



Learning is the Goal of Schooling

U.S. Department of State

English Roundtable

Web Chat

June 2008

What question do most people like me ask you when they begin to talk to you about learning?

Think about your best teacher.
What did he or she do to make you think that way?

While that is an interesting question, what is wrong with it?

It still places the focus on teaching rather than learning.

**SO LET'S PUT THE FOCUS
WHERE IT BELONGS.**

ON LEARNING

Let's think about your learning:

- Think about something you do well.
- When did you learn it?
- How did you learn to do it so well? How did you move from novice to expert?

Things you do well were

- Taught to you through a series of intentional actions
- Not developed from simply being told how to complete tasks
- You were given models, feedback, peer support and lots of practice
- Developed over time: novice to expert
- Developed even more when you had to share the expertise with others

We need to consider
and



- Look at different kinds of learners: engaged and reluctant; with different intelligences; with different learning styles and strategies
- Look at differentiated classes
- Look at cognitive structures and input theories



Differences



- The students in our classes are unique in their personalities, cultural experiences and values.
- Different students prefer different learning environments, learning modalities and they all exhibit unique strengths, talents and/or weaknesses.
- If we are to be successful in leading our students through the task of learning we must provide a variety of learning approaches so that these differences can be recognized and provided for in every classroom.

Reluctant Learners

- The term reluctant learner centers the problem with the students which many educators agree is where the root of the problem sits.
- The problem of disengagement is complex and is rarely situated in a single factor, and so a single strategy will rarely turn the situation around.
- One of the factors that could be influencing the reluctant learner is the focus by the instructor on an **intelligence** or **learning style** or **strategy** that the student cannot relate to or is uncomfortable with

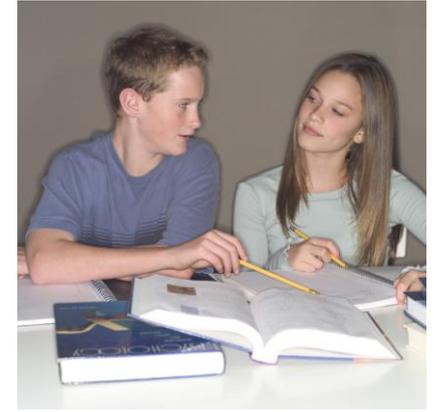
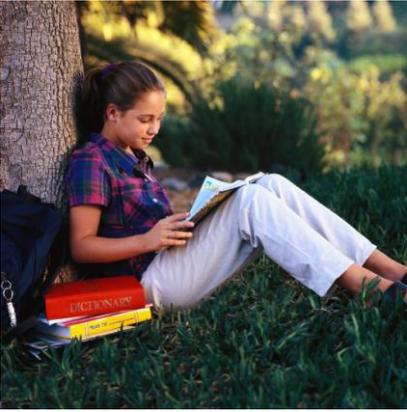
MULTIPLE INTELLIGENCES

Gardner's Definition of Intelligence

- The ability to **solve problems** that one encounters in real life
- The ability to **generate new problems** to solve
- The ability to **make something** or **offer a service** that is valued within one's culture

There are 8 intelligences

Verbal-Linguistic	Logical-Mathematical
Spatial	Musical
Bodily-Kinesthetic	Interpersonal
Intrapersonal	Naturalist



