

RIGOR, RELEVANCE & RELATIONSHIPS MODEL ADAPTATION

Student Driven

Increased Rigor

Teacher Driven

Knowledge Taxonomy

<p>Evaluation: "Judging the outcome" 6</p> <ul style="list-style-type: none"> ▪ Compare and discriminate between ideas ▪ Assess values of theories, presentations ▪ Make choices on reasoned arguments ▪ Verify value of evidence ▪ Recognize subjectivity ▪ Make judgments/choices based on criteria/standards/conditions 	<h1>C</h1>	<h1>D</h1>
<p>Synthesis: "Putting together" 5</p> <ul style="list-style-type: none"> ▪ Use old ideas to create new ones ▪ Relate knowledge from several areas ▪ Reorganize parts to create new original thing, idea, concept ▪ Use creativity to make something new ▪ Generalize from given facts ▪ Predict or draw conclusion 	<p>Assimilation</p> <p>Students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions.</p>	<p>Adaptation</p> <p>Students have the competence that, when confronted with perplexing unknowns, they are able to use their extensive knowledge base and skills to create unique solutions and take action that further develops their skills and knowledge.</p>
<p>Analysis: "Taking apart" 4</p> <ul style="list-style-type: none"> ▪ See patterns/relationships ▪ Recognize of hidden parts ▪ Take ideas/learning apart ▪ Find unique characteristics ▪ Organize parts ▪ Identify components ▪ Separate into component parts 	<p>Students Think Relationships Important</p>	<p>Students Create Relationships Critical</p>
<p>Application: "Making use of knowledge" 3</p> <ul style="list-style-type: none"> ▪ Use of information ▪ Use methods, concepts, theories in new situations ▪ Solve problems using required skills and/or knowledge ▪ Make use of learning in new or concrete manner, or to solve problems 	<h1>A</h1>	<h1>B</h1>
<p>Comprehension: "Confirming" 2</p> <ul style="list-style-type: none"> ▪ Understand information ▪ Translate knowledge into new context ▪ Grasp meaning of materials learned, communicate learnings, and interpret learnings ▪ Order, group, infer causes ▪ Interpret facts, compare/contrast ▪ Predict consequences 	<p>Acquisition</p> <p>Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge.</p>	<p>Application</p> <p>Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.</p>
<p>Knowledge: "Information gathering" 1</p> <ul style="list-style-type: none"> ▪ Observation and recall of information ▪ Knowledge of dates, events, places ▪ Mastery of subject matter ▪ Gain specific facts, ideas, vocabulary, etc. 	<p>Teacher Work Relationships Insignificant</p>	<p>Student Work Relationships Important</p>

Rigor x Relevance x Relationships = Meaningful Learning
If one of these are missing, learning breaks down.
R x R x 0 = Wasted Experience
R x 0 x R = Meaningless Knowledge
0 x R x R = Superficial Learning

Application Model

1	2	3	4	5
Knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real world, predictable situations	Apply knowledge to real world, unpredictable situations

Classroom

→ Increased Relevance

Real Life

