



Welcome to the Parents Workshop

How to learn better

24 Jan 2019

Groupwork to start

On large pieces of paper create a diagram to show:

1. What would you like to know?
2. What do you think should be in a good lesson?
3. How do you think students learn?
4. What characteristics do good teachers need to have?

**What did we learn over
the past workshops?**

Some reminders



Top 10 skills...

... in 2015

- 1. Complex problem solving**
- 2. Coordinating with others**
- 3. People management**
- 4. Critical thinking**
- 5. Negotiation**
- 6. Quality control**
- 7. Service orientation**
- 8. Judgment and decision-making**
- 9. Active listening**
- 10. Creativity**

... in 2020

- 1. Complex problem solving**
- 2. Critical thinking**
- 3. Creativity**
- 4. People management**
- 5. Coordinating with others**
- 6. Emotional intelligence**
- 7. Judgment and decision-making**
- 8. Service orientation**
- 9. Negotiation**
- 10. Cognitive flexibility**

What might be needed in the future is changing and very different from our time at school



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Yesterday and today
Have Classrooms changed that much?

Advanced Learning

Traditional

Memorisation

Rote learning

IQ tests

**A PATH INTO THE
FUTURE**

One subject

National perspective

Passive learning

Learning facts

Modern

Critical Thinking

Technology enriched

Education whole student

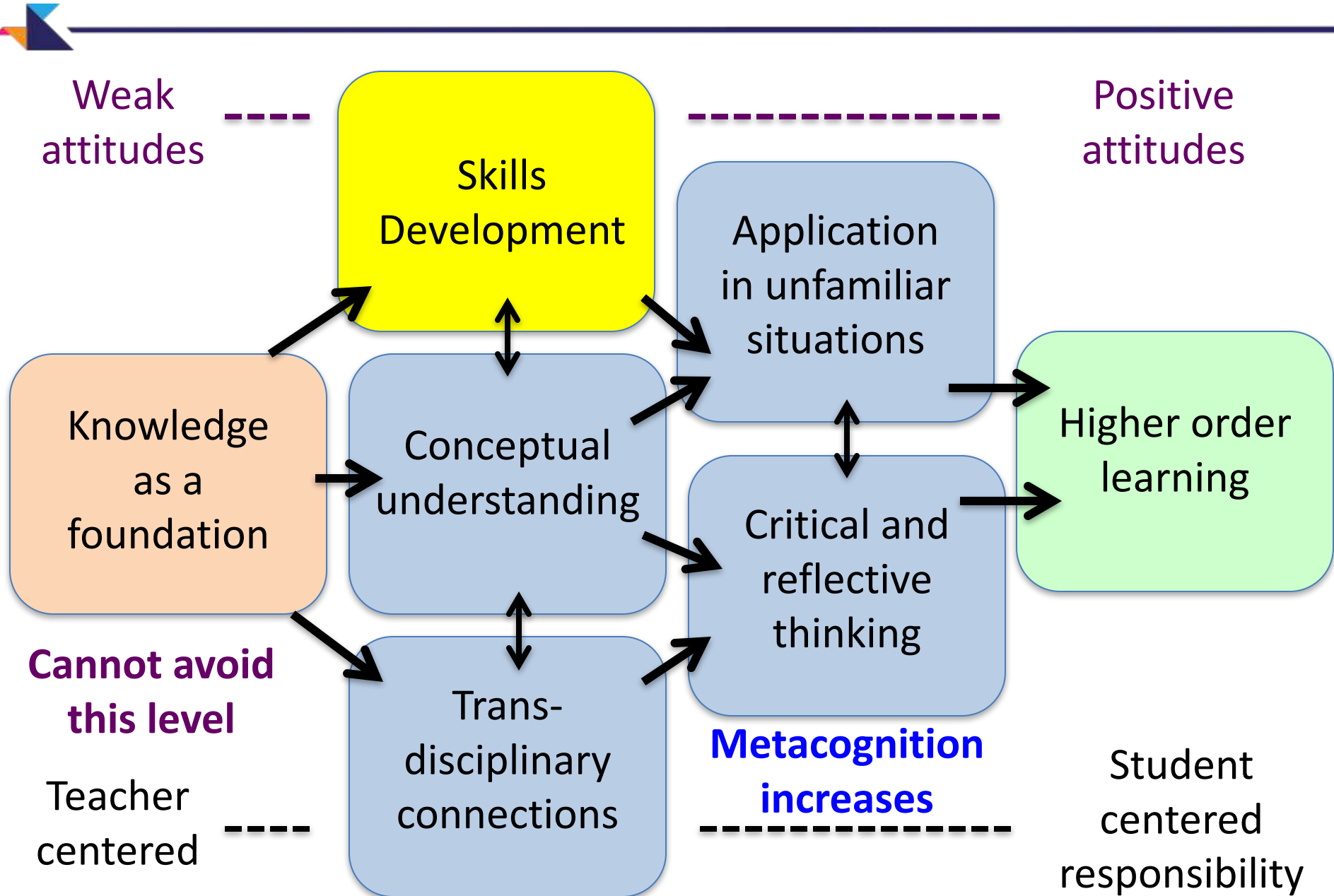
Learning across subjects

International perspective

Active learning

Thinking conceptually

The process of good learning



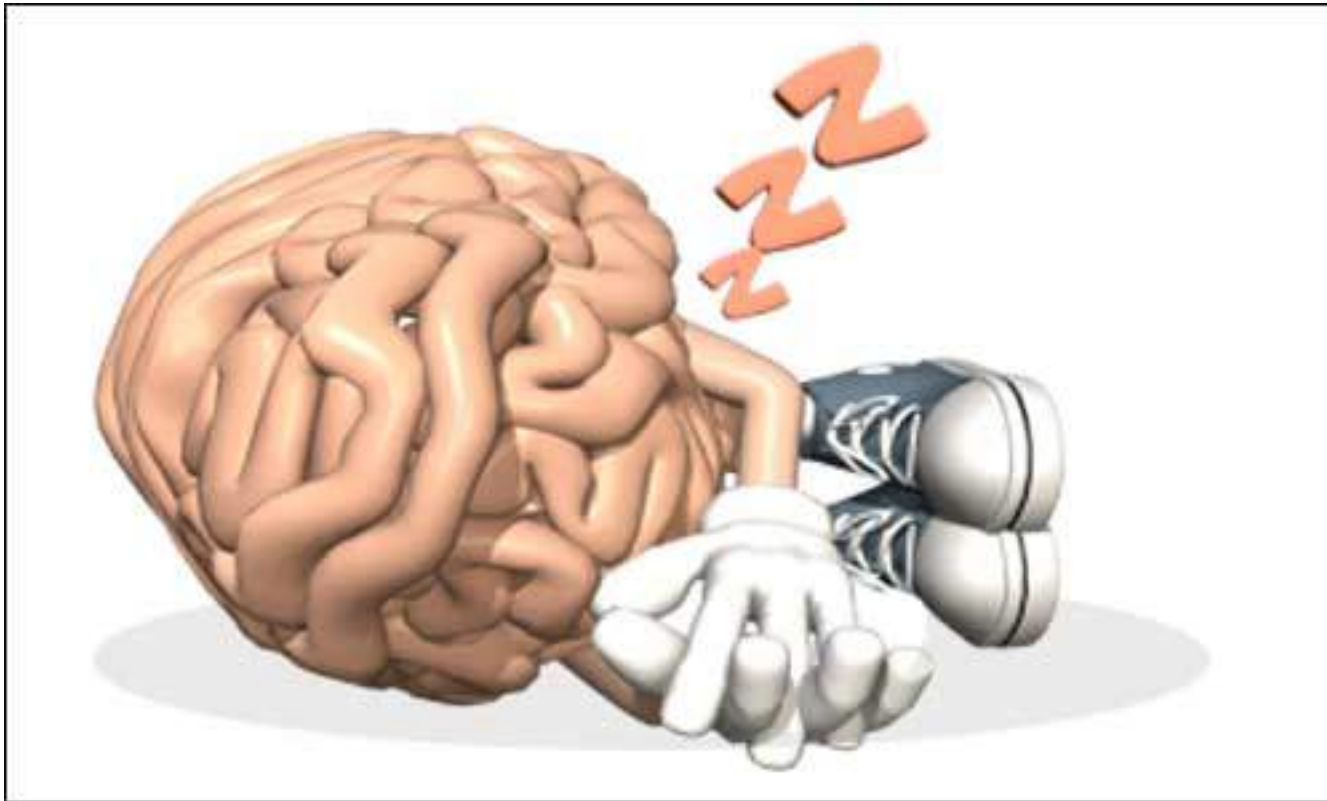
Learning is not just intellect



Healthy body =
more brain power



1. Sleep



The better you sleep the more
intelligent you get

2. Exercise



Exercise makes you more intelligent

Learning is hard



What we just did is known as
Retrieval Learning

- Was it hard to remember and think about this?
- This is good learning – if it is too easy we do not learn. We will come back to this

‘The mind is not designed for thinking’

Willingham (2009) p3

- We rely on memory more often than thinking
- We must create **TRANSFER** from our working/ short term memory to long term memory to fix learning. And we need to use it regularly.
- We need to learn how to think well
- Thinking requires uncertainty and making mistakes

