

Learning And Understanding Improving Advanced Study Of Mathematics And Science In Us High Schools

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Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools. by National Research Council (Author), Division of Behavioral and Social Sciences and Education (Author), Center for Education (Author), Committee on Programs for Advanced Study of Mathematics and Science in American High Schools (Author), Philip C. Curtis (Editor), Jay B. Labov (Editor), Meryl W. Bertenthal (Editor), Jerry P. Gollub (Editor) & 5 more.

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Guidance on how to achieve learning with understanding is grounded in seven research-based principles of human learning that are presented below (see Box 6-1). 1 In Chapter 7, these principles are used as the framework for the design of curricula, instruction, and assessments for advanced study—three facets of classroom activity that, when skillfully orchestrated by the teacher, jointly promote learning with understanding. These principles also serve as the foundation for the design of ...

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While international comparisons of the performance of advanced students served as a catalyst for the study, its primary motivator was the improved, research-based understanding of teaching and learning that has emerged recently, and its application to improving advanced study.

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Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools Jerry P. Gollub, et al. National Academy of Science, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools February 2002

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Integration of the advanced study curriculum with earlier courses is essential, because building on earlier experiences can contribute to achieving both breadth of knowledge and depth of understanding over a period of years.

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"The primary aim of programs such as Advanced Placement and International Baccalaureate should be to help students achieve deep understanding of the content and unifying ideas of a science or math discipline," said Jerry P. Gollub, co-chair of the committee that wrote the report, and professor of physics, Haverford College, Haverford, Pa.

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