

Empowering learners with 'learning to learn' techniques

YOUR FLIGHT PATH

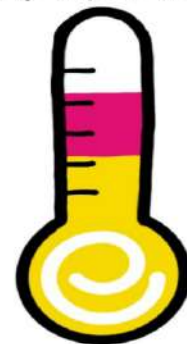


Explore the importance of sharing aims, success criteria and reflection

Participate in a demo lesson and reflect on cognitive and metacognitive strategies.





Understand what learning to learn means and why it's important

CONFIDENCE THERMOMETER ←





What do you know about *'learning to learn'*?

 K W		 L	 H



'In order to develop an awareness of learning and learner responsibility, **learning to learn** should be built into the curriculum in an explicit and systematic way.' **Ellis, G. (1991).**



What are learning strategies?

Learning strategies are **chinqutees** and **feffors** which a learner may **eus** to acquire **lewdegonk**. It is useful to recognise the existence of two major groups of learning strategies (metacognitive which is used to **glatreeu** learning and cognitive which are task-specific).

O'Malley et al have shown that by combining the two, learners can **freeltc** on what they are doing - and why - and become **reawa** of how they **nelar**. They applied this scheme to language learning and added further categories.

techniques

efforts

use

knowledge

regulate

reflect

aware

learn



Let's take a closer look!

This involves students doing things with the language and their learning materials and relate to skills (reading, writing, listening, speaking).

This is used by students to involve themselves in group activities in order to interact with others and expose themselves to language input.

This is used to negotiate meaning and assist learning, and gives students practise in managing their learning, building confidence and allowing for self and peer direction.

This involves students thinking about their learning through planning, monitoring and reflecting.

Cognitive strategies

Metacognitive strategies

Socioaffective strategies

Communication strategies

Cognitive strategies

Metacognitive strategies

Students reflect on how they set
study goals and how they search
for information. They also group
information and use other features.
When back in their own



Cognitive strategies

Students create a piece of art.

Students solve a problem by sharing information in a speaking task.

Students develop their fluency skills by focusing on hesitancy features ("well" "let me see...")

Students match vocabulary to definitions.

Students listen for gist.

Students write a poem.

Students use the present perfect to complete a practice task.

Metacognitive strategies

Students **reflect** on how they answered a question and what they **need to do next**.

Students decide what they want to **focus on next**.

Students decide **who will be responsible** for what in a group activity.

Students **plan how they will research** a question set by the teacher.

Students **share their answers** with a partner.

Students **reflect** on what they found difficult.





Why is learning to learn important?

It underpins all learning.

It promotes learner autonomy.

It helps us value diversity as we recognise that all students develop in different ways and at different rates.

It can be applied to other subjects and outside the classroom.

Confucius (c. 551 BCE - 479 BCE) "Give a man a fish and you'll feed him for a day. Teach a man to fish and you've fed him for a lifetime."

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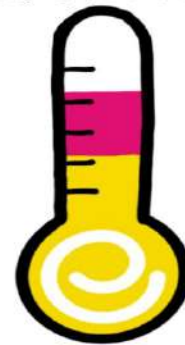


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You're going to take part in a demo lesson as a student. You are 10 years old!

This lesson follows a **PLAN - DO - REVIEW** structure.

As teachers, think about the following:

- **What cognitive strategies do the students develop?**

(Think about the target language and skills development).

- **What metacognitive strategies do the students develop?** (Think about how students are encouraged to plan and reflect).



1. We will learn verbs for cooking.

2. We will read our friends' recipes.

3. We will write a recipe for a great English teacher.

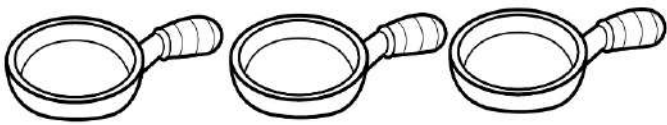
4. We will look at a recipe for Dal.

5. We will talk about cooking.





Cooking



I know how to cook very well!



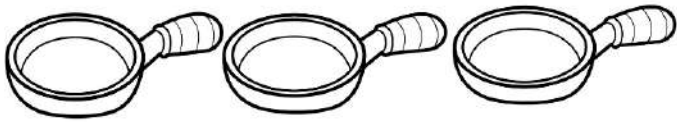
I can cook some things!



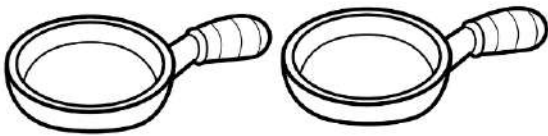
I don't know how to cook yet!



Vocabulary



I already know a lot of words about cooking.



I know some words about cooking and need some help.



I don't know many words about cooking yet.