The importance of knowledge



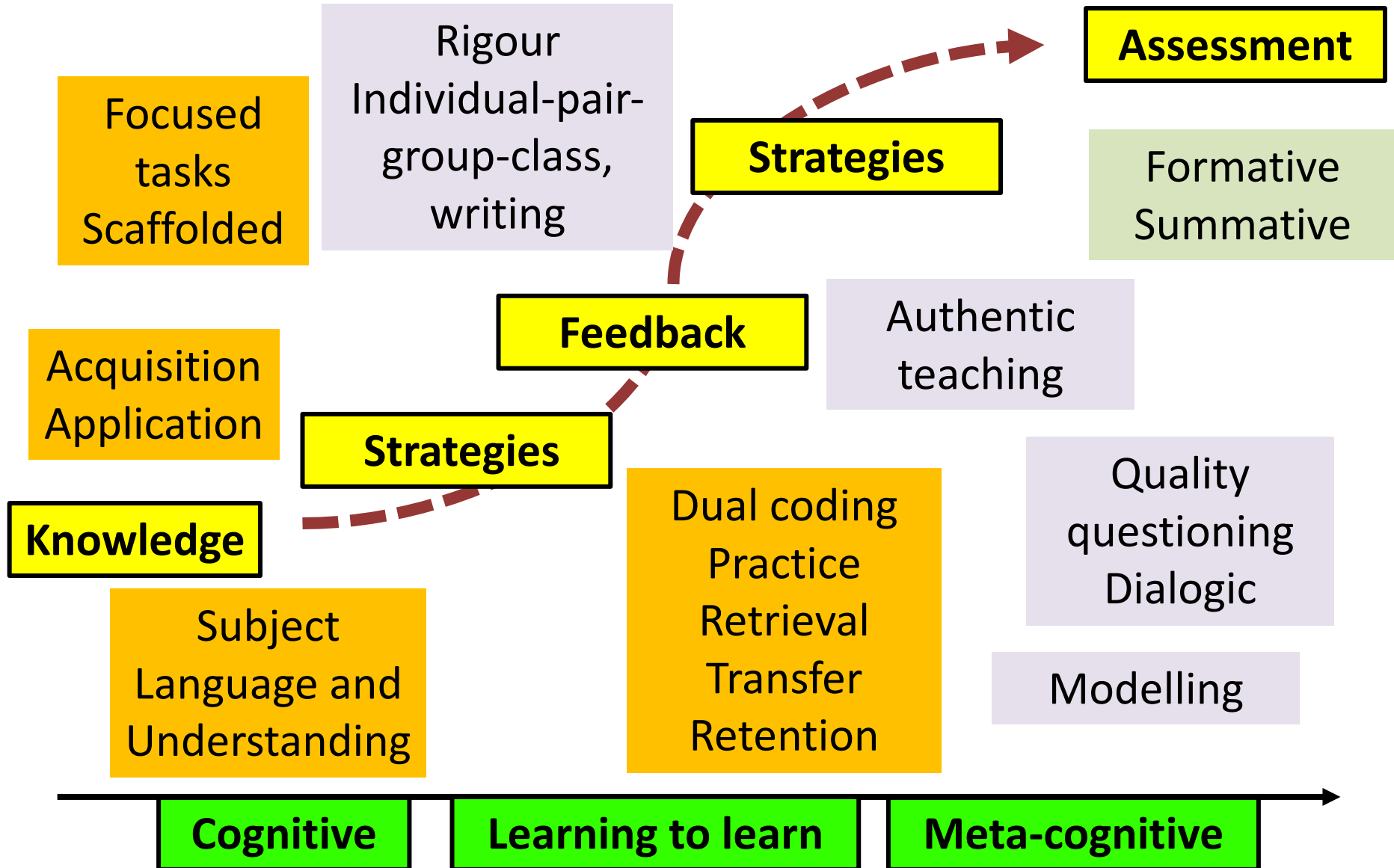
Daniel Willingham

- Factual knowledge must precede skills (p19)
- Thinking = combining information in new ways (p21)
- Critical thinking processes such as reasoning and problem solving – are intimately intertwined with factual knowledge that is stored in long term memory (p22)
- Background knowledge is necessary for cognitive skills (p28)
- Factual knowledge improves your memory (p32)

‘Memory is the residue of thought’ p54

The process of learning

Individual progressive change over time




Peps Mccrea – UK Learning Institute 2018

- Learning is both a process and a product
- Aim of learning is to generate a persistent change in knowledge
- With thinking we change our memory...what we make sense of is limited by what we know...The more we know, the better we can think, and the better we think, the more we can know.

In the classroom

Teachers matter





What teachers do matters.....The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers (p22)

When these professionals see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific, and challenging goals.... they provide students with multiple opportunities and alternatives for developing learning strategies (p22)

