

### **3 DIMENSIONAL INSTRUCTION**

“Effective concept-based teachers in IB programmes understand the principles of synergistic thinking, the transfer of knowledge and socially constructed meaning-making. They have at some point made the following pedagogical shifts in their instruction if they began their teaching career in a traditional two-dimensional model.”

*Concept Based Teaching and Learning, an IB Position Paper by Lynn Erickson*

- **Where is your school in the journey to 3D Learning and Teaching?**
- **What will it take your faculty to reach comfortable levels of 3 D instruction?**
- **What will take you there?**

| <b>3 D LEARNING</b>  | <b>JUST STARTING</b> | <b>WORKING ON IT</b> | <b>IN PLACE</b> |
|--|----------------------|----------------------|-----------------|
| The goal is increased conceptual understanding supported by factual knowledge and skills, and the transfer of understanding across global contexts.  |                      |                      |                 |
| Teacher facilitates student inquiry into important interdisciplinary and disciplinary topics and issues using one or two key concepts as the conceptual draw.  |                      |                      |                 |
| Instruction and learning experiences utilize concepts along with factual content to ensure synergistic thinking. Teacher deliberately uses concepts to help students transcend the facts.  |                      |                      |                 |
| Teacher posts questions of different kinds (factual, conceptual, debatable) to engage interest and to facilitate synergistic thinking.   |                      |                      |                 |
| Students often work in groups to facilitate shared social inquiry, collaboration, synergistic thinking and problem-solving. Students may work independently, in pairs or groups, or across global contexts using the internet or other communication tools.  |                      |                      |                 |
| Teacher uses inductive teaching to draw the statement of conceptual understanding from students near the end of a lesson and posts the central or suggested supporting ideas for later connections to future topics in the curriculum. Students support their understanding with accurate facts as evidence of quality synergistic thinking. |                      |                      |                 |
| Assessments of conceptual understanding tie back to a central (or supporting idea) by incorporating specific language from the idea in the task expectations.  |                      |                      |                 |
| Teacher focuses on student thinking and understanding. He/she is cognizant of each student’s ability to think synergistically.   |                      |                      |                 |