



Strategies for Fostering Deep & Flexible Learning

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Anticipation Guide

Directions: Agree, Disagree, or Edit as needed.

1. Student's performance on multiple choice tests and course projects reflect their deep understanding.
2. Deep and reflective learning is grounded in complex cognitive understanding.

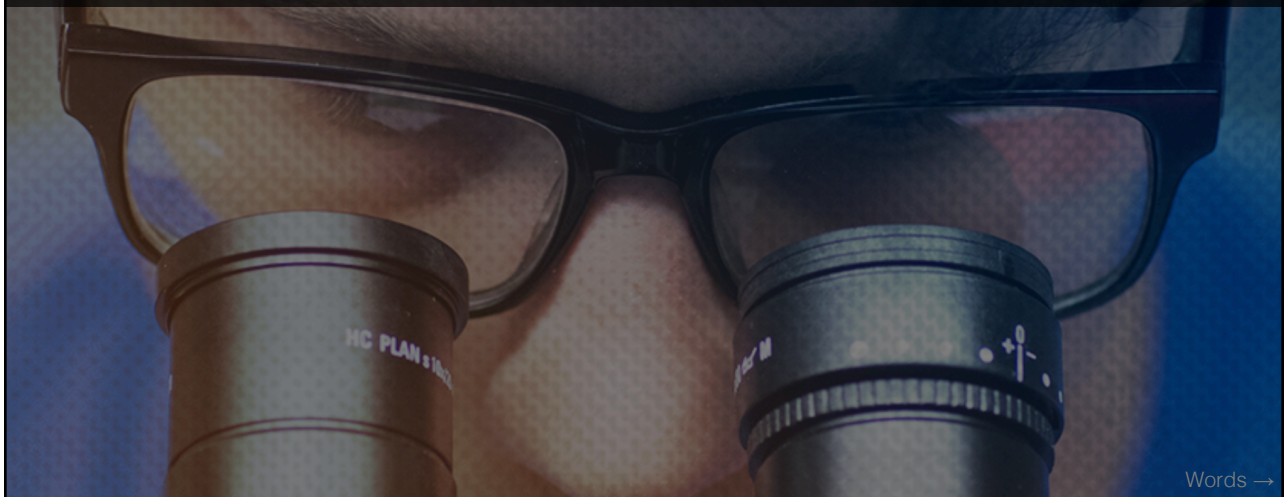
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Just Say No



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Learning and Memory I



Words →

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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**

(Fullen, Quinn, & McEachen, 2018; Samuels-Peretz, 2017; Zheng, 2018)

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Shallow Learning

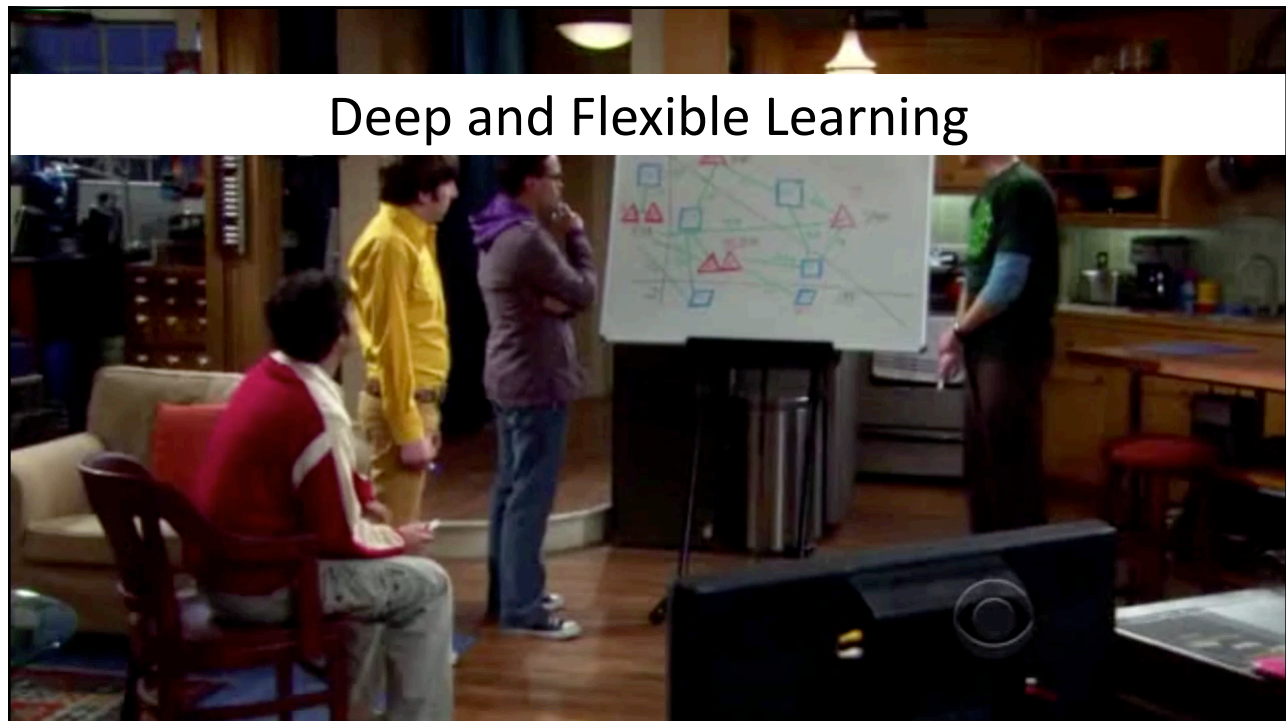
What we process
we learn.

