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| Traditional Informational Teaching and Learning: Nonsituated  Pedagogy of Poverty (Cf. Haberman) | Authentic and Transformational Teaching and Learning: Situated in Actual Use  (Cf. Wilhelm, et al) |
| Learners learn something because it is in the curriculum or on the test; knowing is focused on the *what*. | **E-M:** There are clear and authentic real-world purposes, goals, and payoffs for the learning.  **P-O:** Learners understand the purpose and payoff of learning, both immediately and in the future. They work to understand how experts develop and use knowledge. Knowing involves the *why*, *how*,and *what*,in that order of priority. Knowing considers the *when* and *where* of application. Human purposes for using knowledge are foregrounded. |
| Learning is primarily rote skills, algorithms, and information. Learning is about knowing information. | **M:** Learning involves creating a new (to the learner) and generative mental model/map for understanding and making use of a concept, or for pursuing a problem-solving and knowledge-making process. Teaching and learning are 3D: about knowing, doing, *and* thinking—reflecting/metacognating/rehearsing for transfer. |
| Learning is linear and sometimes fragmented. | **M:** Teaching episodes are carefully sequenced to build on each other. Learning is structured, systematic, and weblike—concepts and processes are interconnected, and there is a clear relationship and interplay between structure, details, meaning, and use. Knowledge is perceived as a network. |
| Learning is often decontextualized (taught separately from use). Although concepts or problems may have classroom applications, they rarely extend beyond this. (We call this “school-ish”—as the learning only counts in school contexts.) | **P-O:** Learning is authentic and contextualized: learned and applied in a situation (or simulated context) in which the knowledge is required to respond to real-world questions and needs. (We call this “tool-ish”—as the learning extends human abilities to perform tasks in the world outside of school.) |
| Knowledge and practice are static: *presented* as established and unquestioned facts and ways of doing things; learners have no role except to accept and repeat. | **W-E:** Knowledge and practice are dynamic: *understood* to be context-dependent, evolving, extensible, and revisable. Knowledge is socially constructed, negotiated, and justified based on disciplinary standards, so competing viewpoints are honored and considered; learners play an integral role in knowledge creation. |
| Learning is received from outside sources and typically constrained (it cannot be extended by the learner); it is *authoritatively*imposed and requires learner acceptance and compliance. | **W-E:** Learning is constructivist and unconstrained because it can be built upon throughout a lifetime. Learning must involve personal effort, contributions, and connection making to be internalized by an individual—the learning is *internally persuasive* because it is convincing to the learner and it is understood why and how the process or concept works. Learning demands to be used and extended. |
| Learning is *receptive* and isolated; finding out new information is often the end of learning. | **W-E:** Learning is *active* and generative, and occurs while doing real disciplinary work with proper guidance; finding out new information is typically the beginning of learning as one considers how to use, perform, explore, and extend knowledge. |
| Teaching is considered to be the donation of information to the learners: Learners *listen* to a teacher or read a textbook. | **W-E:** Teaching helps learners to *transform their capacity to participate* in learning and problem solving by gaining knowledge, constructing deep understandings, and developing strategies that promote independence: Learners *do* the discipline in a context to develop knowledge and solve and address real-world questions. |
| Learners *hear* about disciplines and communities of practice. | **W-E:** Learners *participate* in a community of practice that is doing disciplinary work. |
| Work is typically discarded once completed and submitted for a grade (e.g., term papers, tests, homework). | **E:** Learning creations are “knowledge artifacts” that are archival and extendable over time, by creator and others, and can be continually referred to, revised, and built upon by the self and by others, now and in the future, as well as adapted and transferred to new situations. |
| Learning is recapitulated. | **E:** Learning is transformed, transmediated, re-represented, explored, extended, and used in new and multimodal ways. |
| The end of learning is telling back; learners rarely reflect on and justify their learning. | **R:** Learners are presented with ongoing daily opportunities and support to reflect on learning, self-assess, and consider immediate and future applications to transfer threshold knowledge, which continues to develop and evolve throughout life as it is applied in new situations. |

*Source:* Adapted from Barab & Hay, 2001; Moore, 2016; Wilhelm, 2013c.