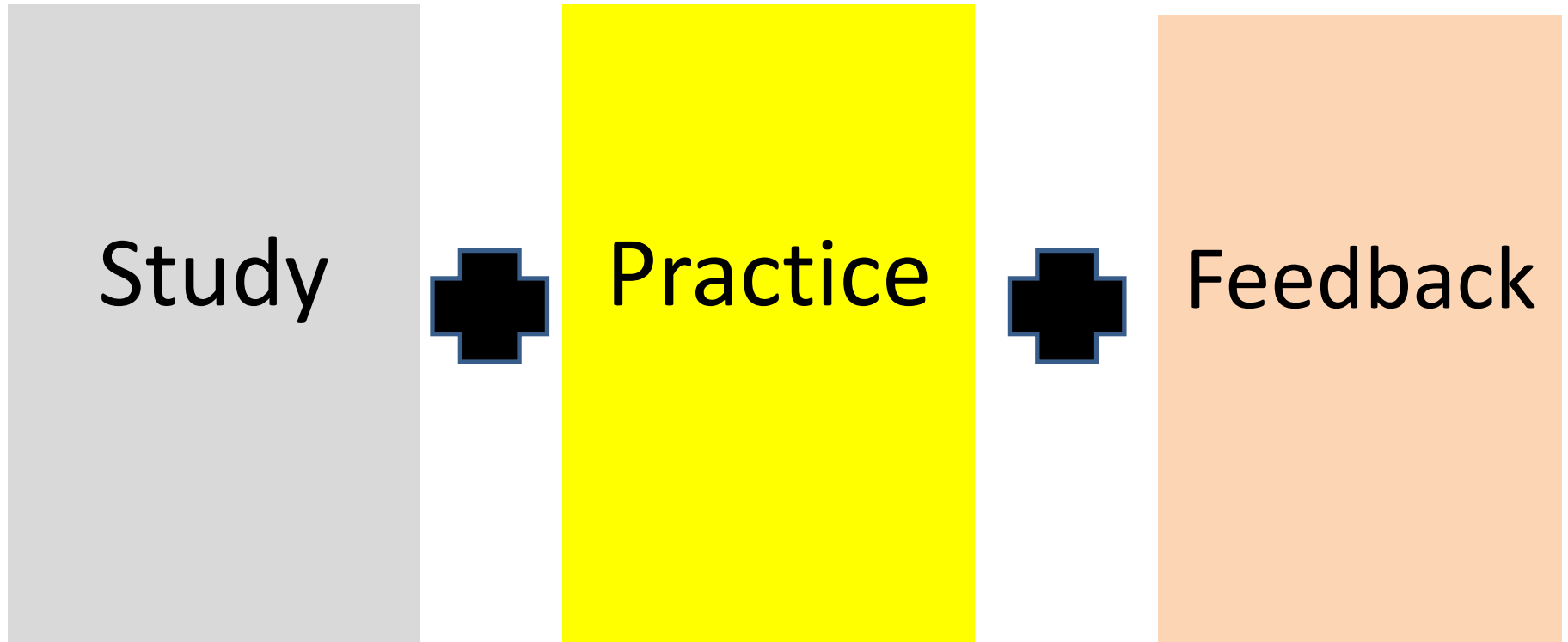


Most powerful effects on learning

1. Instructional quality
2. Direct feedback
3. Direct teacher instruction

In Daisy Christodoulou (2014) 7 Myths about Education, Routledge

The power of:



Is a dependable way to learn

Six key ways that parents can help students learn

From Yana Weinstein (2018)
Understanding How We Learn
David Fulton Book



Improving learning

- Spacing
- Developing Understanding or Elaboration
- Concrete examples
- Visuals
- Retrieval



Your children will learn more if their practice with the material they are encountering at school is spaced out over time.

Repetition is important, but repetition is most effective when the presentation of information is spaced out over time.

