WHAT IS “LEARNING?”

• As educators, we all want our students to learn. But what does it mean when our students “learn”?
  • Think individually for a minute, and jot down a few ideas about what “learning” means to you.
• Learning occurs when experience causes a relatively permanent change in behavior or knowledge.
• How is this different than “memory”?
  • Think individually for a minute, and jot down a few ideas about how “learning” and “memory” are different.
• From a cognitive perspective, learning and memory are the same. But from a pragmatic perspective:
  • learning involves depth, connection, and meaning;
  • Memory involves surface repetition.
WHY IS LEARNING BETTER THAN MEMORIZATION?

• Effective learning is correlated with:
  • Higher levels of intrinsic motivation;
  • Higher achievement levels;
  • Higher retention rates;
  • More successful social and emotional awareness (Jones & Kahn, 2017)
    • Setting goals, building relationships, managing behavior
1. Learning Outcomes
What are the learning outcomes?

2. Feedback and Assessment
What kinds of feedback and assessment will be provided?

3. Teaching and Learning Activities
What kinds of teaching and learning activities will help achieve the learning outcomes?

Integration
Are all of the components connected and consistent with and supportive of each other?

Situational/Contextual Factors
What are the relevant characteristics of the teaching environment, instructor, and learner?
SO HOW DO WE GET STUDENTS TO LEARN AND NOT MEMORIZE?

- **MAKE CONNECTIONS** (BETWEEN PIECES OF INFORMATION, BETWEEN INFO AND STUDENTS, BETWEEN INFO AND OTHER COURSES, ETC.)

- **Organization of information**
  - Our knowledge is organized in a connectionist web. Presenting and retrieving information in an organized way aids learning.

- **Practice**
  - Rehearsal using varied techniques (both in class, out of class, for assignments, and for assessment) aids learning.

- **Elaboration**
  - We must practice in the correct way; elaborating on information builds connections and aids learning.

- **Meaningfulness**
  - Information that is meaningful, relevant, personal will build connections.
HOW ELSE DO WE GET STUDENTS TO LEARN AND NOT MEMORIZE?

• **Self-efficacy**
  • This is one’s confidence in their competence to successfully complete a task.
  • Is one of the strongest predictors of achievement
  • Has 4 sources, 3 of which educators influence: *mastery experiences, vicarious experiences, social persuasion*, and interpretation of physiological arousal

• **Social interaction**
  • Working collaboratively allows learners to:
    • Hear multiple viewpoints;
    • Gain additional practice;
    • Build broader connections.
THINK-PAIR-SHARE

• Handout 1

• Think: Thinking of your current practices with students, what do you see that you already do that incorporates these major factors?

• Pair: Partner up with a neighbor, and discuss how you already incorporate these ideas.

• Share: Whole-group discussion of ways that you already incorporate these factors.
MODIFICATION(S) OF CURRENT PRACTICE

• Handout 2
• Using the material(s) you brought today, begin taking notes on Handout 2 of modifications you could make to your current practice to align with the information presented today.
• I will be available for consultations during this time.
QUESTIONS?
SELECTED REFERENCES