Deep & Flexible Learning

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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.

D & F Processing: 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):

A postmodernism concept of a dynamic and holistic construction of knowledge is favorable in deconstructing the current system, a modern concept of a fixed reality.

[25 Words]



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Developmental Feedback

The summary has captured some essential ideas from the reading, although the expressions of these ideas needs a bit of refinement. It hedge a bit that a postmodernist view of knowledge involves multiple perspectives, dynamic and changing, textually knowledge and contextually bound. Value is well captured in the summary. Highlighting the relationship between XXV-perspectivist is also nice but the challenge is creating a 25 word summaries were every word counts and that the best representation of the ideas is both clear and concise.

In the first half of the sentence dealing with postmodernism, the phrase "multiplicity, dynamic and holistic" is a challenge to describe it. How might this be rephrased for better clarity? Perhaps "something like" in postmodernism knowledge is not viewed as dynamic, holistic, involving multiple perspectives. In the second half of the sentence, where capturing a central idea from the reading, a description of a fixed reality," could also be made clearer.

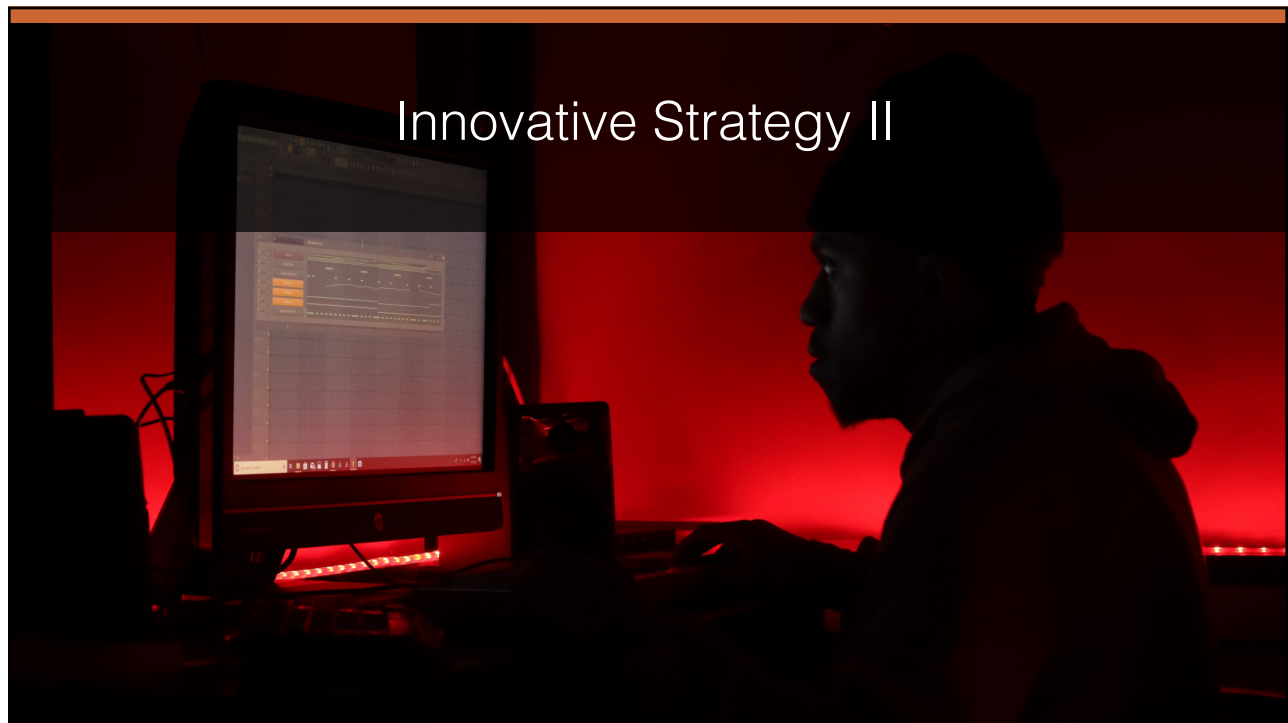
Part of the challenge of the last part of the sentence is that the focus shifts from knowledge to reality, reconstruction of human knowledge" versus "modernism concept of a fixed reality". It would be clearer to maintain the focus on knowledge and simply contrast post-modernism's multiple perspectives and dynamic/holistic