בס"ד

THE GREATEST LEARNING MIND MAP IN THE WORLD!

Tell me and I forget
Show me and I remember
Involve me and I understand

ACTIVE versus PASSIVE learning

respectful patient polite

wonder

inspiration

Calm atmosphere

behaviour for learning

curiosity

explore investigate DISCOVER

WHAT? HOW? LEARNING? WHEN? WHERE?

relevant

POWERFUL LEARNING

engaging

deep learning

Five Senses

SUBJECT TASK

FUN

excitement

interest

effort

CONCENTRATION

MEMORISING

mastery

THINKING

INCENTIVES

REWARDS

HIGH EXPECTATIONS

HOW DOES LEARNING WORK?

LISTENING

TEACHING

EXPLAINING

REMEMBERING

SATISFACTION

THE LEARNING ITSELF

Focus

GOOD USE OF TIME

QUESTIONS

encouragement

WHICH IS MORE POWERFUL? incentive or reward

Bloom's Taxonomy (Revised)

CREATING
EVALUATING
ANALYSING
APPLYING
UNDERSTANDING
REMEMBERING

NICE . . . BUT DOESN'T LAST . . .

stickers toys snacks prizes and rewards

EXTRINSIC MOTIVATION

MOTIVATION

INTRINSIC MOTIVATION

I achieved! I did my best! I accomplished! success! now I understand it! now I can do it!

KEEP FOREVER!

imagination

Knowledge

Skills

Understanding

making connections

POWERFUL LEARNING (Ron Brandt)

Personally meaningful

Challenging but Achievable

Appropriate Level

Learner Choice And Control

Built on Prior Knowledge (Constructivism)

Social Interaction

Helpful Feedback

Thinking Skills and Strategies

Positive Emotional Climate

Learning Environment Supports the Intended Learning

Assessment for Learning(AfL): formative / summative

creativity

immersion

TRANSPORTING OUR MINDS

Enquiry and Reflection
Cooperative Small-Group Learning
Students are taught 'HOW to learn' and not just 'WHAT' to learn
Learning Habits are Modelled

Learning is Personal(ised)
(we all learn differently) and Accessible
There is Disciplined, Thoughtful Dialogue, including Powerful Questioning (e.g. Socratic Questioning)
Storytelling

Learning How to Learn

dedication

hard work

Clear Learning Goals

Clear and Explicit Learning Objectives and Success Criteria

Differentiation

POWERFUL LEARNING

Project-Based Learning

HIGHER-ORDER THINKING SKILLS

Metacognition

Meta-Learning

Problem - Solving

Reasoning

Design-Based Learning

Character-Development

Knowledge

Skills

Character

Meta-Learning

(Charles Fadel – see TES link)

Debating

Child-Centred Learning...

and

Learning-Centred Children!

Learning-Strategy Choices
Learning-Improvement Strategies

Deep Thinking

Deep Learning

Reigeluth 1999

Cognitive Education (Reigeluth, Moore)

Teaching and Learning of General Methods of Thinking (Landa)

Multiple Intelligences (Gardner)

Teaching and Learning for Understanding (Perkins, Unger)

Knowledge-Construction: Process as well as Product [focus on cognitive change as well as covering material], Transfer as well as Retention [ability to use, not just remember what has been learnt], How to Learn & Not Just What to Learn (Mayer)

Learning by Doing: teach students to think like 'experts' do (Schank, Berman, Macpherson)

Scaffolding (by teacher)

Self-Scaffolding (by student)

Self-Evaluation
Peer-Evaluation

Growth-Mindset

Can-do Attitude

www.torahschool.co.uk / J. Richards

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