When your children have an exam how many of them read as much as you can the night before?

This is cramming.....it is not good

It might work for the exam BUT they forget everything quickly afterwards. This means they have to work harder the next time they need the information.

Spacing Tips 1:

Help your child plan out a study schedule, and stick to it

- Children need to get used to a routine of revisiting schoolwork for at least a little bit each day at home

Developing Understanding or Elaboration

Elaboration simply means:

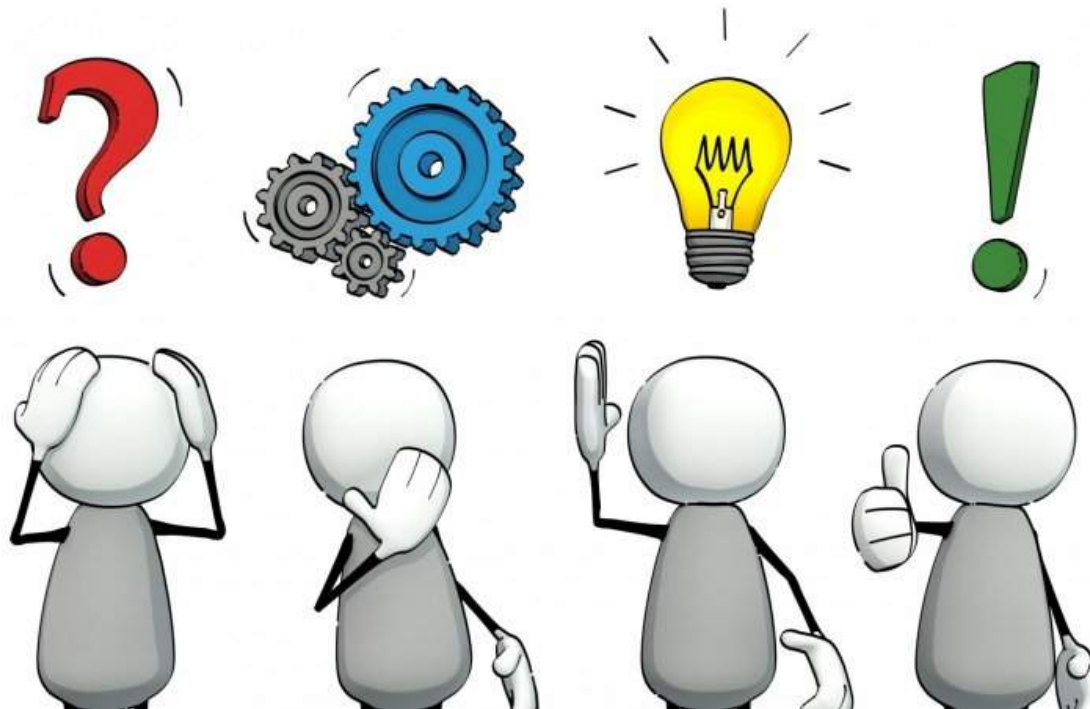
Asking yourself questions about **how** and **why** things work and **what** the result might be



