

# LEARNING

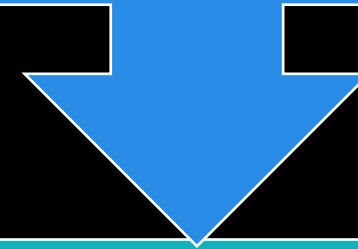
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# WHAT IS LEARNING?

Pupil learning is defined as a change in a pupil's behaviour as a result of being engaged in an educational experience"



Gagne (1985) : 5 domains

Verbal  
information

Intellectual  
skills

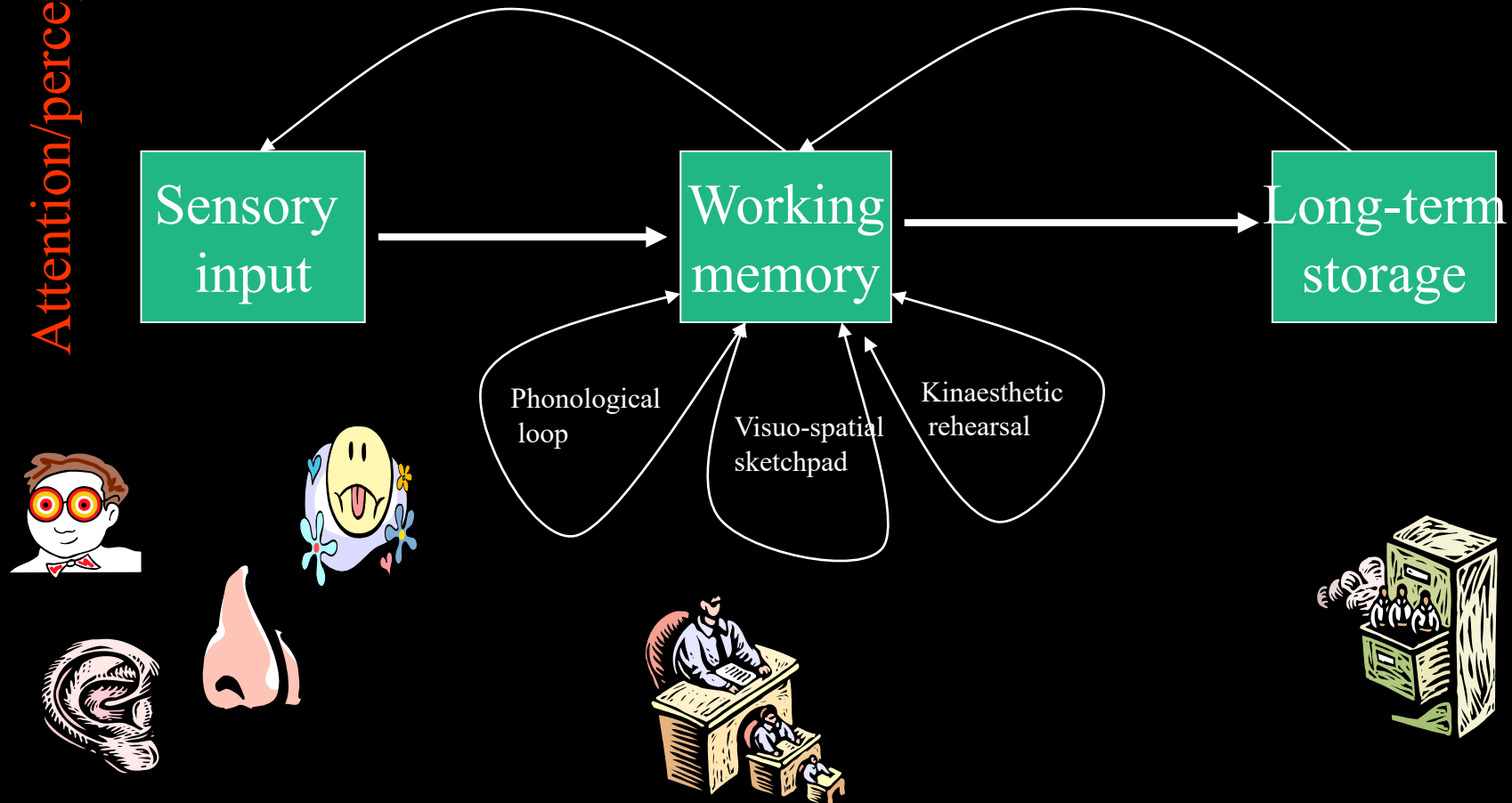
Attitudes

Cognitive  
strategies

Motor skills

# A Model of Learning

Attention/perception



*“Learning, simply stated, means  
that there has been a change  
made to one’s long term memory”*

