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Effective Strategies for Deep and Flexible Learning

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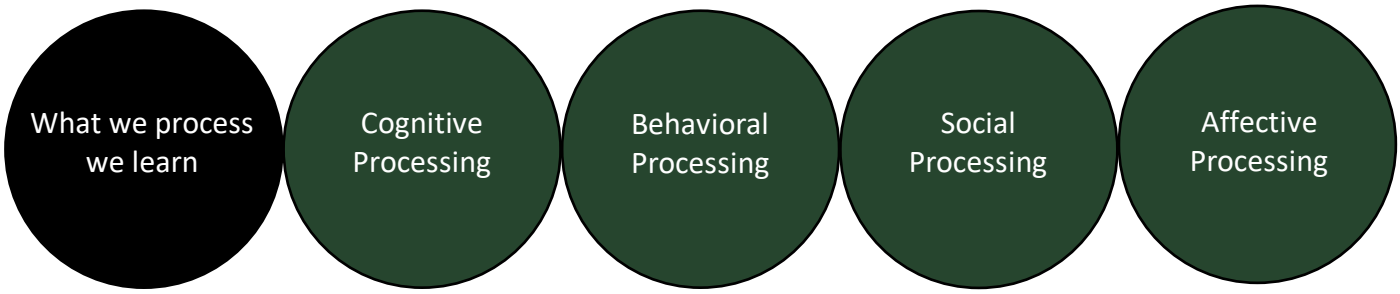
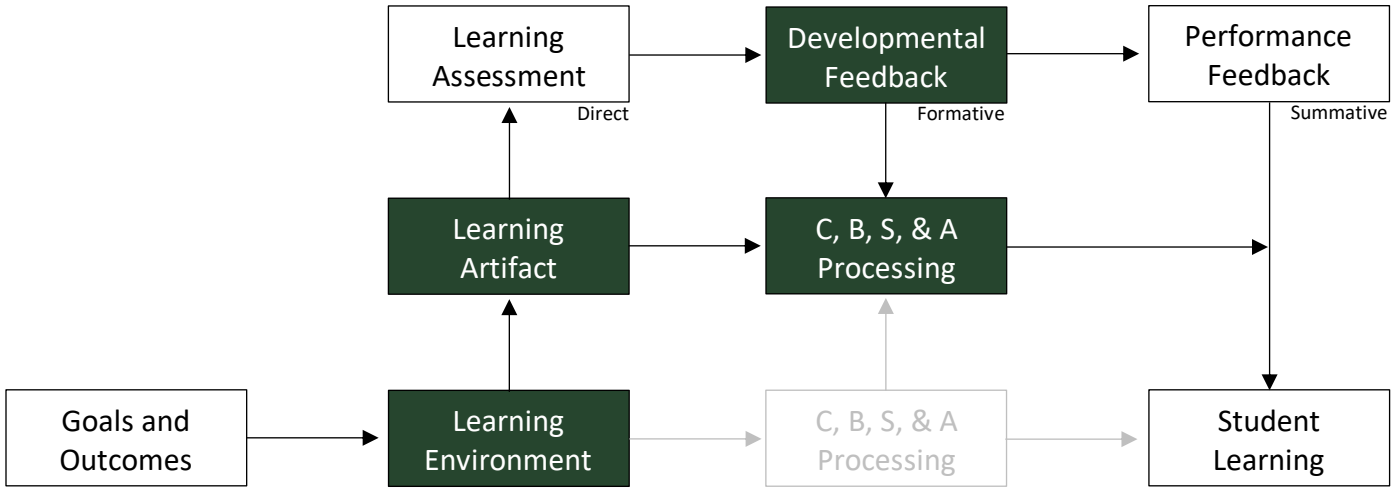
Deep and Flexible Learning



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 practice**.
6. Learning embedded in **prior knowledge** and **experience**.

Instructional Design with Embedded Assessment



25-Word Summaries

Student Summary
A postmodernism concept of multiplicity, dynamic, and holistic construction of knowledge is favorable in deconstructing the current system, rather, modern concept of a fixed reality. [25 words]

Instructor Feedback
The summary has captured some essential ideas from the reading, although the expression of these ideas needs a bit of refinement. The idea that a postmodernist view of knowledge involves multiple perspectives, dynamic and changing knowledge, and contextually bound value is well captured in the summary. Highlighting the relation to a modern perspective is also nice. The challenge is creating a 25-word summary were every word counts and that the 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 decipher. How might this be rephrased to be clearer? Perhaps something like, "in postmodernism, knowledge is viewed as dynamic and holistic, involving multiple perspectives." The second half of the sentence, while capturing a central idea from the reading, "modern concept 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, "construction of knowledge" versus "modern 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 modernisms fixed, objective knowledge. In this case you can end up with a summary such as, "in postmodernism, knowledge is viewed as dynamic and holistic, involving multiple perspectives, while modernism views knowledge as objective and fixed." This revised summary would not capture everything that you included in your summary. The idea of "deconstructing the current system" would still need to be integrated into the revised summary. In addition, the revised summary is not perfect (I'm pretty sure it can be shortened without the loss of meaning, but that will take a bit more time), it's just a way of thinking about how you might create a parallel structure in the summary that will make it easier to comprehend.

The Seven C's of (Internal) Motivation

Challenge: Students are motivated to engage in tasks that they perceive as difficult, but attainable, with effort and persistence. If students become bored or frustrated they may choose not to engage. Attainment of challenging tasks conveys that learners are becoming more competent, which raises self-efficacy and perceived control over outcomes, and increases internal motivation.

Choice: Students are motivated to engage in tasks where they believe that they can choose to participation (or not) and have choices regarding how to engage. Allowing student choices in activities and a voice in establishing criteria and processes fosters perceptions of control; however, perceptions of coercion decreases internal motivation and likelihood of engagement.

Control: Students are motivated to engage in tasks where they believe that they have control over their success and failure. Students have an intrinsic need to feel in control of themselves and their environment, as well as their success and failure. A perception of control allows for self-determination, which results in a sense of autonomy and increases intrinsic motivation

Caring (Interest/Value): Students are motivated to engage in tasks about which they care, have an interest, or value. Students may care about or value a task because it is important to them, useful to them, or enjoyable to them. Caring and value lead to increased effort, persistence, and strategy use in completing the task; however, if the cost of engaging is too high, they may choose not to engage.

Collaboration/Connectedness: Students are motivated to engage in tasks when they feel a part of a group. Collaborative motivation is increased when individuals share a common goal, are working toward a challenging but achievable outcome, have individual responsibilities that allow each member to contribute, and feedback on individual and group progress is provided.

Competence: Students are motivated to engage in tasks in which they have been successful in the past. Students have an intrinsic need to feel competent, to have control and mastery over success. Success at challenging tasks leads to a belief in one's ability to succeed in both general and specific tasks, and results in the pursuit of mastery goals and increased intrinsic motivation.

Curiosity: Students are motivated to engage in tasks about which they are curious. Presenting students with experiences that are discrepant, relative to their previous experience, or that appear surprising or incongruous increases curiosity. Such discrepancies foster exploration and discovery. As with challenge, moderate discrepancies are more effective than large discrepancies.