Elaboration Tips:

- You help when you spend time with children playing and talking to them

Elaboration improves the way students think, but only if this becomes a habit when they learn



Concrete examples

Using **Concrete examples** simply means:

- Thinking about how the ideas that you have can be turned into something real.



Concrete Examples Tips:

- Point out concrete examples in your environment that might relate to what your child is studying at school.
- Obtain a weekly curriculum, where you can find the themes and topics your child is learning about at school; these could be a good basis for the concrete examples you point out.

Visuals simply means:

Using pictures as well as words to learn



Concrete Examples Tips: Dual Coding

- Help your child represent the concepts they are learning both visually and verbally, using simple sketches and explanations.
- Younger children: when reading, stop reading and make a deliberate effort to explain how the picture relates to the words.
- For a bit of fun, you can take turns drawing and describing concepts with your child, making it into a game!

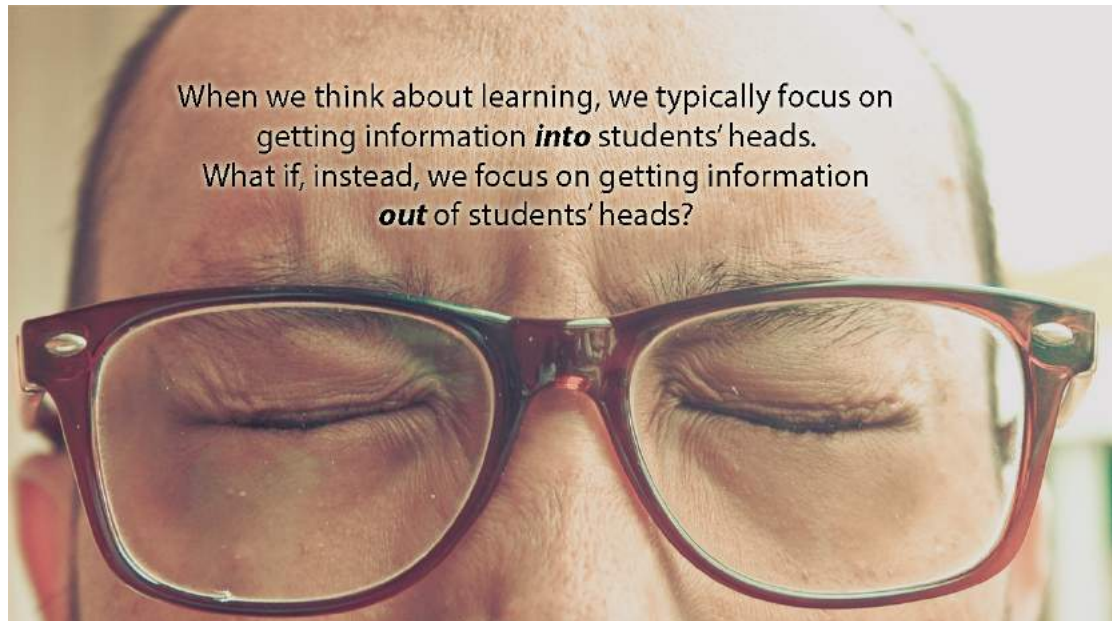


Retrieval Practice is the most important study strategy/ method

Students should use it every time they study because it has the best results

Retrieval Practice is:

