This chapter was difficult for me to read. I found the writing ponderous and redundant. It did not make me want to learn what it was teaching. The author did not heed their own advice and make the subject relevant to me. The chapter seemed most focused on organization.

For the student:
Students do need to be able to use what they learn in other situations. I believe the point of this section was to detail why students need to learn and be assessed in stages. It takes time to learn complex concepts and the time can be structured to assess the students original knowledge of the subject and use their previous experiences to relate to the new material. If the student is taught the underlying structure of a subject, than learning should be easier for them. Then detailed facts about the subject can be learned and practiced. This accumulation of knowledge should become easier as more knowledge is accrued. This will eventually lead to mastery of a subject.

For the teacher:
Teachers need to be experts on the subject matter. This is a nice dream but the realities of public education will probably not allow this. It seems to me that it is difficult to get qualified teachers in the classroom in the first place.

For the environment:
Use technology to enhance learning and bring real world problems into the classroom.

Assessment to Support Learning:
Key concept: Don’t tell students that understanding the material is essential and then just test memorization. Humans are goal oriented and will focus on the facts to get the better grades and may not fully understand what they are parroting back.

Learning and Connections to Community:
Make it relevant to the student. We are social creatures and model our behavior on others. Allow students to see real and interesting people who are successful because of learning.