What are the children doing?

What do you think they are making?

What can you make?







Ingredients



tomatoes

add

chop

onions

grams (g)



Quantities



cups of

ghee

spoons of

sprinkle

kilograms (kg)

fold in

pulses



Method



fry

bake

pour

mix

spices





add



mix



fold in



pour



sprinkle



bake





1. talk about cooking.
2. look at a recipe for Dal.
3. learn verbs for cooking.
4. write a recipe for a great English teacher.
5. read our friends' recipes.





THE GREAT TEACHER RECIPE

My recipe for an ideal English teacher

Ingredients

Gram = g.

Kilo = kg.

500 g. of kindness

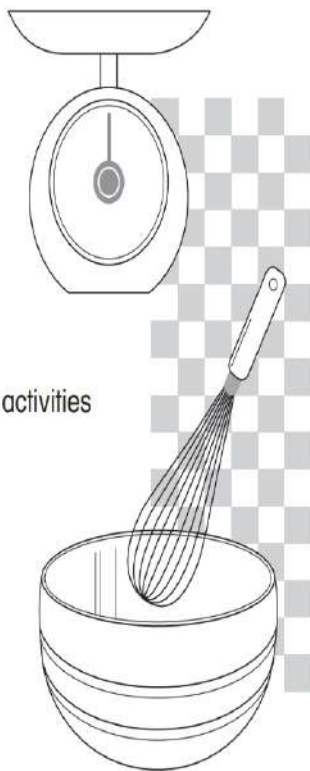
2 kg. of interesting activities

750 g. of fairness

1 kg. of help

400 g. of stories

200 g. of songs



Method

Pre-heat the oven.

Mix 2 kg. of interesting activities with 1 kg. of help.

Add 400 g. of stories and 200 g. of songs.

Mix well.

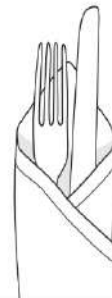
Fold in the fairness.

Pour the mixture into the tin.

Bake in the oven for 45 minutes.

Cool the cake, and sprinkle with kindness.

Share the cake with your classmates.





Ingredients and Quantities



Method





What did you do?

What did you learn?

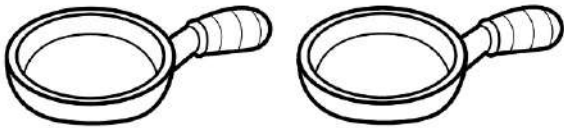
How did you learn?



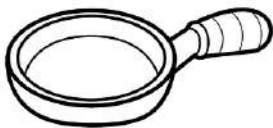
How well did you do?



Excellent!
because.....



Good.
because.....



I must work harder.
because.....



What do I need to do next?

.....
.....

Sharing with my family.



Show your family your recipe for an ideal English teacher.

Write a new recipe together. For example: *My ideal sister.*

My family's comments:

.....



- What cognitive strategies did the students develop?

(Think about the target language and skills development).

Reading and writing recipes, imperatives, quantities, methods

- What metacognitive strategies did the students develop? (Think

about how students are encouraged to plan and reflect, in other words learning to learn).

**sharing and reflecting
on lesson aims**

**working together on
tasks and establishing
roles**

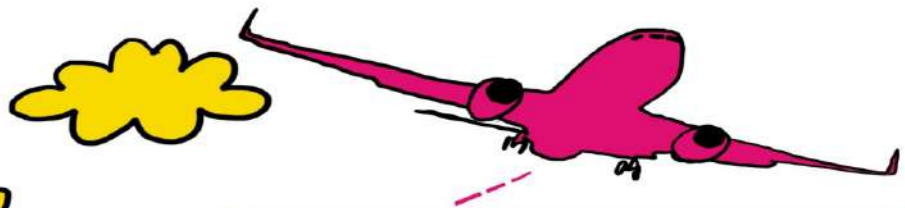
**thinking about their
own achievement
and progress**

**identifying next
steps**



This lesson follows a **PLAN - DO - REVIEW** structure.

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Sharing aims

One of the **learning to learn strategies** was to get students actively **engaged with the lesson objectives**.

Lesson aims/objectives shared with students should focus on the **context, tasks and life skills**.

Let's take a look.



Sharing aims

1. Playing with the written aims

For each learning objective, hide a word or jumble the words or leave a word out. Students have to fix the learning aims.

to inspire speaking and writing tasks use artwork and text
and to create art

meaning-focused and creative are both
understand how these tasks

in the EFL classroom the language of art and literature
get students using



Sharing aims

2. Making links

Show students some words or pictures that represent your aims and get them to find links between them. Use these to get students thinking about relationships and then introduce them to the full aims.

i. Can you link these three words?

- suspense – blisters – holes

ii. Can you link these three images?



