

LiftED

What you need to know about:

PHASES OF LEARNING

SCAFFOLD LEARNING FROM BASIC SKILLS TO COMPLEX APPLICATION



Surface: Collect the tools & understand their function.



Deep: Learn how to use them well within your own workshop & succeed.



Transfer: Take those tools to a new job at any location & succeed.

Each Phase of Learning Matters

Surface Learning = "Knowing That"

Acquisition: New facts enter working memory (*tiny desk*).

Consolidation: Practice moves them to long-term memory (*filing cabinet*).

Goal: Build a strong foundation.

Brain Tip: Practice! Working memory only holds 4–7 items & without rehearsal, (*information bits fall off the desk/ get lost.*)

Deep Learning = "Knowing How"

Acquisition: Students start connecting ideas, using working memory plus prior knowledge. (*pull files out and start to compare*)

Consolidation: Organize and integrate ideas into networks in long-term memory for reasoning and problem-solving. (*reorganize the files into grouped folders to make them easy to find*)

Goal: Build flexible thinking in **familiar** situations.

Brain Tip: Linking new info to prior knowledge strengthens neural pathways setting the framework for meaning and reasoning.

Transfer Learning = "Knowing With"

Apply knowledge in **unfamiliar** contexts. (*digitize the entire filing system, create a new product with the file information*)

Goal: Adapt and use learning beyond the original lesson/context.

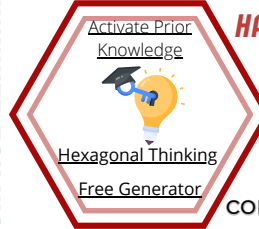
Brain Tip: Each new application reinforces and expands neural networks which enhances critical thinking skills needed in life.

Based on insights from *Visible Learning* by Hattie, Fisher, Frey, and Almarode:

December Edition Stronger Instruction. Lifted Learning for All.

LIFT HIGHLIGHTS

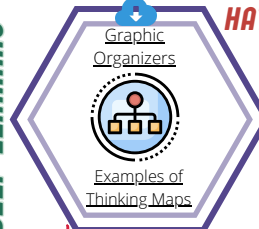
Integrating Prior Knowledge



HATTIE'S EFFECT SIZE: .96

Integrating prior knowledge is crucial, so students have somewhere to anchor the new learning- enhancing comprehension, depth, and recall!

Concept Mapping



HATTIE'S EFFECT SIZE: .62

Visual representations of information are powerful because it helps organize & promote deeper thinking making it easier to retrieve.

Jigsaw: Cooperative Learning

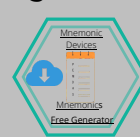


HATTIE'S EFFECT SIZE: 1.20

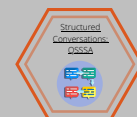
Combines: Chunking reduces cognitive load, holds students accountable, student discussion deepens understanding, & teaching others helps to transfer knowledge.

LOOKING FOR MORE?

HATTIE'S EFFECT SIZE: .65
Using Mnemonics



HATTIE'S EFFECT SIZE: .82
Classroom Discussions



HATTIE'S EFFECT SIZE: .82
Formal Discussions-
Socratic Seminar



Do any of these
ring a sleigh bell?



"They did this in ___ grade; they should know it by now."

"We did this yesterday; they're not listening."

"The students struggle with reasoning skills."

"We don't have time to discuss; we have to do the notes."

"We'll practice later; let's just get through the material."



If so... *Spin* into reflection to shine a light on every phase of learning.

1. Am I intentional about how to move students from acquiring knowledge to consolidating it?
2. How often do I make time for students to deepen their understanding & make connections?
3. Are students truly able to transfer their learning to new & unfamiliar contexts?