

2019 Teaching and Learning Summit  
Wiley Publishing



**Integrating Learning, Memory, & Experience**  
Fostering Deep and Flexible Learning



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**Anticipation Guide**

Directions: Agree or Disagree or Edit.

1. Anyone can teach.
2. Active learning in students is fostered by note taking and discussions with fellow students.
3. Technology allows teachers to teach more powerfully, more efficiently, and with less effort.

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**Learning and Memory**



Words →

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### Activity Debrief

1. Meaning is constructed during experience.
2. Construction results from processing.
3. Knowledge is organized.
4. When specifics are lost, meaning remains.
5. Strategies are used to function more effectively.
6. We can assess the effectiveness of our thinking.

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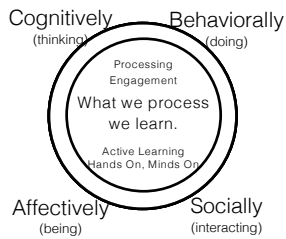
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### 6 Principles of Deep and Flexible Learning

1. Learning through practice at retrieval
2. Learning through varied tasks and purposes
3. Learning at the principle level
4. Learning awareness and control (metacognition)
5. Learning in response to developmental feedback
6. Learning embedded in prior knowledge and experience

(Engle, 2006; Halpern & Hake, 2003; Mariano, Doolittle, & Hicks, 2009; Wagner, 2006)

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### Learning and Memory

What we process we learn					
Cognitive Processing	Behavioral Processing	Social Processing	Affective Processing		
Practice at Retrieval	Vary Tasks and Purposes	Principle Level	Awareness and Control	Developmental Feedback	Prior Knowledge & Experience

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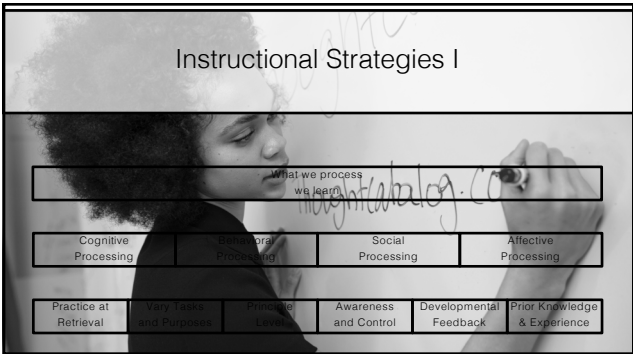
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### Instructional Strategies I



What we process we learn					
Cognitive Processing	Behavioral Processing	Social Processing	Affective Processing		
Practice at Retrieval	Vary Tasks and Purposes	Principle Level	Awareness and Control	Developmental Feedback	Prior Knowledge & Experience

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### 25-Word Summaries

**Learning Environment:** Students create clear and coherently organized 25-word summaries that reflects the essential meaning of the current reading, lecture, video, movie, activity, or experience.

**Learning Artifact:** Students analyze and interpret a reading, lecture, video, movie, activity, or experience in order to extract the essential meaning and compose a 25-word summary.

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### 25-Word Summaries

A Sample (after reading an article):

Through developing, implementing, and assessing model-eliciting activities, engineering faculty members' beliefs and decisions about teaching, learning, and assessment shift from teacher-centered toward student-centered.  
[23 Words]



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### 25-Word Summaries

**Grading:** Each Chapter Summary Statement is worth 50 points and will be graded using the following criteria:

1. Structural Format	10 pts
a. Is the summary 25 words or less?	
b. Is the summary a coherent sentence, or sentences?	
c. Does the summary avoid a simple listing of concepts, terms, or themes?	
2. Clarity of Thought and Expression	15 pts
a. Are the ideas expressed well, well thought out, and integrated?	
c. Does every word in the summary have a meaningful purpose?	
d. Are correct grammar and syntax used?	
3. Delineation of Core Message	25 pts
a. Does the summary accurately reflect the reading's central or essential message?	
b. Are the reading's central or essential messages fully integrated?	
c. Does the summary reflect an understanding of the reading?	