Learning Styles

Silver and Hanson's Learning-Style model



Jung's paradigm of human differences

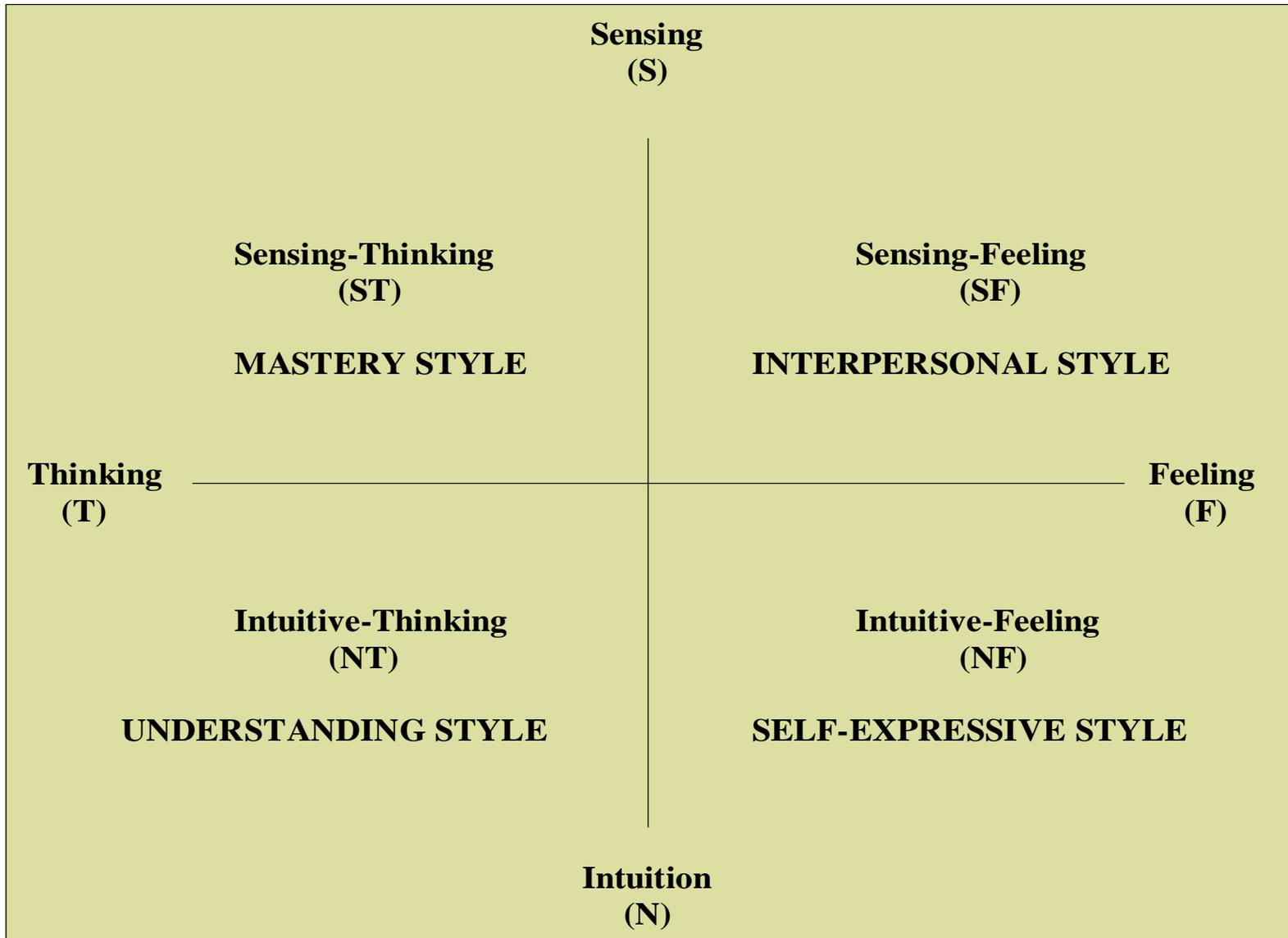
Two fundamental cognitive functions:

- **Perception:** how we absorb information
 - concretely through sensing
 - abstractly through intuition
- **Judgment:** how we process information
 - logically through thinking
 - subjectively through feeling

Four dimensions of personality

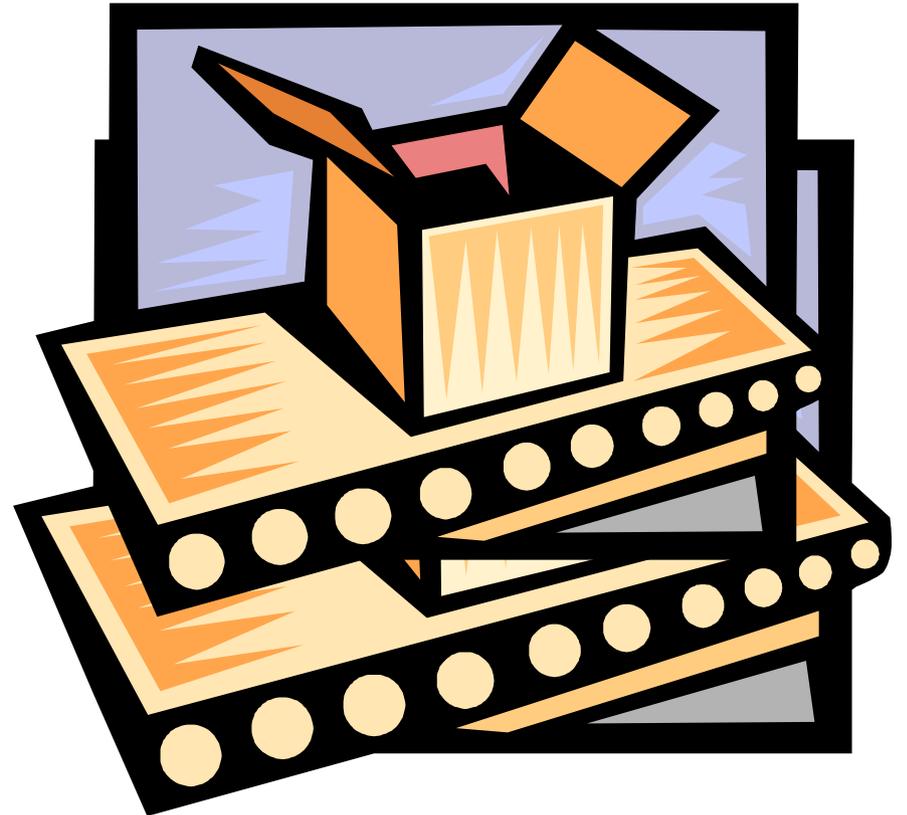
- **Sensing:** tells you that something exists
- **Intuition:** tells you from whence it comes and where it is going
- **Thinking:** tells you what it is
- **Feeling:** tells you whether it is agreeable or not

