


SmartLearning... anchors



<p>Assessment as learning</p> <p>A•S•K: Shows how well learners are applying skills and knowledge... and where to focus attention for further learning</p> <p>H•U•L•L</p> <p>Cycles of whole-class learning are designed with open-ended, high inference tasks & specific skills and knowledge in mind -- to develop Higher Understanding and Lasting Learning... through deliberate practice.</p> <p>Close, McClaren & Stickley, 2001; Close, 2005 Ericsson et al, 1994,2006;Shenk, 2009</p> <p>We are what we repeatedly do. Excellence, then is not an act, but a habit. (Aristotle)</p> <p><i>Plasticity.....every human brain's built-in capacity to become, over time, what we demand of it...no ability is fixed.</i> (Shenk, 2010)</p>	<p>Balancing Brain Activity</p> <p>A focus on developing both right and left hemisphere activity builds cognitive fluency. Siegel, 2011,2009; BolteTaylor,2009; Peltin & Rippel, 2009; Shenk, 2010</p> <p>With task and goals and in mind, applying BrainSmart learning processes to 'chunks of text' activates and strengthens multiple pathways in the brain and stimulates recall & retrieval... repeated recall strengthens memory...</p> <p><i>Before demonstrating understanding... clearing working memory by generating a keyword gist, summarizing...stimulates metacognitive growth</i> (Robson, 2011; Median, 2009)</p> <p><i>Generating visual and verbal associations between text and experience increased comprehension by 50%... Imagery provided the most opportunity for retrieval of information from long-term memory</i> Kossly, 1976; Wittrock, 1981; Bell, 1991; Medina, 2009, 2011.</p>	<p>Structured-talk</p> <p>Explaining ⇔ Coaching ⇔ Reporting & distributing thinking</p> <p><i>Perceptive, purposeful and challenging 'talk' stimulates, deepens and extends thinking...</i></p> <p>Treasure, 2011; Allington, 2002; Close, 20051; Calkins, 1988;Knapp, 1995;;Fall et al, 2000; Close, McClaren & Stickley, 2001</p> <p>Listening is our access to understanding...</p> <p><i>60% of our communication time is spent listening... we retain just 25% of what we hear...Conscious listening always creates understanding, i.e. A/B-talk</i> (Close, 2005)</p> <p>; RASA: receive•appreciate•summarize•ask questions (Treasure, 2011)</p> <p>Builds community, attachment and interpersonal skills:</p> <p><i>I feel believed in, valued and responsible for learning...</i></p>
<p>Complex Tasks</p> <p><i>The more complex the task, the greater the achievement... the work is substantive, challenging and requires self-regulation</i></p> <p>Open-ended, high inference tasks invite all learners into the learning...</p> <p>Self-regulated learning is a dynamic and task-specific process that develops over time...The mark of successful sel-regulated learning is that strategic processes are activated, monitored, evaluated and controlled when there is a real need to do so</p> <p>(Hadwin, Jarvela & Miller, 2011)</p>	<p>S•A•I•L</p> <p>Solo Application of skills and knowledge to Independent and Learning... through personal inquiries</p>  <p>Developing adaptive expertise:</p> <p>the ability to apply meaningfully learned knowledge and skills flexibly and creatively, to disciplined explorations</p> <p>OECD, 2010, Zimmerman * Schunk, 2011;Decorte et al, 2011</p>	<p>Movement & Hydration</p> <p><i>Movement brings more oxygen to the brain, integrates thinking and increases engagement.</i></p> <p>Peltin & Rippel, 2009</p> <ul style="list-style-type: none"> • Standing increases attention • Physically touching and moving items bumps learning by 30% <p>Medina, 2009, 2011</p> <p><i>Dehydration can decrease your attention and concentration by as much as 13% and reduce short-term memory recall by 7%.</i></p> <p>Peltin & Rippel, 2009</p>
<p>Goal-setting & Reflection</p> <p>Goal-setting in relation to criteria set for tasks and skills personalizes, differentiates and guides learning</p> <p><i>Accuracy of metacognitive monitoring can be increased if learners set clear goals for themselves</i> (Winne,2011)</p> <p><i>...setting challenging goals can significantly increase motivation and performance</i> (Locke & Latham, 2001; Medina,2009)</p> <p>Noticing... develops skill with self-monitoring and self-regulating... <i>...development of self-regulation can be attributed to changes in the regulatory processes, i.e. goal-setting and strategy use</i> (Zimmerman & Schunk, 2011)</p>	<p>M•A•S•T</p> <p>Mindful Application of Skills and Tools to complex tasks... through guided independent reading...</p> <p>With open-ended, high-inference tasks and co-developed criteria in mind, learners set personal goals and mindfully apply skills and tools -- in <i>just-right</i> texts—to open-ended, high inference tasks</p>	<p>Word Work</p> <ul style="list-style-type: none"> • Applying word knowledge to reading and writing • Developing terms and vocabulary <p><i>If you want to go fast, go alone. If you want to go far, go together</i> (African Proverb)</p> <p>SMART BETTER TOOLS. BETTER LEARNING. LEARNING</p>