**Kirschner and Hendrick, 2020**

# WHAT IS “EFFECTIVE” LEARNING?

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- “Pupil learning can be defined as a change in a pupil’s behaviour as a result of being engaged in an educational experience.”
- Unconscious unknowing
- Conscious unknowing
- Conscious knowing
- Unconscious knowing



## 5 AREAS OF IMPORTANCE IN LEARNING



# Context



# Memory



# Instruction



# Emotion



Link to prior learning



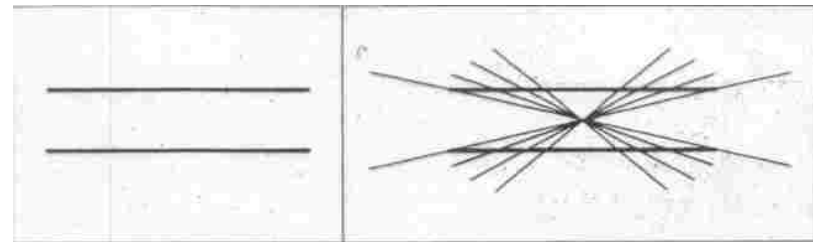


1. CONTEXT

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# SLIDE 1



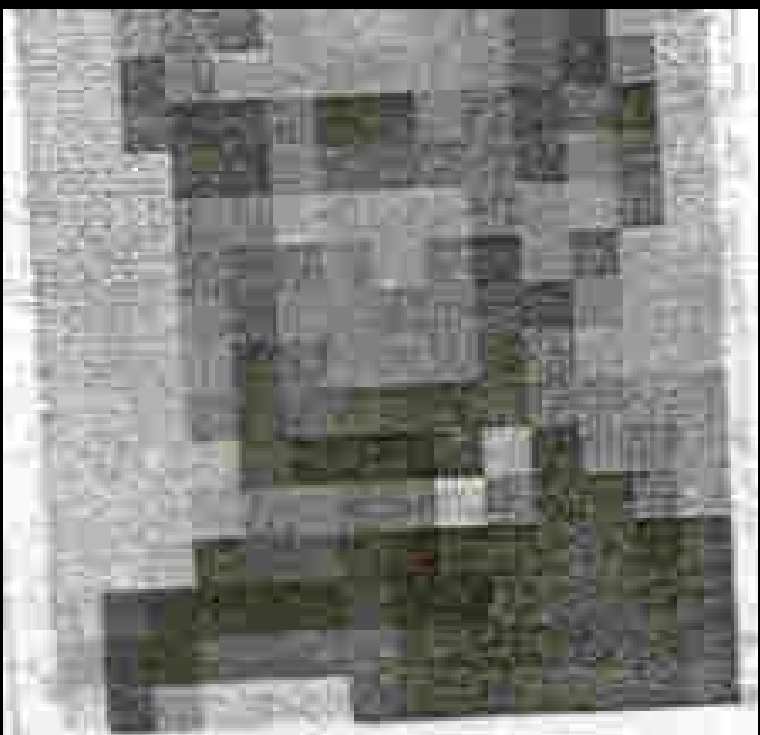
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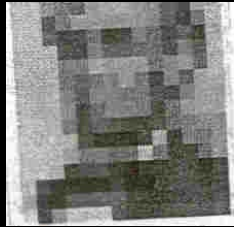


