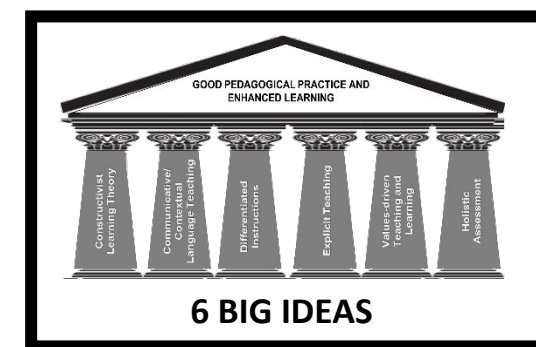
- CCE
- Arif Budiman
- School values
- Our shared values

What are Big Ideas?



Holistic assessment

- Clear and concise - what is being assessed
- Targeted - objective of assessment
- Varied - formative and summative



Overall rationale can include the values component

Rasional Pengajaran

- 1.
- 2.

Masa	Urutan Pengajaran	Rasional	Sumber
5 – 10 minit	<p><u>Pengenalan ATAU Pra-aktiviti (Induksi)</u></p> <ol style="list-style-type: none"> a. berkaitan dengan PSA b. Pernyataan objektif berpaksikan tiga kenyataan, iaitu <ol style="list-style-type: none"> i. Apa objektif pengajaran hari ini ii. Mengapa pengajaran ini penting iii. Bagaimana pelajar akan dinilai semasa pengajaran 	Berpaksikan teori pembelajaran konstruktivis yang mana maklumat baharu didapati atau dipelajari berdasarkan maklumat yang sedia ada. Dalam konteks ini, PSA menjadi landasan kepada binaan maklumat atau ilmu baharu yang hendak diajar. Dikait dan berkait.	
30 – 40 minit	<p><u>Pembangunan Pengajaran ATAU Aktiviti Utama (Langkah 1 & Langkah 2)</u></p> <p><u>Langkah 1:</u></p> <ol style="list-style-type: none"> i. Penerangan guru (keseluruhan kelas) (<i>I do</i>) ii. Aktiviti latihan guru buat bersama pelajar (<i>We do</i>) iii. Pelajar lakukan aktiviti latihan secara berkumpulan (<i>They do</i>) iv. Penilaian bersama berdasarkan rubrik yang dibina (objektif pertama tercapai) <p><u>Langkah 2:</u></p> <ol style="list-style-type: none"> i. Penerangan guru (keseluruhan kelas) (<i>I do</i>) 	<p>Struktur pengajaran sebegini menepati keperluan sukatan yang menentukan sesuatu pengajaran perlu bersifat eksplisit. Satu ciri utama pengajaran eksplisit adalah terdapatnya struktur pengajaran yang jelas dan mudah diikuti oleh pelajar. Rutin struktur akan menolong pelajar mengikuti pengajaran dan menolong dalam pemahaman mereka.</p> <p>Konsep <i>I do, we do dan they do</i> dapat menolong guru mengenal pasti bahawa</p>	

Constructivist Learning Theory

Explicit Language Teaching

Communicative Language Teaching

Differentiated Instructions

Aligned to the Singapore Teaching Practice (STP) whereby the 6BI help in the construction of a pedagogically sound lesson plan and aids in the subsequent lesson enactment. The 6BI too involve the teacher in relating the objective of the lesson to students' prior knowledge and how this can be used to enhance the learning experience in a positive way. Lastly, the positive classroom culture is further developed by establishing classroom routines that result in better interaction and rapport between teacher and student.

