Kenneth Dunn

If students don't learn the way we teach them, let's teach them the way they learn.

Active
Manipulative/
Observant

Intentional
Reflective/
Regulatory

Constructive
Articulate/
Reflective

Authentic
Complex/
Contextualized

Cooperative
Collaborative/
Conversational

Madhumita Bhattacharya
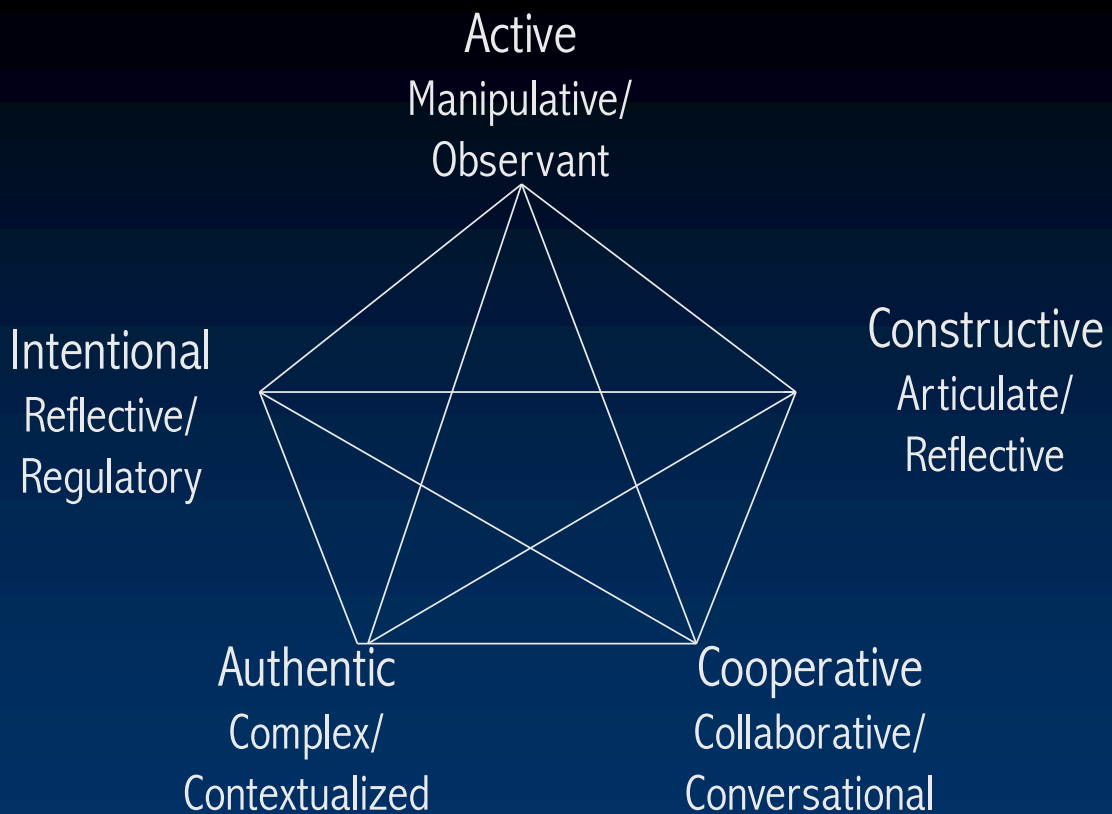
William Glasser: effectiveness of different modes of learning