The Four Learning Styles



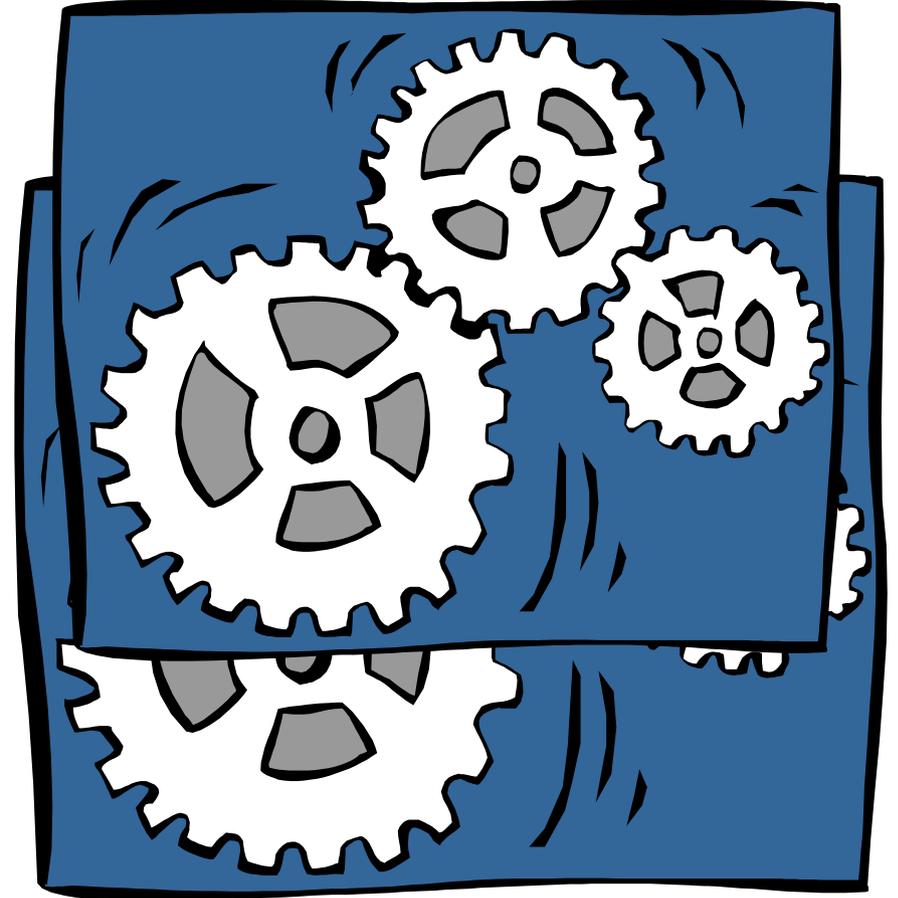
Multiple Intelligences

- Focuses on the Content of Learning
- Pays little attention to how people perceive or process information



Learning Style

- Focuses on the Process of Learning
- Does not directly address the content of learning



Every learning task contains. ..

A Content Focus

My task will focus on: the causes of the Dust Bowl and how feelings get preserved.

At Least One Style of Thought (Learning Style)

Self-Expressive: Pretend I'm in the Dust Bowl. Create a product that reflects how I feel.