knowledge with modernism's fixed, objective, scientific knowledge. In this case you can end up with a summary such as "In postmodernism knowledge is viewed as dynamic, holistic, and holistic involving multiple perspectives, while modernism views knowledge as objective and fixed. This is revised on summary would misrepresent everything that Deconstruction does in your summary. The idea of deconstructing the constructed in summary would still need to be integrated into the revised summary. In addition, the revised summary is not perfect. It is possible to write a summary without the possibility of making a mistake, but that is a mistake, but more time is just a way of thinking about the problem. Right now create a parallel structure in the summary that will make it easier to comprehend.

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25-Word Summaries

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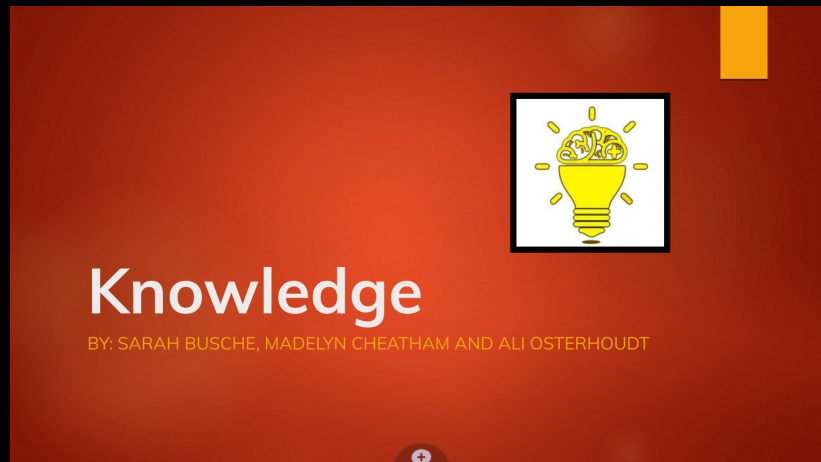
Learning Team Facilitation

Learning Environment: Small groups of students are responsible for collaborating (online!) to **summarize** and **synthesize** assigned materials, **create** a presentation for their peers, and **facilitate** discussion for the week.

D & F Processing: Students **analyze** and **interpret** readings, **extract** meaning, collaborate to develop a presentation and **facilitate** discussion throughout the week.

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VoiceThread for presentations



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Learning Team Facilitation

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The Project

Learning Environment: Students **select a topic** related to educational psychology and **generate a project** that allows them to demonstrate their **deep understanding** of that topic.

