

A REFLECTION PAPER ON TEACHING FOR UNDERSTANDING

Submitted to Dr. ERNIE GRIO

Course: SCHOOL PROGRAM DESIGN

Submitted by Reynante R. Malano - ELP

Teaching for Understanding was first introduced to me during some discussion on UbD in my masters. As a grade school teacher, that sounded new to me as said framework was actually intendedly implemented for secondary schools years back. But with the insights I gained from my classmates' brainstorming and multitude exchanges of opinions, I was hooked on it and felt the need to introduce UbD to my colleagues in school.

When I first introduced it to some comrades most of them presumably thought that UbD has been around for some time but perhaps, they just hardly noticed it. They claimed that they must have been using it but it only hides itself with another name. With this discovery, I could only sway my head and insisted that Teaching for Understanding is not that stuff that they know, so to speak. Because of that, I arranged a schedule with my Quality Circle Group in the English Department so we could talk about it over a cup of coffee. There are only eight (8) of us in the group so said meeting was quite manageable and I really prepared to put my message across.

We started off informally by asking each one how the day went during the day. We exchanged answers to questions regarding knowledge, concepts and skills. We tried to discuss the definition of Understanding as against knowledge and skills. Answers were as varied and as complicated as they could be. Others even agreed that knowledge and understanding are one and the same.

Most of them use lecture as the only way to teach a certain topic. Some would just follow in toto the order of the Philippine Elementary Learning Curriculum (PELC). Some said that as long as they completed the minimum learning competencies, they might as well did well. So superficial an understanding, I must say.

Hence I discussed to them the UbD framework beginning with the wrong notion of teaching for understanding--- that tests are not the end-all of learner achievement; that memorizing facts, theories, and figures could only be starters to truly understand the truth and essentials of a theme; that learners

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researchers This text will be useful for teacher education programs graduate programs in education and professional development for educators The goal of this book is to substantiate the knowledge skills and dispositions that have been used to establish teacher reflectivity as a foundation of teacher education and to advance the acquisition applications and appreciation of teacher reflectivity as a critical aspect of professional growth and development Pultorak and his contributors enrich the literature and provide greater clarity regarding reflectivity s impact on student learning in our global society

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web aug 10 2023 globally at least 2 2 billion people have a near or distance vision impairment in at least 1 billion of these vision impairment could have been prevented or is yet to be addressed the leading causes of vision impairment and blindness at a global level are refractive errors and cataracts it is estimated that globally only 36 of people with