

Slide 1


@jtalmarode

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Slide 2

Learning Intention


I will understand the relationship
performance and learning.

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Slide 3


Success Criteria

1. I can compare and contrast performance and learning.
2. I can explain the three phases of the learning process.
3. I can align instructional strategies with the specific phase of the learning process.

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The Learning Process



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1. Sur_____ Lea_____ is the in_____ learning of concepts and skills.
2. That doesn't mean we're not working on com_____, pro_____; it's just that the depth of th_____ isn't there, yet.
3. Whether a student is exposed to a new idea or information through an ini_____ expl_____ or some form of structured teacher-led instruction (or perhaps a combination of the two), it is the intr_____ level that begins with dev_____ g con_____ und_____ g.
4. Surface learning is not sha_____ lea_____. It should not be mistaken for engaging in procedures that have no grounding in conceptual understanding.
5. Surface learning of concepts and skills goes beyond just an int_____ y p_____. Students need the time and space to begin to con_____ e their new le_____. It is through this early consolidation that they can begin to ret_____ e inf_____ n eff_____ ly, so that they make room for more com_____ x pro_____ so_____.g.

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The Learning Process




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1. Students move to deep learning when they plan, investigate, and elaborate on their conceptual understandings, and then begin to make generalizations.
2. This is not about rote learning of rules or procedures. It is about students taking the surface knowledge (which includes conceptual understanding) and, through the intentional instruction designed by the teacher, seeing how their conceptual understanding links to more efficient and flexible ways of thinking about the concept.
3. A teacher who nurtures strategic thinking and action throughout the year will nurture students who know when to use surface knowledge and when deep knowledge is needed.
4. The deep phase of learning provides students with opportunities to consolidate their understanding of concepts and procedures and make deeper connections among ideas.
5. Often, this is accomplished when students work collaboratively with their peers, use academic language, and interact in richer ways with ideas and information.

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The Learning Process

Transfer

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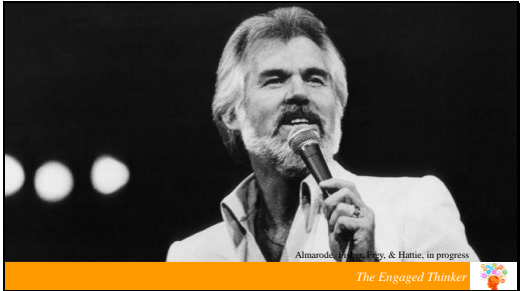
...to take the reins of their own learning, think meta-cognitively, and apply what they know to a variety of real-world contexts.

Transfer

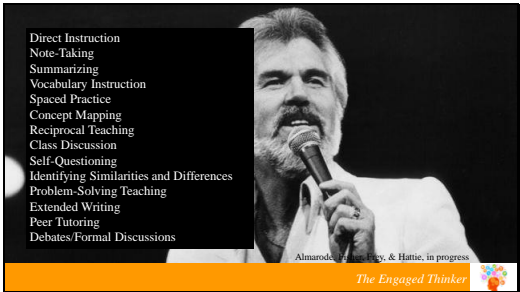
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- Direct Instruction
- Note-Taking
- Summarizing
- Vocabulary Instruction
- Spaced Practice
- Concept Mapping
- Reciprocal Teaching
- Class Discussion
- Self-Questioning
- Identifying Similarities and Differences
- Problem-Solving Teaching
- Extended Writing
- Peer Tutoring
- Debates/Formal Discussions

Slide 12



Representation
Patterns
Emotion
