

Layering for Learning - General Background

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-- Notes --

Personal and theoretical background

Role of technology in the classroom

What learners do to learn

There is a book



1:37


A focus on what learners do and should do offers a different perspective from focusing on the teacher.

Personal and theoretical background

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2:18

Connect external tasks with internal behaviors likely to improve learning.

Cognitive perspective = mental actions

Build on what exists

Thinking to construct

Go fast, fix mistakes



3:18

What learners already knows has a very important role in learning - must exist and must be activated when considering new information.

Cognitive perspective = mental actions

Build on what exists

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Go fast, fix mistakes



5:46

metacognition - adjustment in response to the recognized success of a cognitive activity
- recognize when thinking has gone wrong or failed

Searching for useful external tasks

Second benefit of analogies

External tasks and thinking behaviors

11:36

external tasks to encourage thinking behaviors - a way to describe activities like responding to questions, taking notes, and other optional activities that require the participant to engage in a thinking behavior that is optional

Searching for useful external tasks

Second benefit of analogies

External tasks and thinking behaviors

11:54

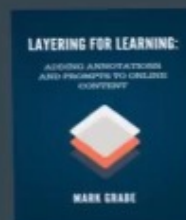
Questions are a great example of external task.

The book

Online information is not instructional content

Educator as instructor designer

Layering tasks on content



18:28

Layering involves additions to existing content (video, web pages) that improve the understanding and retention of that content - questions, highlights, notes, etc.