## SLIDE 2

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## SLIDE 4

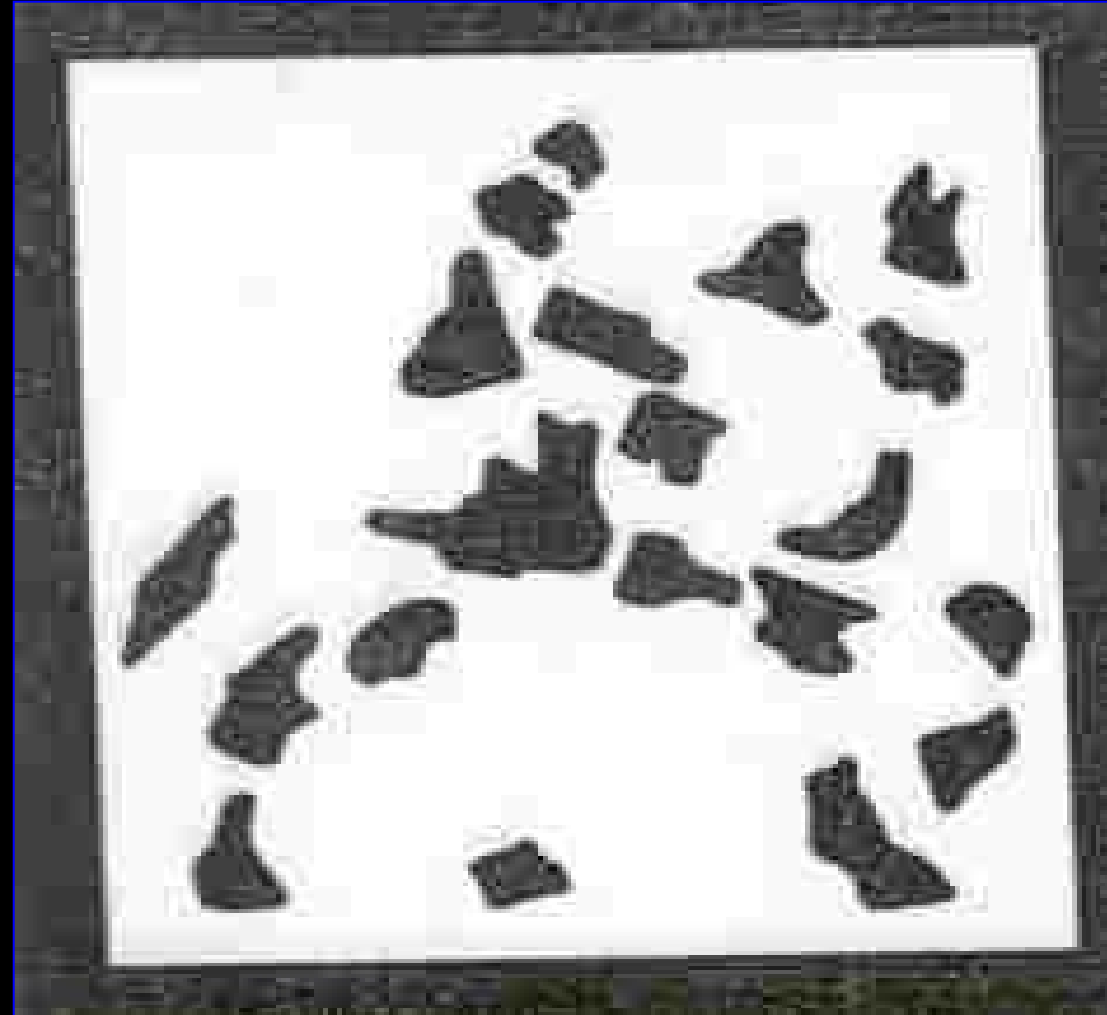
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# SLIDE 5