Plus Developmental Feedback



with Dragon Dictate

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### 25-Word Summaries

- ✓ 1. Learning through practice at retrieval
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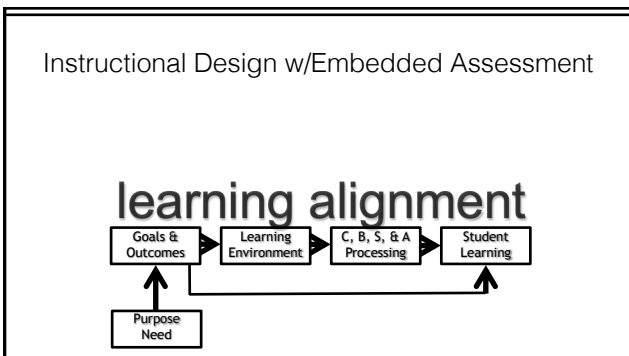
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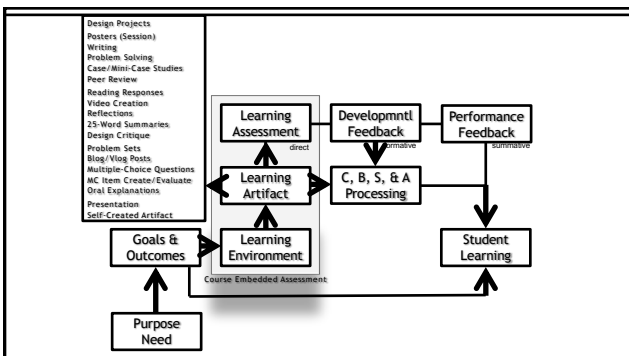
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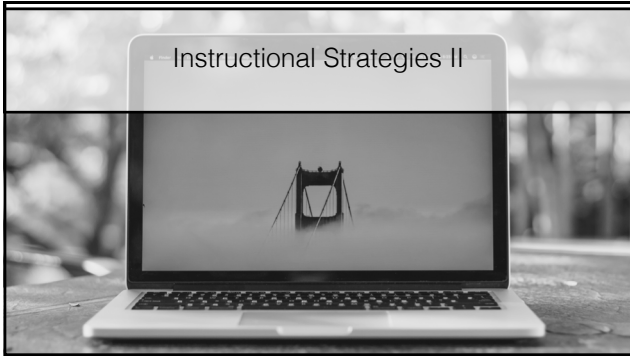
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### Oral Explanations

**Learning Environment:** Students create clear and coherently organized 10-15 minute videos that reflect the student's understanding of the current topic under discussion, plus an application to their lives.

**Learning Artifact:** Students analyze and interpret readings, notes, and discussions; organize concepts and ideas; apply to a life issue; create an oral explanation.

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### Oral Explanation

**Grading:** Each Oral Explanation is worth 100 pts and will be assessed using the following criteria:

- |   |        |
|---|--------|
| 1. Organization   | 20 pts |
| a. are introductions and conclusions used effectively?                                  |        |
| b. do the expressed ideas follow a logical progression?                                 |        |
| c. are explanations and applications provided?  |        |
| 2. Clarity of Thought and Expression  | 20 pts |
| a. are the ideas expressed well, well thought out, and integrated?                      |        |
| b. are there clear and logical transitions between ideas?                               |        |
| c. are correct grammar and syntax used?   |        |
| 3. Essential Content Explanation  | 30 pts |
| a. does the content of the explanation accurately reflect the addressed constructivism? |        |
| b. does the explanation explain, rather than just list, the main concept components?    |        |
| c. is the content of the explanation free from personal interjections?                  |        |
| 4. Essential Content Application  | 30 pts |
| a. is a problem, issue, or situation explained clearly?                                 |        |
| b. are concepts from the texts and class used to address the cited problem?             |        |
| c. is the application thorough, meaningful, and appropriate?                            |        |

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### Oral Explanation

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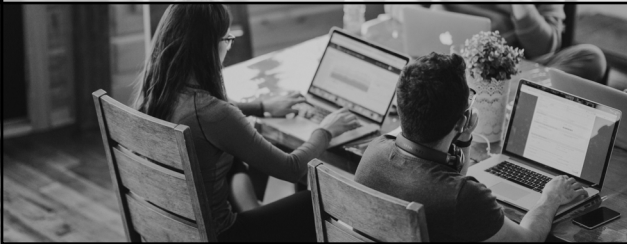
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### The 7 C's of (Internal) Motivation



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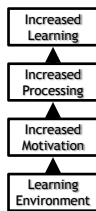
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### The 7 C's of (Internal) Motivation

1. Choice
2. Caring (interest/value)
3. Control
4. Challenge
5. Collaboration
6. Competence
7. Curiosity



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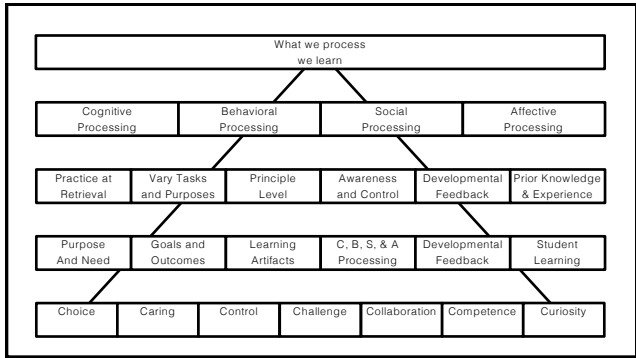
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