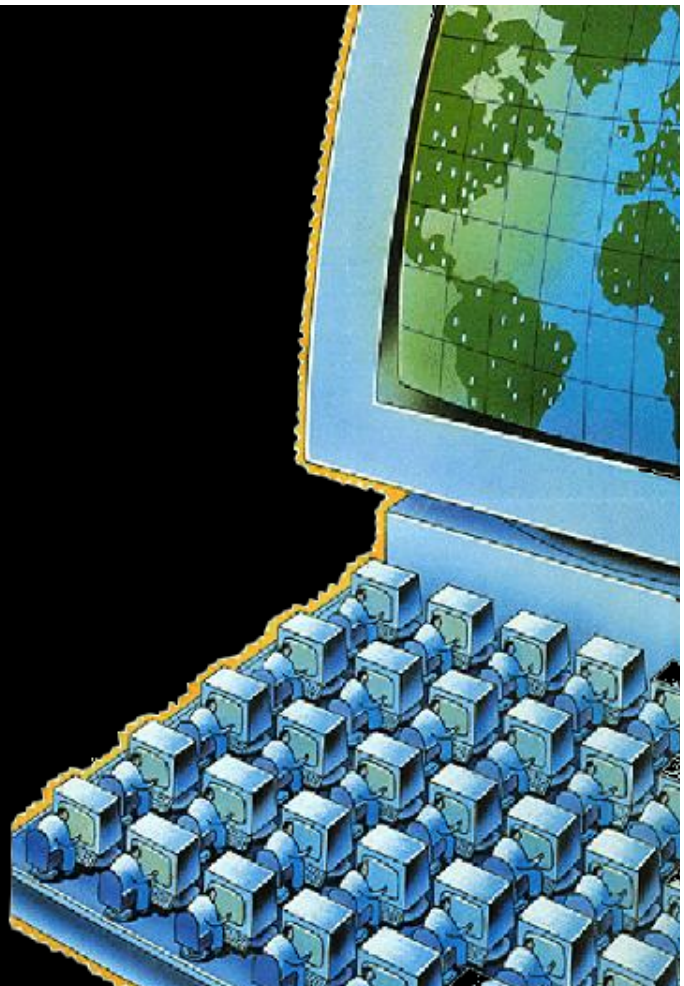- What we read   10%
- What we hear   20%
- What we see   30%
- What we see/hear   50%
- What we discuss with others   70%