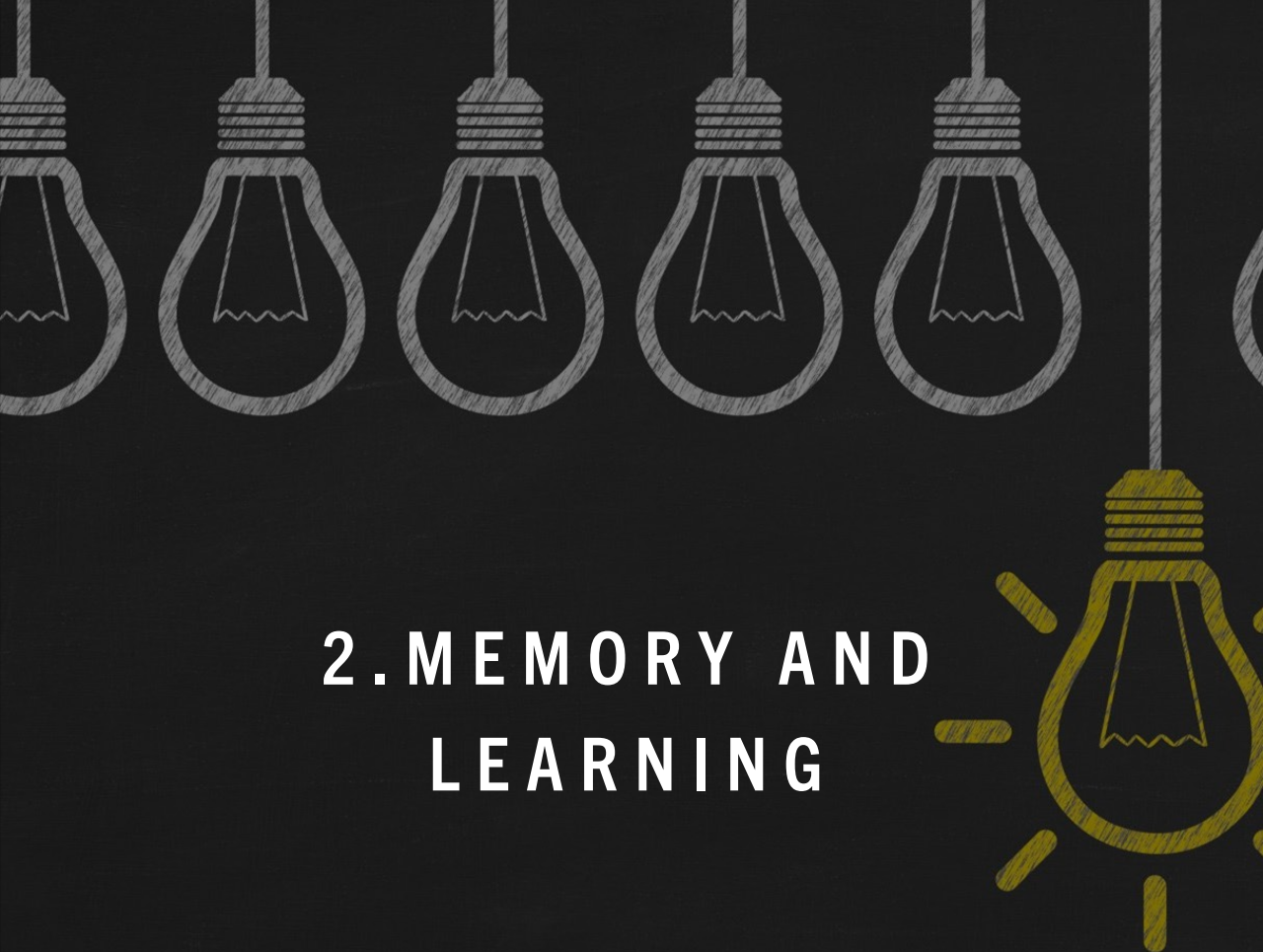
## SLIDE 2



# TAKEAWAY 1

1. Consider the context!!
2. What you expect is often what you see
3. What you hear is what you decide has been said!





## 2. MEMORY AND LEARNING

Learning involves linking what is new with what we already know to produce new memories, categories and abilities.

Memory is therefore central to learning.

# MOBILE PHONE NUMBER

- Have you ever had the experience of someone reading your number back to you and you don't recognise it?
- Why do you think this is?



