Education Scotland
Foghlam Alba

Breadth, Challenge and Application Workshop

Universal support for moderation

Transforming lives through learning

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Breadth, Challenge and Application

Workshop activity

- This activity is best completed in small groups or pairs
- Each small group/pair should receive a set of statements and the headings Breadth, Challenge and Application under which to place individual statements as appropriate
- Consequently, before beginning the activity, the statements should be cut into individual strips and shuffled

Aim

- To generate discussion in order to develop a better understanding of breadth, challenge and application of learning and their place in the assessment of learners' progress

What is meant by breadth of learning?

Breadth refers to the **number and range of experiences and outcomes** encountered by learners. Learners need to be fully involved in planning how breadth, suitable to their needs, will be increased, and how they will show what they have learned.

Examples of where an increase in breadth can show that a learner is progressing include:

- A growing confidence and competence in skills for learning, life and work
- A broadening range of texts, performances or presentations
- An improving range and competence in skills and concepts
- A broadening use of more advanced language, formulae and equations
- A broadening amount of detail in the descriptions and explanations they give

What is meant by challenge in learning?

Challenge refers to the **attributes, capabilities** and **skills,** including higher order thinking skills which are embedded in learning. For example, many of the Experiences and Outcomes include skills such as analysing, evaluating and creating.

Examples of where an increase in challenge can show that a learner is progressing include:

- Learning in more complex contexts
- Using and/or presenting increasingly complex texts in terms of length, structure, vocabulary, ideas, and/or concepts
- Responding to and producing increasingly complex pieces of work, information and concepts
- Responding accurately and confidently to more complex contexts
- Learners becoming more adept at evaluating their own and other's learning
- Demonstrating increasing responsibility and independence in learning

What is meant by application of learning?

Overlapping with both breadth and challenge, **application** refers to how knowledge and understanding, attributes, capabilities and skills, including higher order thinking skills are used in **new and unfamiliar contexts** so that they become transferable. This is about learners becoming flexible and adaptable in the way they apply their learning.

Examples of progress in application of learning include:

- Using skills and knowledge in different situations
- Using skills and knowledge in creative and innovative ways
- Finding, selecting, sorting and linking information from a variety of sources
- Using information for different purposes
- Creating texts to persuade, argue and explore ideas
- Presenting, analysing and interpreting evidence to draw conclusions

Workshop activity

You will need

For each small group/pair:

- A set of statements from slides 9, 10 and 11, cut out and shuffled
- One set of the headings Breadth, Challenge and Application under which to place individual statements as appropriate

Considering Breadth, Challenge and Application

Activity

- Consider each of the following statements
- Decide whether each statement demonstrates *breadth*, *challenge* **and/*or*** *application* of learning
- After discussion, place each statement under the heading you feel is most appropriate

WORKSHOP ACTIVITY…

The ability to use their knowledge of Social Studies to participate in today's society

Showing increasing detail, complexity and accuracy of responses to stimuli in expressive arts

Numeracy: Use an increasing range of mathematical tools

Developing HOTS

Engaging with an increasing number of Es and Os

Use scientific skills, knowledge and understanding to think creatively and critically

Expressive Arts: Demonstrating increasing skills and confidence in presentations and performances in familiar and routine contexts

WORKSHOP ACTIVITY…

Literacy: Develop critical literacy in a wide range of contexts

The Sciences:

Using a wide range of scientific language, formulae and equations in descriptions and explanations of scientific concepts

Numeracy and mathematics: Work with open ended questions and tasks

Increasing independence in learning

Literacy: Develop critical literacy in a wide range of contexts

Numeracy and mathematics: Work with open ended questions and tasks

WORKSHOP ACTIVITY…

The Sciences:
Demonstrate understanding of increasingly complex scientific contexts and concepts.

Demonstrate an appreciation and understanding of cultural identity

Apply literacy skills across curricular areas and in real and meaningful contexts

Use numeracy and mathematical skills in other curriculum areas

Literacy: Length and complexity of text and task

Breadth, Challenge and Application

Possible answers…

N.B. The following groupings are only one interpretation of where each statement might be placed. The purpose of this activity is to encourage dialogue around the concepts of Breadth, Challenge and Application; both their differences and where they might overlap.

Learners have achieved a ***breadth*** of learning across the experiences and outcomes for a curriculum area:

Increasing number of Es and Os

Numeracy:
Use an increasing range of mathematical tools

Literacy:
Develop critical literacy in a wide range of contexts

Expressive Arts:
Demonstrating increasing skills and confidence in presentations and performances in familiar and routine contexts

The Sciences:
Using a wide range of scientific language, formulae and equations in descriptions and explanations of scientific concepts

Learners can respond to the level of *challenge* set out in these Es&Os and are moving forward to more challenging learning:

Developing HOTS

Increasing independence

Literacy:
Length and complexity of text and task

Numeracy and mathematics:
Work with open ended questions and tasks

Expressive Arts:
Showing increasing detail, complexity and accuracy of responses to stimuli.

Expressive Arts:
Showing increasing detail, complexity and accuracy of responses to stimuli.

The Sciences:
Demonstrate understanding of increasingly complex scientific contexts and concepts.

Learners can *apply* what they have learned in new and unfamiliar situations:

Demonstrate an appreciation and understanding of cultural identity

The ability to use their knowledge of Social Studies to participate in today's society

Use numeracy and mathematical skills in other curriculum areas

Use scientific skills, knowledge and understanding to think creatively and critically.

Apply literacy skills across curriculum areas and in real and meaningful contexts


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