- What we experience   80%
- What we teach someone else   95%
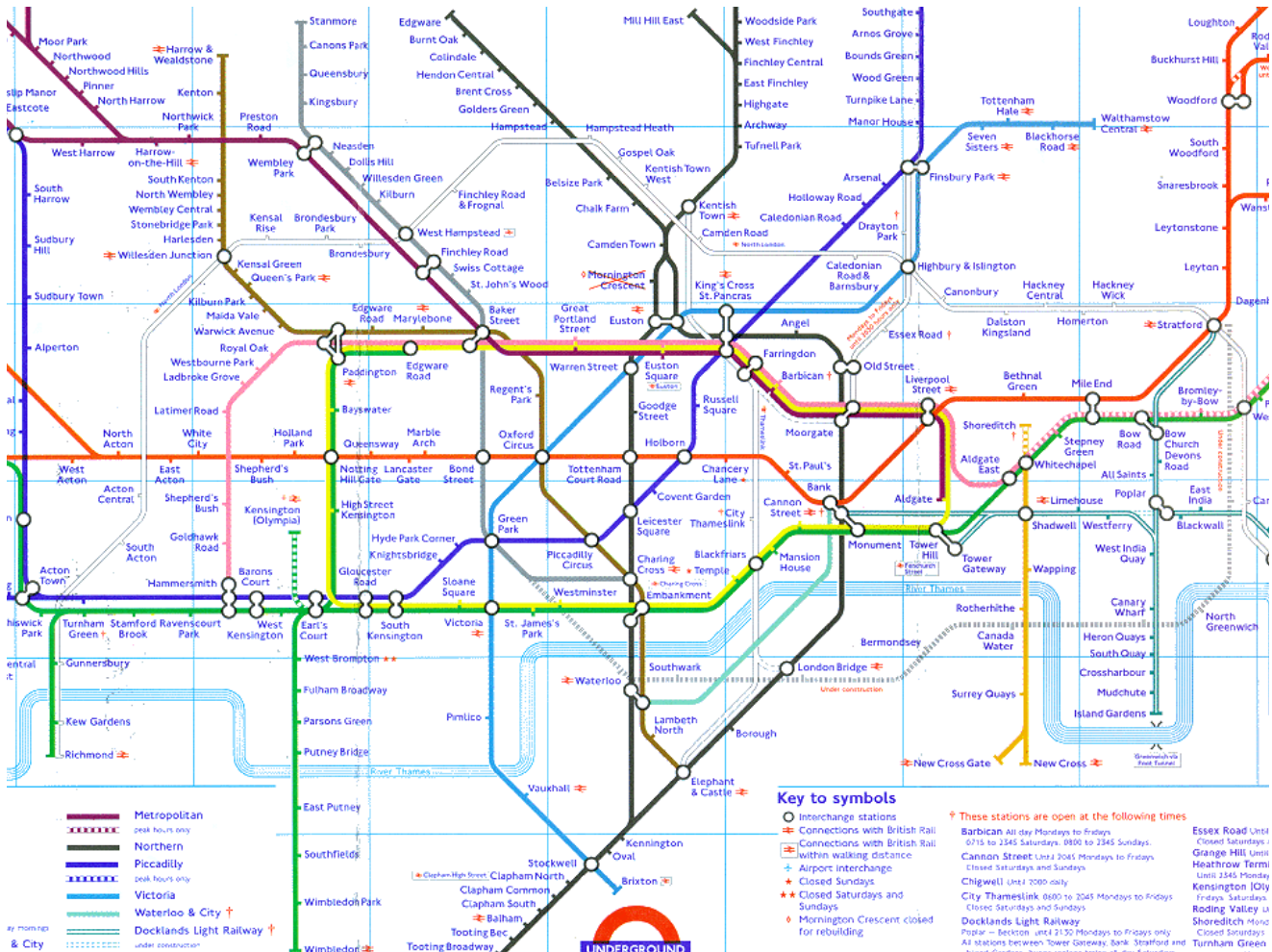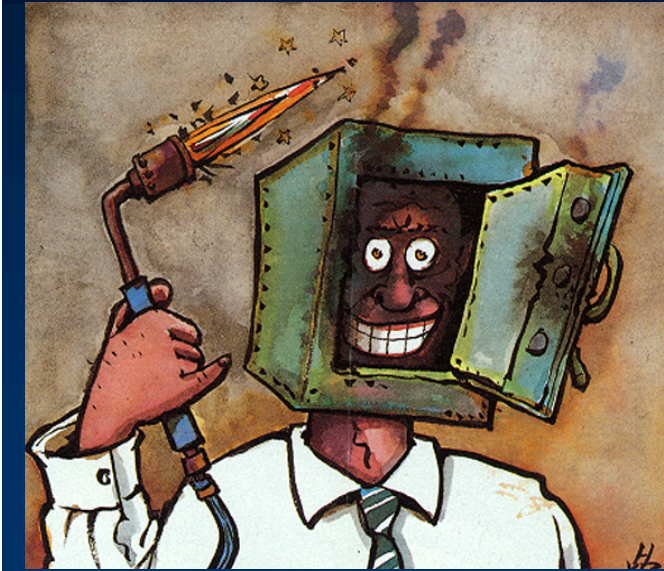
The knowledge is *between*