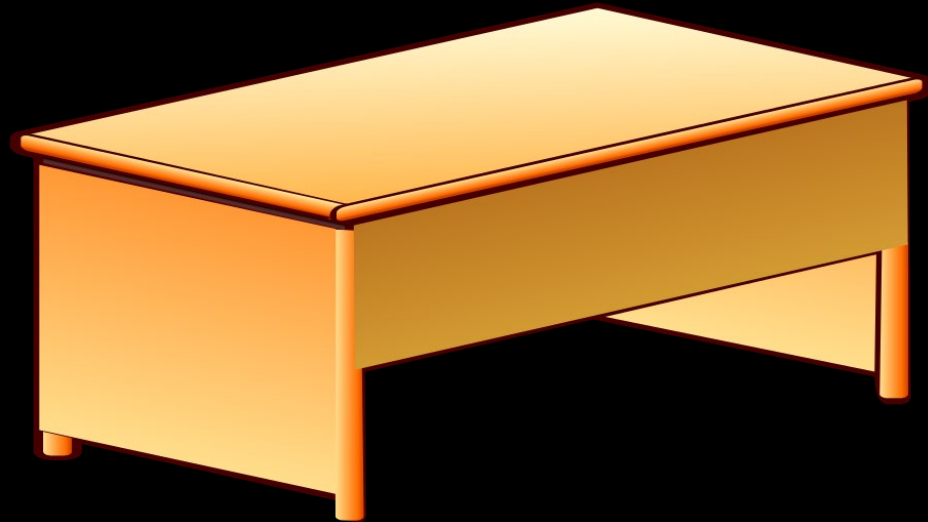


# WORKING MEMORY

Working memory/Short-term memory

1. Kinaesthetic memory
  2. Verbal memory
  3. Visual memory
- Links to long term memory

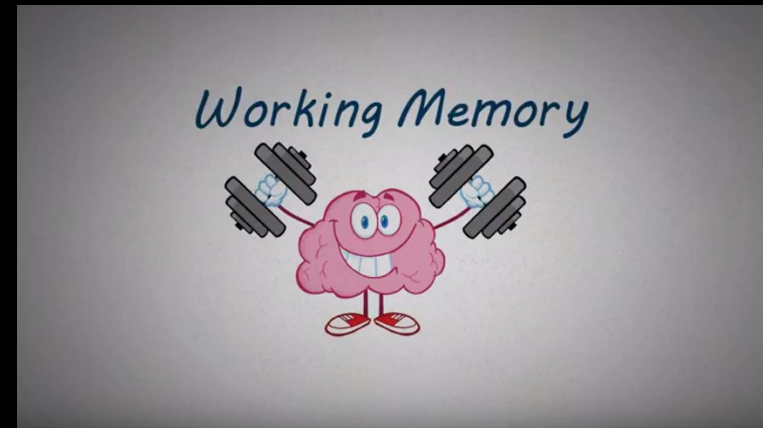
# DESK-TOP PROCESSING THEORY



Limited space to see, hear  
and do some work on the  
information

# WORKING MEMORY....

- “Holds” information (actions, words, pictures) so we can “do” something with it.
- We need to work fast as the information decays quickly
- The amount we can hold is limited
- The amount does vary (a little) between individuals
- Children with SEND can have great difficulty with WM
- Children with Dyslexia – in particular can have difficulty with auditory or visual working memory
- Emotional state can impact



# WAYS OF IMPROVING WORKING MEMORY

Depends on child's age but in general:

- Visual presentation supported by auditory and motor
- Social aspects of memory
- Link to previous experience – use long term memory
- Breaks – no more than 5 minutes then change.
- Allow social support “memory guides” to repeat information for the group
- Memory aids – wall charts, number lines etc – info available externally that reduces the need to internally recall. It wont harm!
- Chunking

# TAKEAWAY 2

Use memory  
aids frequently

Don't overload  
memory

Mnemonics

Imagery

Rehearsal

Link memory  
types

Use all memory  
types together  
for best chance



### 3. INSTRUCTION

Mediation is vital for effective learning  
Role of the “teacher” is central



**Vygotsky, Lev Semenovich (1896-1934)**

## 3. INSTRUCTION

- The way you organise the learning materials and presentation is vital.
- It can make learning easier or more difficult



