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Guidance on how to achieve learning with understanding is grounded in seven research-based principles of human learning that are presented below (see Box 6-1). 1 In Chapter 7, these principles are used as the framework for the design of curricula, instruction, and assessments for advanced study—three facets of classroom activity that, when skillfully orchestrated by the teacher, jointly promote learning with understanding. These principles also serve as the foundation for the design of ...

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While international comparisons of the performance of advanced students served as a catalyst for the study, its primary motivator was the improved, research-based understanding of teaching and learning that has emerged recently, and its application to improving advanced study.

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LEARNING AND UNDERSTANDING. IMPROVING ADVANCED STUDY OF MATHEMATICS AND SCIENCE IN U.S. HIGH SCHOOLS.

Committee on Programs for Advanced Study of Mathematics and Science in American High Schools. Jerry P. Gollub, Meryl W. Bertenthal, Jay B. Labov, and Philip C. Curtis, Editors. Center for Education. Division of Behavioral and Social Sciences and Education

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Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools The full text of this book is available online through the National Academies Press website.

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Integration of the advanced study curriculum with earlier courses is essential, because building on earlier experiences can contribute to achieving both breadth of knowledge and depth of understanding over a period of years.

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LEARNING AND UNDERSTANDING: IMPROVING ADVANCED STUDY OF MATHEMATICS AND SCIENCE IN U.S. HIGH SCHOOLS By Division Of Behavioral And Social Sciences And Education, Board On Testing And Assessment, Board On Science Education, Committee On Programs For Advanced Study Of Mathematics

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"The primary aim of programs such as Advanced Placement and International Baccalaureate should be to help students achieve deep understanding of the content and unifying ideas of a science or math discipline," said Jerry P. Gollub, co-chair of the committee that wrote the report, and professor of physics, Haverford College, Haverford, Pa.

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