rather than

within

the persons

Cognitive Styles

Serialist

Holist
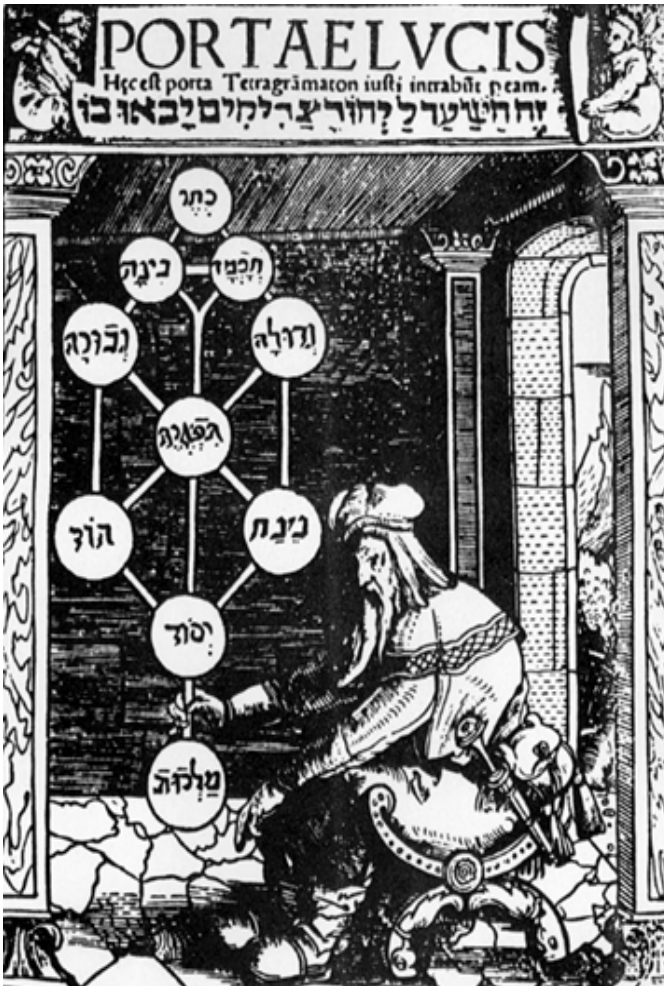
Episodic

Procedural

Epistemic

Conceptual

Learning

Playing

Working

The Ten Characteristics of Leadership

- Listening
- Empathy
- Healing
- Awareness
- Persuasion

- Conceptualization
- Foresight
- Stewardship
- Commitment to the growth of people
- Building community

