

Learning Process

This is the anything. In the following chapters, we'll go in depth into every part discussing principles and strategies to optimize them."

Process for learning	Principles
Understand	Build-discussion <u>Madeline Hunter's lesson format</u> or the <u>5E Inquiry-based lesson design</u> are two of the most well-known lesson structures.
memorize	These teachers use different levels of structures to get responses, from a simple Think-Pair-Share structure to a more complex Socratic Circle or Kagan Cooperative structure.
practice	
bridge	
perform	

Madeline Hunter Lesson Plan Model

Getting students set to learn – The first two elements are interchangeable. As stated earlier a distinctive review is optional. However, typically at the beginning of the lesson the teacher may briefly review previous material if it is related to the current lesson.

1) Stated Objectives – Letting students know where they are going. Giving them a sense of where they are headed belays the feeling of being a hostage in a learning experience. This step gives students direction and lets know what they are supposed to accomplish by the end of the lesson.



2) Anticipatory Set – Getting students ready and/or excited to accept instruction. (Please note that giving directions may be part of the procedural dialog of a lesson, but in and of themselves directions are NOT an Anticipatory Set !!!!! The key word here is “anticipatory” and that means doing something that creates a sense of anticipation and expectancy in the students — an activity, a game, a focused discussion, viewing a film or video clip, a field trip, or reflective exercise, etc.). This step prepares the learner to receive instruction much like operant conditioning.

Direct instruction and checking for understanding – This part involves quickly assessing whether students understand what has just been demonstrated or presented.

3) Input Modeling/Modeled Practice – Making sure students get it right the first time depends on the knowledge, or processes to be shown or demonstrated by an expert, or by someone who has mastered what is to be demonstrated or shown. In addition to the instructor, prepared students can certainly model the focused skill, process or concept for peers. Instructors could also use a video for this portion.

4) Checking Understanding – Teachers watch students’ body language, ask questions, observe responses and interactions in order to determine whether or not students are making sense of the material as it is being presented. This portion takes place as instruction is being given. This is a whole class exercise, one in which the instructor carefully monitors the actions of the learners to make sure they are duplicating the skill, process, procedure, or exercise correctly.

5) Guided Practice – Takes place after instruction has been modeled and then checked for understanding to make sure students have it right! The question here is can they replicate what you want them to do correctly? Students are given the opportunity to apply or practice what they have just learned and receive immediate feedback at individual levels.

Independent practice – These last two components can be interchanged.

6) Independent Practice – After students appear to understand the new material they are given the opportunity to further apply or practice using the new information. This may occur in class or as homework, but there should be a short period of time between instruction and practice and between practice and feedback. Essentially they are doing a learning task by themselves.



7) Closure – Bringing it all to a close – one more time. What did they accomplish? What did they learn? Go over it again. As you can see this model is highly repetitive — it is really a drill model and as I indicated earlier not conducive to support a number of high level thinking or feeling functions without some serious alteration or modifications.

Fast Facts: 5 E Instructional Model

- The 5 E method is a constructivist model of learning. **It includes five stages: *engage, explore, explain, extend, and evaluate.***
- Each stage of instruction details the ideas, concepts, and skills needed for student inquiry. In addition, there are expected behaviors for teachers and students, as well as opportunities to demonstrate learning through application.
- The strength of the 5 E model is that it provides multiple opportunities for assessment and opportunity for differentiation.

What is the Think Pair Share strategy?

- Think-Pair-Share. Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes ...

Think-Pair-Share


(Kagan, 1990)

Purpose: Think-Pair-Share (TPS) is a cooperative structure in which partners privately think about a question (or issue, situation, idea, etc.), then discuss their responses with one another. As a relatively simple structure that can be implemented quickly, Think-Pair-Share can be incorporated into almost any form of instruction. It is particularly useful for actively involving all students during lectures. (B. Bennett & C. Rolheiser, *Cooperative Learning: Where Heart Meets Mind*, 1991, p. 201.)

Procedure:

1. Teacher poses a question, statement, issue or prompt to the class.



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2. Teacher provides an amount of time for individual thinking (students can mentally rehearse or jot down ideas).
 3. Teacher asks students to pair up and share responses. Students may clarify and elaborate.
 4. Teacher can randomly choose a number of pairs to share their responses with the class.

Guidelines for Discussion:

1. Talk to each other (not to the teacher!)
2. Refer to evidence from the text to support your answers
3. Ask questions if you do not understand what someone has said, or paraphrase what another student has said for clarification (“I think you said this, is that right?”).
4. No need to raise hands to speak
5. Don’t interrupt, put down, or make fun of another student



One of the best ways to understand something is by taking it apart and examining how its pieces fit together. What are the key elements? How do they interact? What makes it all work? Here are ways to help us deconstruct new information.

Nick Velasquez

Learn, Improve, Master: How to Develop Any Skill and Excel at It

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Taking notes—including observations, questions, and ideas—serves to elaborate on what we study. It promotes connections to other information and to what we already know, making new material easier to understand and memorize. At the same time, it helps us extract main ideas and categorize knowledge based on importance."