Interpersonal: Try to identify with the feelings of people in history.

At Least One Intelligence

Musical: Write a folk song.

Interpersonal: Perform it for the class.

Verbal-Linguistic: Study lyrics to songs by Arlo Guthrie and Bob Dylan to find out what folk lyrics sound like.

Description of Task

I am going to write and sing a folk song that explains what people went through during the Dust Bowl.

Learning Strategies

Can be different for different age groups.

Adult learning begins with and is sustained by self-assessment and self-correction (metacognition). The model also indicates that in addition to metacognition, adults consistently use the following learning strategies: reflection, prior experiences, conversations, and authentic experiences. There are specific techniques adults use when they apply these five learning strategies.

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Taken from: <http://www.learningcircuits.org/2003/oct2003/dobrovlny.htm>

Learning Strategies

Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. For example, the method of loci is a classic memory improvement technique; it involves making associations between facts to be remembered and particular locations. In order to remember something, you simply visualize places and the associated facts.

Some learning strategies involve changes to the design of instruction. For example, the use of questions before, during or after instruction has been shown to increase the degree of learning (see Ausubel). Methods that attempt to increase the degree of learning that occurs have been called "mathemagenic" (Ropthkopf, 1970).

A typical study skill program is SQ3R which suggests 5 steps: (1) survey the material to be learned, (2) develop questions about the material, (3) read the material, (4) recall the key ideas, and (5) review the material.

Research on metacognition may be relevant to the study of learning strategies in so far as they are both concerned with control processes. A number of learning theories emphasize the importance of learning strategies including: double loop learning (Argyris), conversation theory (Pask), and lateral thinking (DeBono). Weinstein (1991) discusses learning strategies in the context of social interaction, an important aspect of Situated Learning Theory.

Taken from: <http://tip.psychology.org/strategy.html>

Learning Strategies

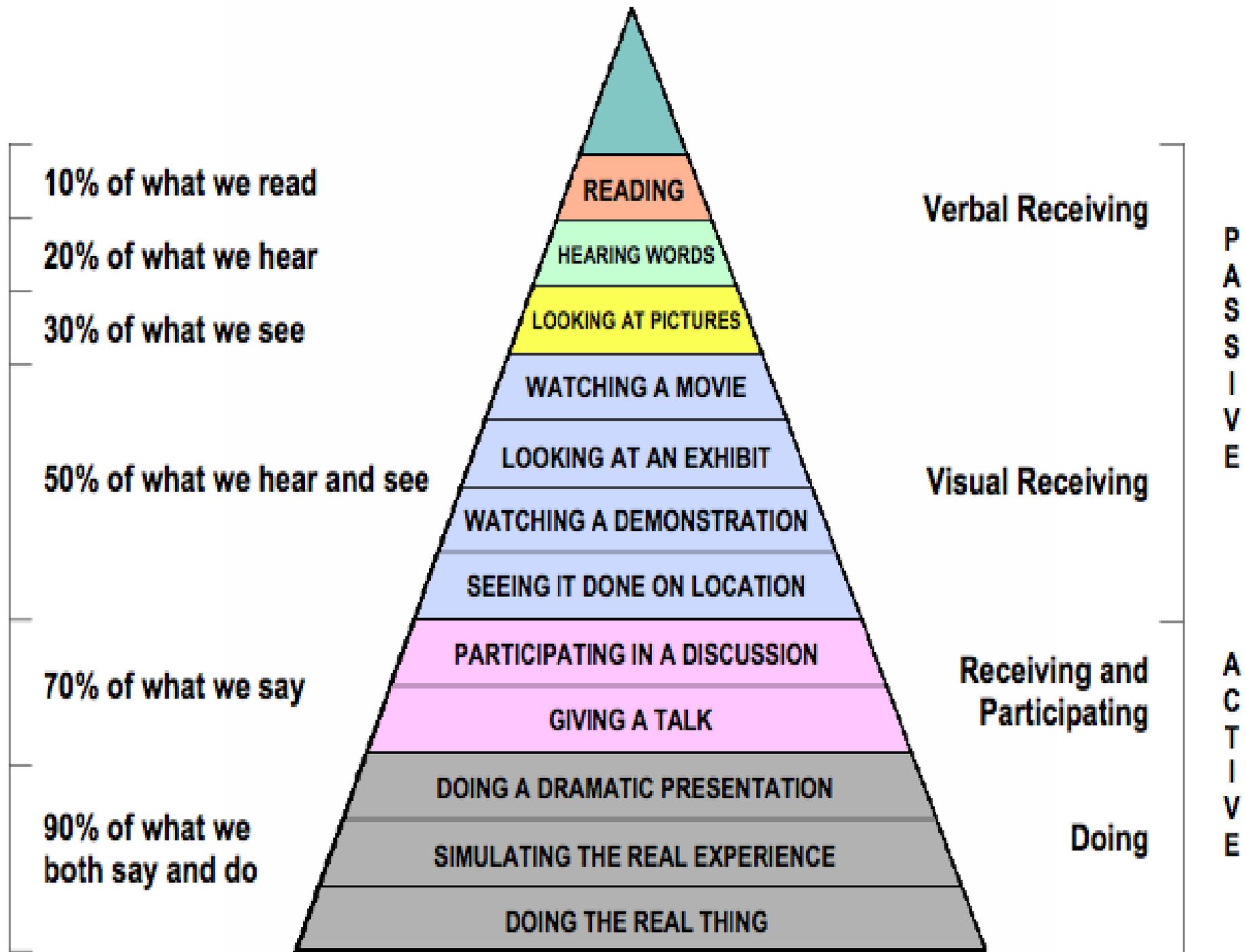
Learning and Study Strategies Inventory (LASSI)