D & F Processing: Projects may include a literature review, experiment, video, informed position paper, artifact development, applied behavior analysis, whatever best works for the student and topic. Students must **analyze** and **integrate** their topic, develop a **deep understanding**, and **clearly represent** their understanding.

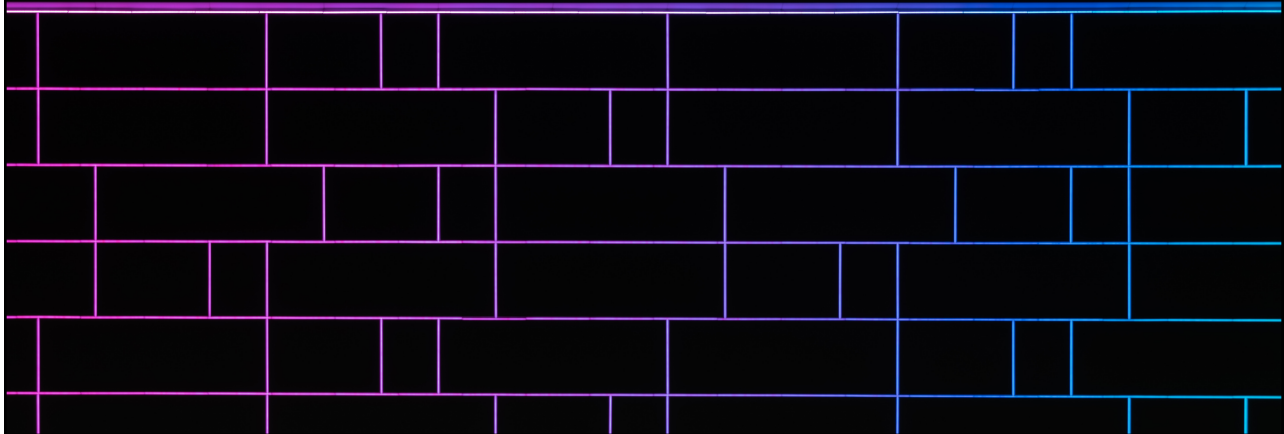
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The Project

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Innovative Strategy IV



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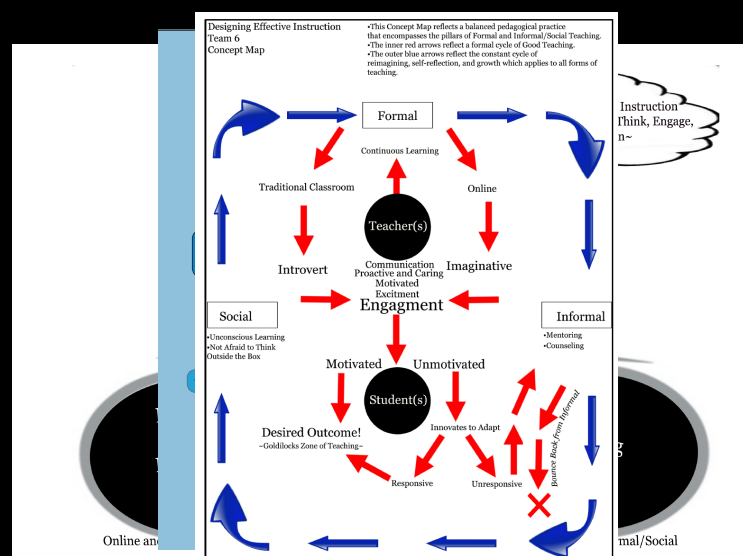
Concept Mapping

Learning Environment: Small groups of students (or individuals) create a concept map that **demonstrates** their understanding of the content, specifically connections between **concepts** and **principles**.

D & F Processing: Students use **existing knowledge** and rely on **strategies** to produce a map that demonstrates visible representation of **connections** between principles, thoughts and theories.

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Concept Mapping



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Concept Map

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The End.

1. 25-Word Summaries
2. Learning Team Facilitation
3. The Project
4. Concept Maps



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A photograph of a person sitting at a wooden table, reading an open book. A cup of coffee sits on a saucer to the left of the book. The person's hands are visible, holding the book open. The background is slightly blurred, showing some greenery.

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