



Cambridge Assessment  
International Education

# How can we use the Cambridge approaches to teaching and learning to help students make the most of their educational opportunities?

Steve Shannon  
Fleming Island High School, Fleming Island, Florida

Cambridge Assessment International Education



# What are the characteristics of a successful student?

**Top Students**

**Average Students**

**Struggling Students**

**Problem Students**

# Top students, Average students, Struggling students, Problem students

**Absorber - takes things in, but less questioning**

**Thinks and arranges things in a systematic way**

**Takes on board criticism and self-aware of their progress**

**Can become a solitary learner**

**Cannot take feedback**

**Critical and questioning**

**Lacks a sense of responsibility**

**Wants to know what they have to do to get a good degree**

**Intellectual Magpie**

**Linear thinking - over-focused on a single answer**

**Can work harder and harder, rather than smarter**

**Lacks insight and can be over-confident**

**Can reflect on learning experiences and how they are doing**

# Categories of students

Top	Average
<p><b>Intellectual Magpie</b> Engaged with the subject <b>Critical and questioning</b> Integrates material <b>Thinks and arranges things in a systematic way</b> Proactive, finds out what's needed Self-directing <b>Can reflect on how they are doing and learning experiences</b></p>	<p><b>Absorber, takes things in, but less questioning</b> Step-by-step approach to learning <b>Wants to know what they must do to get a good degree</b> Planned approach to work <b>Takes on board criticism and self-aware of their progress</b> May need pointing in the right direction</p>
Struggling	Problem
<p><b>Linear thinking, over-focused on a single answer</b> Waiting for you to help them <b>Can work harder and harder, rather than smarter</b> Easily discouraged <b>Can become a solitary learner</b> Passive, does not ask questions or otherwise participate</p>	<p>Always has extenuating circumstances <b>Lacks a sense of responsibility</b> Poor work ethic <b>Lacks insight and can be over-confident</b> Not a team player <b>Cannot take feedback</b> Easily frustrated</p>

# Cambridge Learner Attributes

- **Confident in working with information and ideas – their own and those of others**
- **Responsible for themselves, responsive to and respectful of others**
- **Reflective as learners, developing their ability to learn**
- **Innovative and equipped for new and future challenges**
- **Engaged intellectually and socially, ready to make a difference**

# Cambridge Assessment Objectives

## Global Perspectives

### AO1:

- **analyze arguments** to understand how they are structured and on what they are based
- **analyze perspectives** and understand the different claims, reasons, arguments, views and evidence they contain
- **synthesize relevant and credible research** in support of judgements about arguments and perspectives

### AO2:

- **research and consider alternative perspectives** objectively and with empathy
- **consider the ways in which personal standpoints may have been affected by the research process**
- **evaluate the impact of alternative perspectives** and conclusions on personal standpoint

### AO3:

- **work effectively in a group** to identify an appropriate local problem with global relevance and consider a range of possible solutions
- **select and present relevant information** in an engaging, coherent and well-structured way to a non-specialist audience
- **present complex global concepts, perspectives and arguments** effectively using multimedia (audio and/or visual) appropriate to the presentation

# Cambridge Assessment Objectives

## Accounting

### AO1:

- **Demonstrate knowledge and understanding** of facts, terms, concepts, policies, procedures and techniques relating to financial accounting and cost and management accounting.
- **Apply this knowledge and understanding** to a variety of accounting situations and problems, and present outcomes in the most appropriate form.

### AO2:

- **Analyze financial accounting information** and cost and management accounting information.
- **Select, calculate and interpret** relevant data and information.
- **Communicate outcomes** in the most appropriate form.

### AO3:

- **Evaluate** financial accounting information and cost and management accounting information to make informed recommendations and decisions.
- **Make judgements and draw conclusions** based on financial and non-financial data.

# Cambridge Assessment Objectives

## Travel and Tourism

AO1: **Demonstrate knowledge and understanding** of the travel and tourism industry.

