

Stretch and Challenge



PINPOINT



While challenge is one of the core ingredients of effective learning, the art is in making the challenge appropriate to the student.

John Hattie

Spin class metaphor

One way to look at S&C is to examine what goes on in a spin class at the gym. Everyone is working together, under the direction of the trainer, but working at their own level.

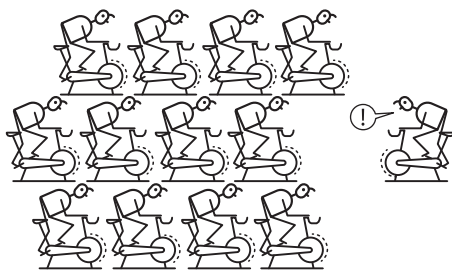
At the same time, the trainer is encouraging everyone to beat their own personal best.

Everyone is challenged. The fitter ones are not let off the hook as they have their own targets.



A student only learns when work is moderately challenging that student, and where there is assistance to help the student master what initially seems out of reach.

Carol Tomlinson



Bloom's new taxonomy

The upgraded taxonomy by Anderson and Krathwohl is now firmly embedded in knowledge. More specifically, four types of knowledge, as you can see below. Each of these knowledge domains is matched against the six levels of thinking. And at each junction, you see the sort of practical activity that challenges that level in Bloom's hierarchy. The teacher can use this table to ensure each student is stretched, at the appropriate level, within all four domains of knowledge.

THE COGNITIVE PROCESS DIMENSION

THE KNOWLEDGE DIMENSION	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	List	Summarise	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
MetaCognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualise

Differentiate to enrich, extend and accelerate learning

To extend the more able, here are six avenues for stretching them.

- **Task**
More able learners can start at a higher level and move through concepts more quickly. Or skip work within levels.
- **Outcome**
Engage with the same content but with the outcome open-ended.
- **Resource**
Provide different resources to the rest of the class while working on the same topic (complex texts and concepts)
- **Pace**
Work at a faster pace than others and make links. Or work more slowly for some extended, in-depth study.
- **Choice**
Give opportunities to select their own activities. Self select materials. Start a task from a different point.
- **Questions and dialogue**
Target questions for higher-order thinking and intricate language.

REFERENCES

Anderson, L.W. & Krathwohl, D. R. (2001), A taxonomy for Learning, Teaching and Assessing: a revision of Bloom's taxonomy of educational objectives, Longman, New York

Moseley, D. et al (2005) Frameworks for Thinking, Cambridge Univ. Press