

# Primary Care Veterinary Educators Symposium

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## Developing Knowledge Strength and Integration: Thinking Deeply and Flexibly

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### I. Introduction: What's Our Focus?

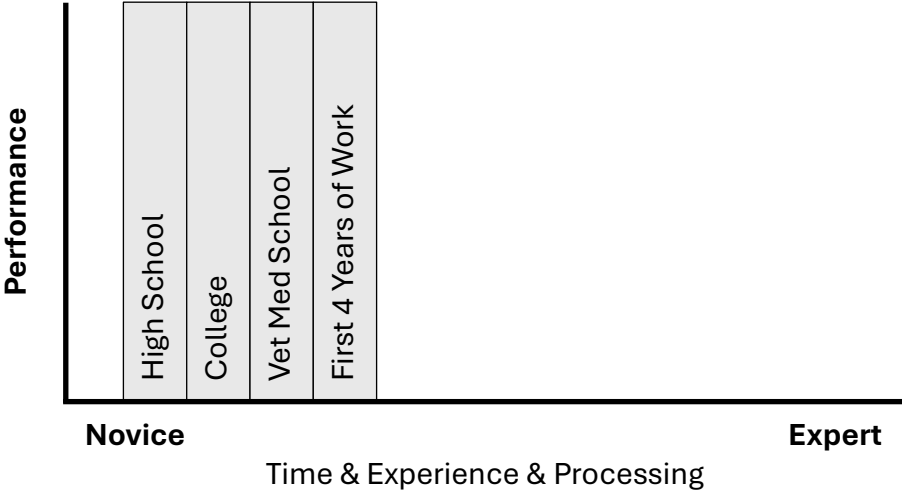
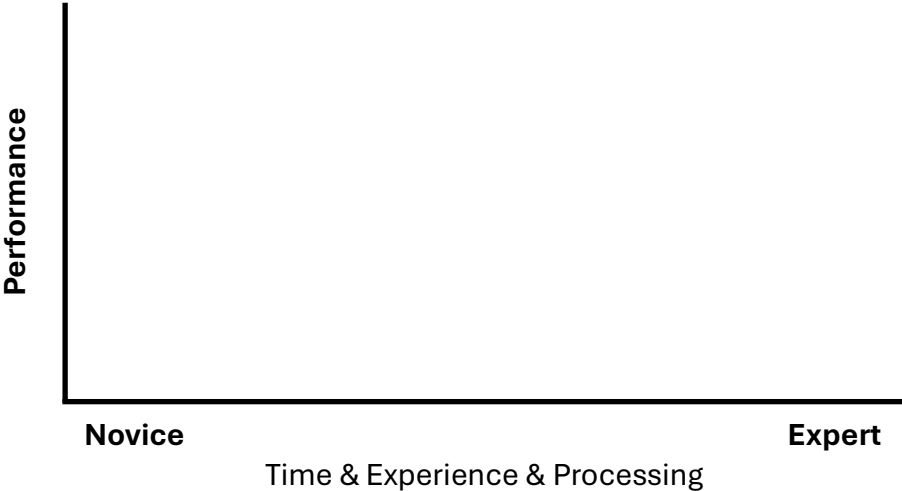
- a. *Directions:* Consider each of the following statement and (a) agree, (b) disagree, or (c) edit the statement to make it more agreeable.
1. Learning involves students doing things and thinking about the things they are doing.
  2. Highly interactive classes result in more student learning than lecture-based classes.
  3. Learning is based on thinking: reflecting on ideas, reviewing knowledge, and completing tasks.

### II. Durable Knowledge

- a. Characteristics of Durable Knowledge
- Easier to Remember
  - Easier to Retrieve
  - Easier to Apply
  - Easier to Generalize
  - More Integrated
  - More Automated
  - More Efficient
  - More Flexible
  - Resistant to Forgetting
  - Resistant to Interference

III. From Novice Toward Expert

a. Expertise



#### IV. Meaning to Memory to Learning

a. A Bunch of Words

b. Meaning, Memory, and Learning

c. What is Meaning?

d. How do we teach toward meaning?

Connect \* Integrate • Adapt

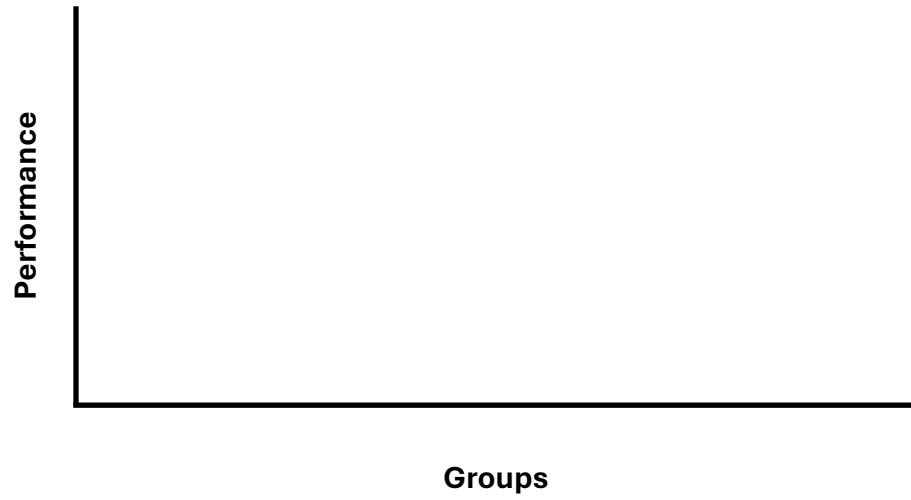
- Meaningful Learning

- Elaborative Learning

- Integrative Learning

## V. Processing to Meaning to Memory to Learning

a. A Bunch of Word Pairs



b. Processing, Meaning, Memory, and Learning



## VII. Durable Learning Over Time