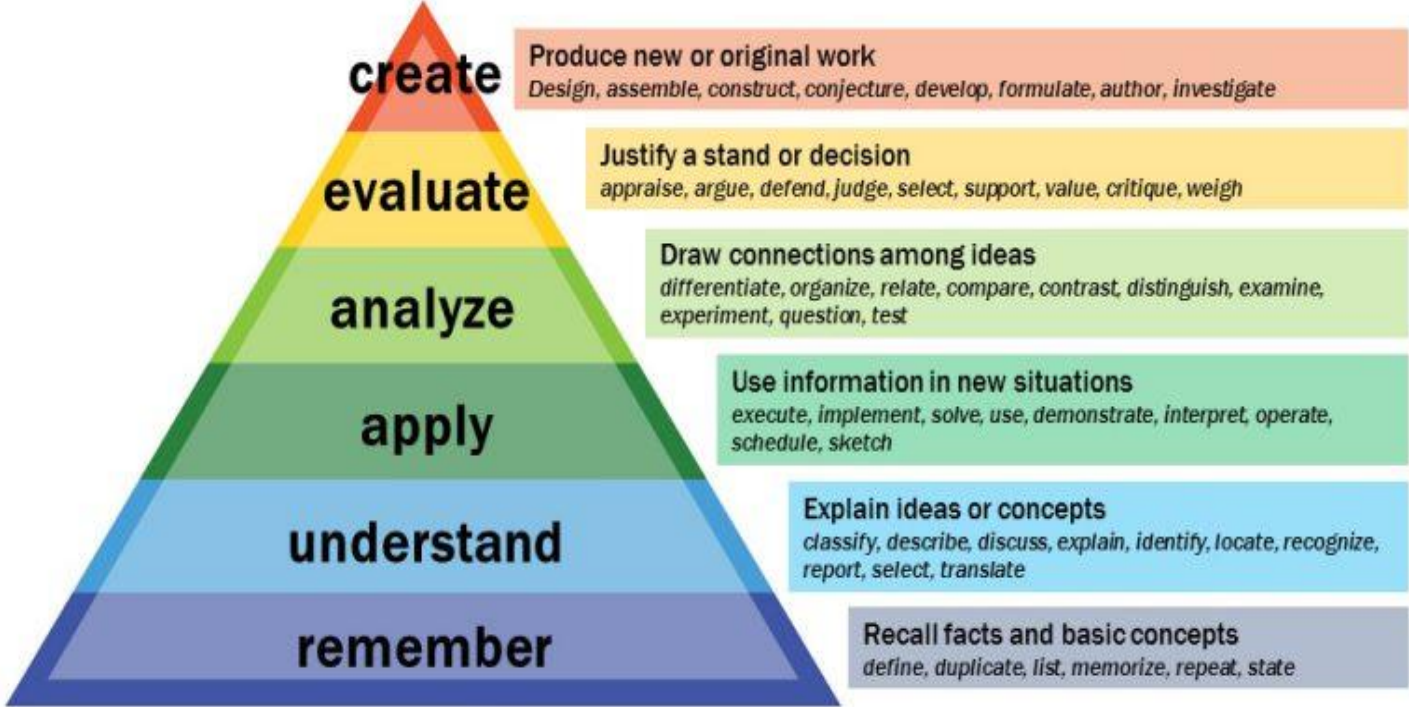
AO2: **Apply knowledge and understanding** to familiar and unfamiliar contexts in travel and tourism.

AO3: **Analyze** travel and tourism-related issues and problems and use appropriate research techniques.

AO4: **Evaluate information to make judgements, draw conclusions and make recommendations** about travel and tourism-related problems.



# Bloom's Taxonomy



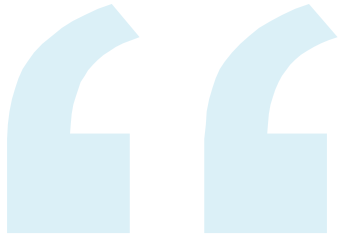
 Vanderbilt University Center for Teaching

# What is rigor?

- Turn and talk



# Defining Rigor



Rigorous instruction asks students to create their own meaning, integrate skills into processes, and use what they have learned to solve real-world problems, even when the ‘correct’ answer is unclear and they are faced with perplexing unknowns

**Robyn Jackson**

*How to Plan Rigorous Instruction*



# The Cambridge Learner

## Diligent and deliberate practice

- Students need goal-oriented deliberate practice
- to develop and embed skills
- to improve their understanding and apply their knowledge
- to focus on specific areas of weakness or misunderstanding



# Diligent and deliberate practice in action: Develop and embed skills

## Thunks

- Questions with no “right or wrong” answer. Instead, they focus on thinking, explanation of thoughts, and understanding of concepts
- If *Romeo and Juliet* were a dinner entrée, what would it be?
- What color is climate change?
- If air travel were professors at Hogwarts, which professors would it be?
- What kind of pet is the Pythagorean Theorem?