# AIDING PROCESSING : VISUAL

5	2	E	H
T	Y	A	D
S	R	U	H
T	S	I	Y
A	D	O	T







King **A**rthur



Queen **B**oadicea



King **C**harles



King **D**avid



Queen **E**lizabeth II



King **F**rancis 1



Queen **G**uinevere



King **H**enry



Queen **I**sabella



King **J**ames



King **K**ong



King **L**ouis XIV

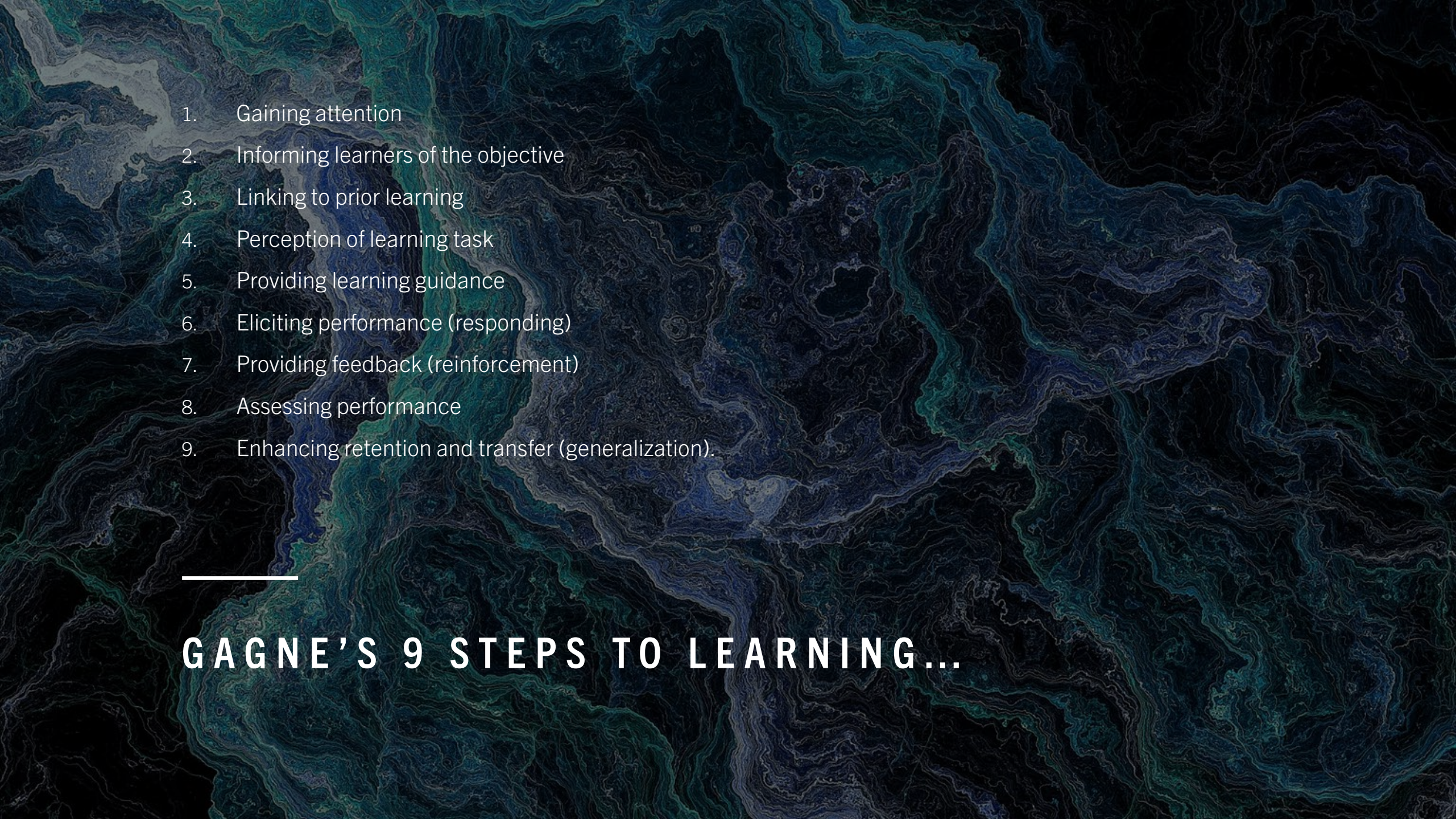
# IMPORTANCE OF MOTIVATION/EMOTION



Maslow, (1957)





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1. Gaining attention
  2. Informing learners of the objective
  3. Linking to prior learning
  4. Perception of learning task
  5. Providing learning guidance
  6. Eliciting performance (responding)
  7. Providing feedback (reinforcement)
  8. Assessing performance
  9. Enhancing retention and transfer (generalization).

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## GAGNE'S 9 STEPS TO LEARNING...





## CONCLUDING POINTS

1. A social activity
2. Context bound
3. Mediated
4. Individually different
5. Dependent on prior learning/knowledge
6. Dependent on organising factual knowledge
7. Dependent on metacognitive skills (thinking about thinking)
8. Dependent on emotional state