<http://www.dartmouth.edu/~acskills/success/selftest.html>

CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(developed and revised by Bruce Hyland from material by Edgar Dale)



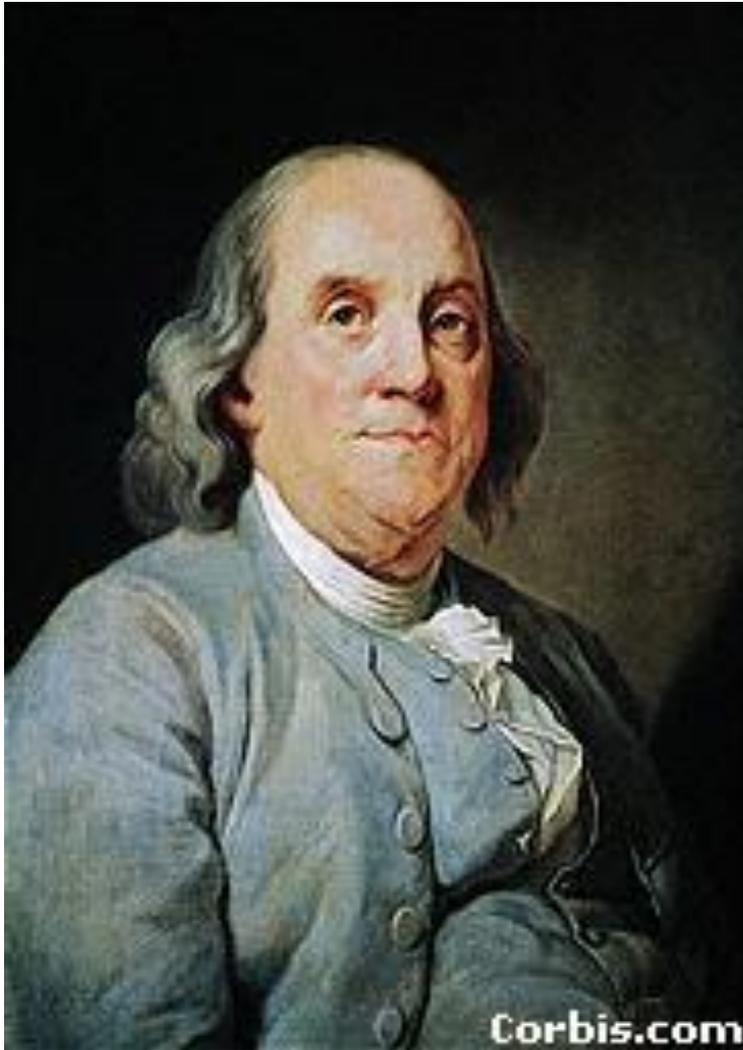
Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969).

Students

According to Gokhale and Johnson and Johnson

- Learn best when they are actively involved in the process
- Learn more of what is taught when working in groups
- Retain learning longer working in small groups than when the same content is presented in other instructional formats
- Appear more satisfied with their classes.

Ben's Wisdom



- **Tell me** and I forget.
- **Teach me** and I remember.
- **Involve me and I learn.**



Knowledge is more powerful than
memory

Teaching and Learning