Remembering something that you have learned deliberately over time.



The very best learning method

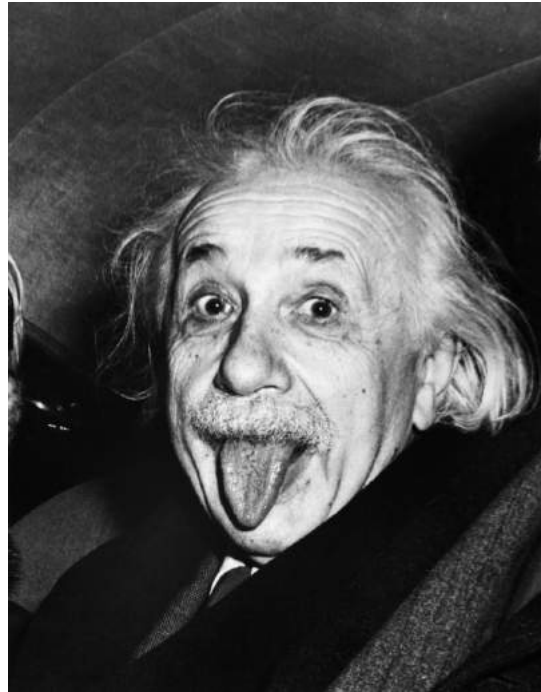
Spaced Retrieval Practice

Over time retrieving all the work that you have done in a systematic and ordered way

Finally: remember that there is no short cut to success. Everyone has to work....

The hardest worker and thinker of all?

Constantly questioned everything



Always discussed his ideas with other brilliant people

Allowed his mind to see new connections

Was open to failure because it opened up new possibilities

$$E = MC^2$$

Was very disciplined in his study

Slept for 10 hours and walked 5km every day. He also ate a lot of spaghetti!

Frequently asked questions

How much homework should my child be doing every night?

The rule of thumb is that children should be doing roughly ten minutes of homework per night per grade (so a 3rd grade student, aged 8–9, might spend 30 minutes per night on homework).

it's not about spending more time on homework – it's about being consistent and doing homework frequently and regularly

Frequently asked questions

Is it a good or bad idea for me to reward my children if they do well at school?

Ideally, we would want our children to be inherently (intrinsically) interested in their homework and their studies. That's the ideal, of course – but it's not always possible.

Small external rewards (extrinsic motivation) such as stickers won't hurt. Be careful not to make those rewards too valuable, because disproportionately high rewards can actually decrease intrinsic motivation

Frequently asked questions

What else can I do at home to encourage good study habits?

One of the best things you can do for your children is to model effective learning strategies in your own behavior.


Let your children could see you practicing regularly and effectively, read books, show that you make mistakes and learn from them, be a constant learner

The GICLM classroom



Teachers are
trained by us

- To understand the learning process and apply/ use proven techniques to improve their lessons
- To continue learning themselves
- To model good learning
- To discuss students regularly



Discussion

Some questions to consider in groups:

1. Is content no longer important in learning?
2. What excites you about these ideas?



Have a great learning day

Some reading tips:

- James M. Lang(2016) Small Teaching Jossey Bass
- Daniel Willingham (2009) Why Student's Don't Like School Jossey Bass
- John Hattie (2009) Visible Learning Routledge
- Daisy Christodoulou (2014) 7 Myths about Education, Routledge
- Yana Weinstein (2018) Understanding How We Learn David Fulton Book