Sharing aims

3. Inquiry time!

Give students the general topic of the lesson, e.g., recycling. Give students some (Kagan) dice or question words on cards. They roll/choose a card and come up with questions about the lesson topic. Display these questions in the classroom. At the end of the lesson, go back to the questions to see if they have been answered. If not, students can research the answers at home and tell the class what they learnt the following week.





Top tips



Change the way you share aims regularly to keep students engaged.



Use student-friendly language.



If possible, keep lesson aims/objectives visible and return to them throughout the lesson (after tasks, at the end of the lesson).



Negotiating success criteria

Studies have shown that when children assess themselves against criteria that they have set, they become engaged and motivated.

Setting your own objectives for your class has some effect on engagement or achievement, but the opposite is true of negotiating success criteria - students become extremely engaged. This can be done with different age groups.



Negotiating success criteria

How would you negotiate success criteria with your students for each of the following tasks?

6 year olds

Task: students make a fluffy sheep character on a stick .



9 year olds

Task: Students make a friendship tree poster in groups. On each leaf, they write 'a friend is someone who.....'





Negotiating success criteria

12 year olds

Task: students write an acrostic poem to introduce themselves.

W H O A M I?
e a u l a n
i p t w d t
r p g a a e
d y o y b r
i n s o e
g u t e
n a d
g n i
r i n
y m s
a c
l i
s f
i



Negotiating success criteria

Let's Write

Here is a short story.

Once a lion lay fast asleep in a forest. Some mice were playing hide and seek near him. One mouse got trapped under the lion's paw. The lion woke up, laughed loudly and let the mouse go!

After some days the mouse heard the lion's roar. He saw that the lion lay in great pain as he was tied with many ropes. The mouse used his sharp teeth and cut the rope.

"You are a true friend," said the lion.

From Aesop's Fables

A friend in need is a friend indeed.

What does this mean?

- (i) We must be there for friends in trouble.
- (ii) Only a good friend will be with us when we are in trouble.

In a short paragraph write how you can be a good friend.



Work in groups of four. See the picture of a shipwreck at the bottom of the ocean.

Suppose you went deep-sea diving. What would you find? Think of all the words that come to your mind, then build a paragraph. Share your story with other groups.





Reflection

Now students need to reflect on the task in feedback. What different types of feedback are there?

- A. Where am I going? (feed up)
- B. How am I doing? (feed back)
- C. Where to next? (feed forward)



Feed up, feed back, feed forward (Hattie and Timperley, 2007)

Where to next? (feed forward)

Very often the answer to this question is 'more' – more tasks and more expectations from the teacher! However, teachers should address this question by giving feedback that leads to *greater possibilities in learning*. This might be more strategies to complete the task, greater challenges, a deeper understanding, more of a focus on fluency – more information given on what is *not* understood.

Where am I going? (feed up)

Teachers should communicate and clarify the goals/purpose to their learners. This ensures goal-directed action thus an emphasis on performance/the process of learning. These goals need to be appropriately challenging and clear to the students. This also relates to setting up clearly in the classroom (giving the purpose).

How am I doing? (feed back)

Feedback is effective when it consists of information about progress and involves teachers, peers and self. It is vital that feedback is given in regards to the above pre-defined goals with a focus on prompting improvement, learning, or development. It is not giving feedback only on a student's current level or ability, and it is not a test result.



Reflection

Rating Scale Self-Assessment

This is how I rate my understanding of the _____ activity... (Circle one.)



I think I got this!



I need a bit more practice.



I'll get there, but I need help!

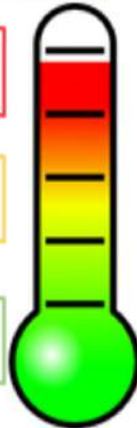
elementaryassessments.com

Confidence thermometer

I could teach this to someone else

I have completed this.

I need a bit of help with this.



Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used...
I wrote/said/read...
I'm proud of myself because....
I would like...
....was difficult.
I tried to use...
I would like help with.....







Reflection



3-2-1 EXIT TICKET



3	3 facts from today's lesson
2	2 things I found interesting
1	1 question I have for next time

 K	 W	 L	 H



Reflection

Use Driscoll's What Model to reflect on what you learnt today

WHAT? - write a maximum of two sentences which describe the experience.

SO WHAT? - write a maximum of three sentences which outline your feelings on the experience and anything you learnt from it.

NOW WHAT? - write a maximum of four sentences on what you are going to do as a result of the experience.

The most important thing was...

At the time I felt...

This was likely due to...

After thinking about it...

I learned that...

I need to know more about...

Later I realised...

This was because...

This was like...

I wonder what would happen if...

I'm still unsure about...

My next steps are...

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