# Diligent and deliberate practice in action: Improve understanding/build knowledge

## Reciprocal Teaching

- An activity allowing group discussion surrounding a text or image. Its aim is to help engage with the meaning of a source.
  - Group Roles: Questioner, Clarifier, Predictor, Summarizer



# Reciprocal Teaching

**Questioner** asks questions to help the group understand the source: *Who? How? Would the author agree with ...?*

**Clarifier** asks questions to highlight parts of the source that are unclear: *Does anyone know what? Why do you think that?*

**Predictor** asks questions about the future content of the source: *What do you think will happen if....?*

**Summarizer** talks about most important parts of the source in their own words: *The key argument is...*

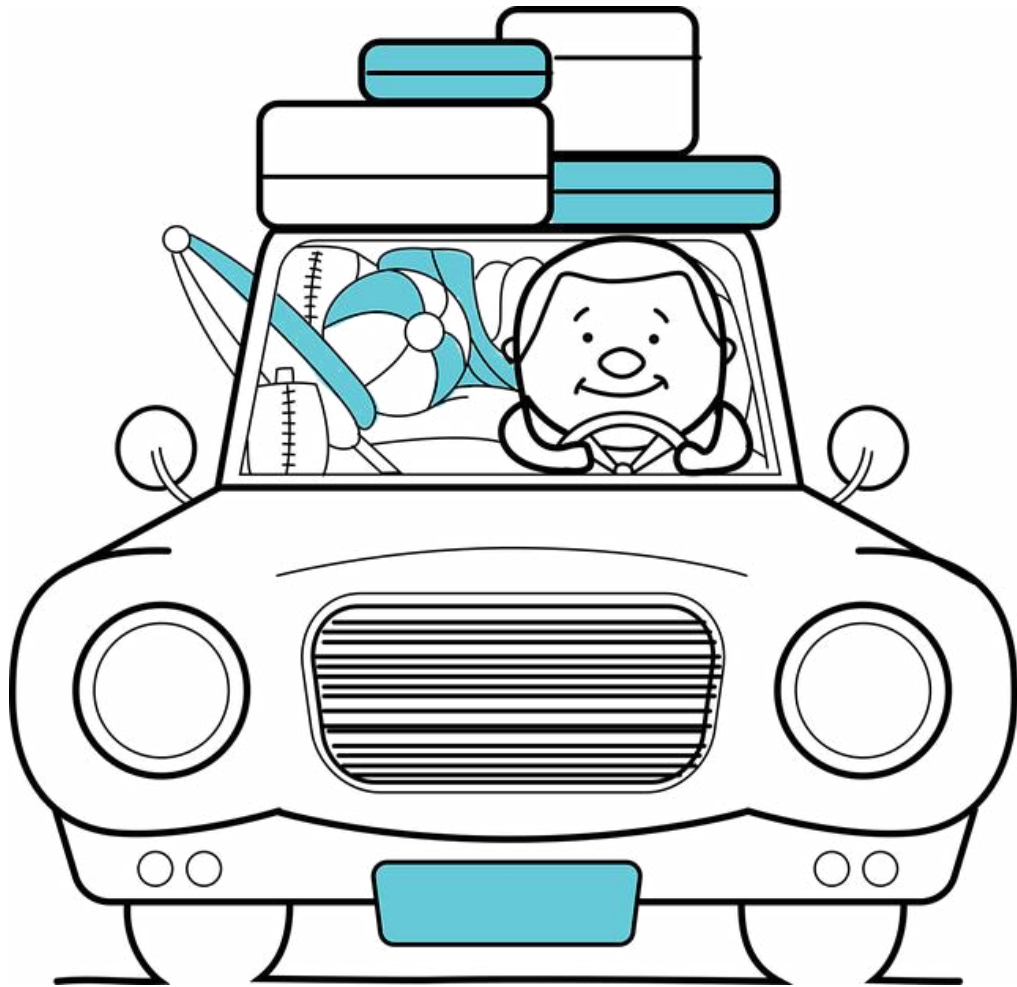
# Diligent and deliberate practice in action: Addressing areas of weakness or misunderstanding

## Reflective learners:

- are aware of their own skills, both strengths and limitations.
- think of a range of strategies to use in response to a problem or question.
- monitor their work, being flexible to change approaches if/when necessary.



# The reflective learner in action



This is a metaphor.

For what is it a metaphor?

How could you explain this metaphor to someone?

# The reflective learner in action

## Cognitive Wrapper

- How did you determine what the metaphor is?
- What challenges did you face in figuring out the metaphor?
  - How did you address those challenges?
- When explaining the metaphor to someone else, where might you have trouble communicating your understanding of the metaphor?
  - What strategies can you utilize to address those difficulties?

# Reflection

## Top Students

- Intellectual Magpie
- Critical and questioning
- Thinks and arranges things in a systematic way
- Can reflect on how they are doing and learning experiences



## The Cambridge Learner

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

Thank you  
Any questions?