Three Levels of Involvement by Hamish

- Use
- Modify
- Create

Lev Vygotsky

Student

Teacher

Constructivist
Knowledge
Sharing

Other Class
Members
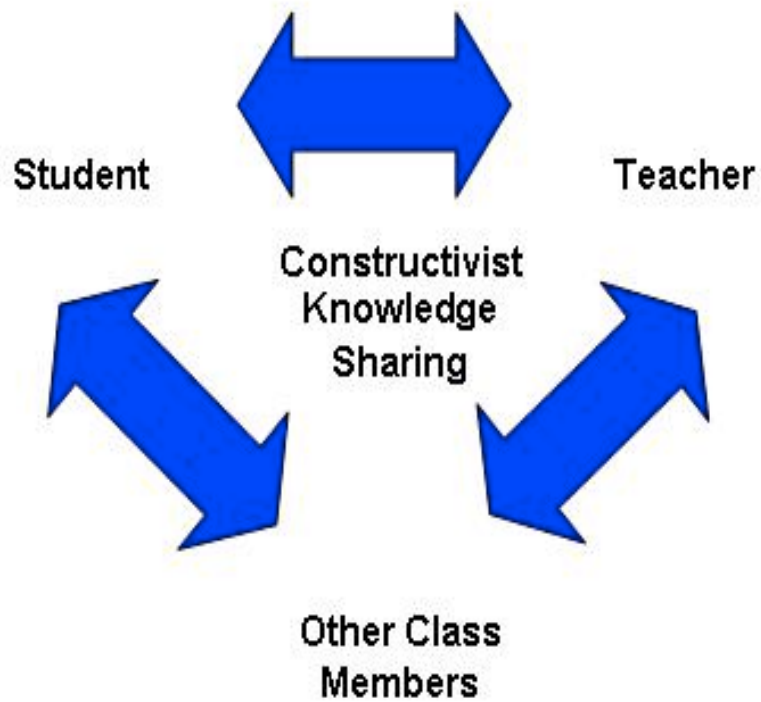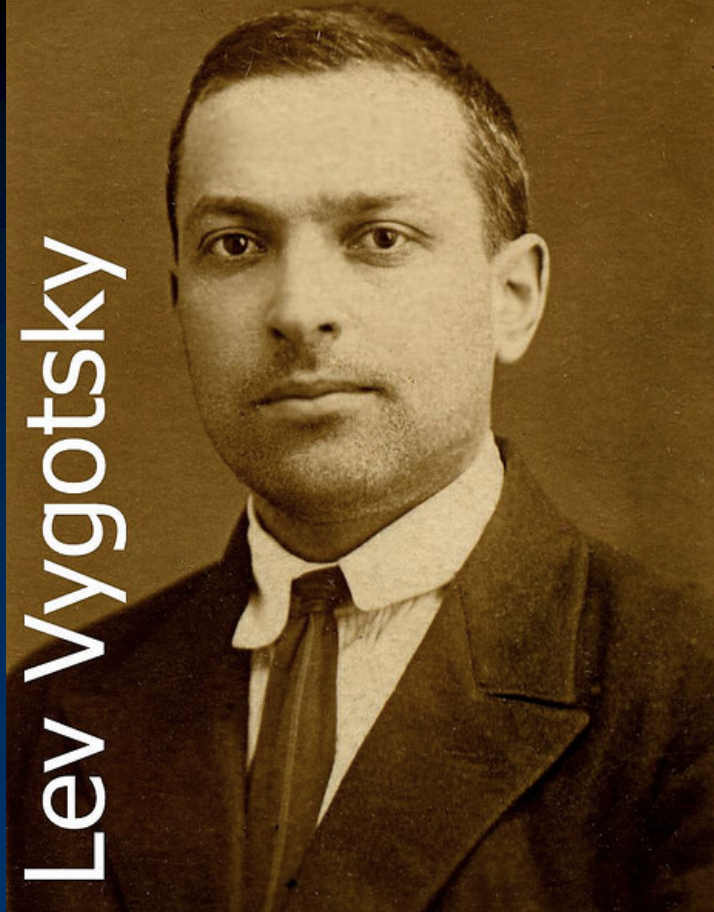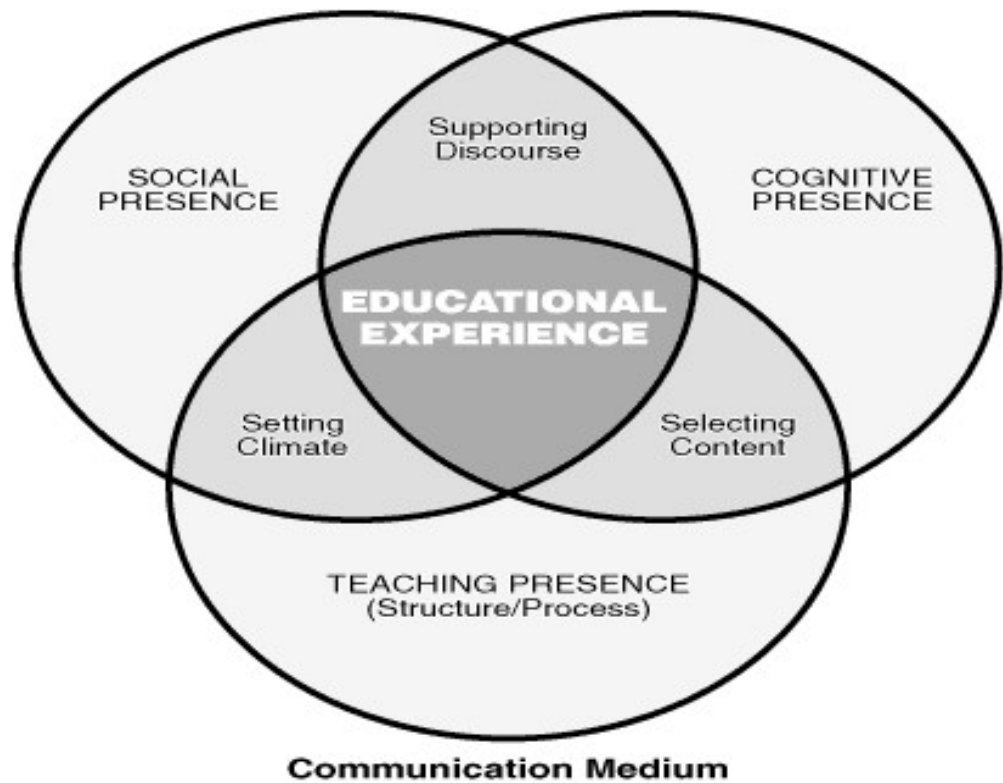
Figure 1. Elements of an educational experience (Garrison, Anderson, & Archer, 2001).

Edgar Dale

Prepared by:
Jayson B. Lagade
Jojo G. Guntang
Resiel T Mendoza
Andrew Joseph N. Dela Cruz
BSEd 3-4

EDGAR DALE'S CONE OF LEARNING

YOU REMEMBER

YOU ARE ABLE TO

PASSIVE LEARNING

ACTIVE LEARNING

- 10% • of what you read — Read
- 20% • of what you hear — Hear
- 30% • of what you see — View Images
- 50% • of what you see and hear — Watch Videos / Exhibitions / Watch a Demonstration
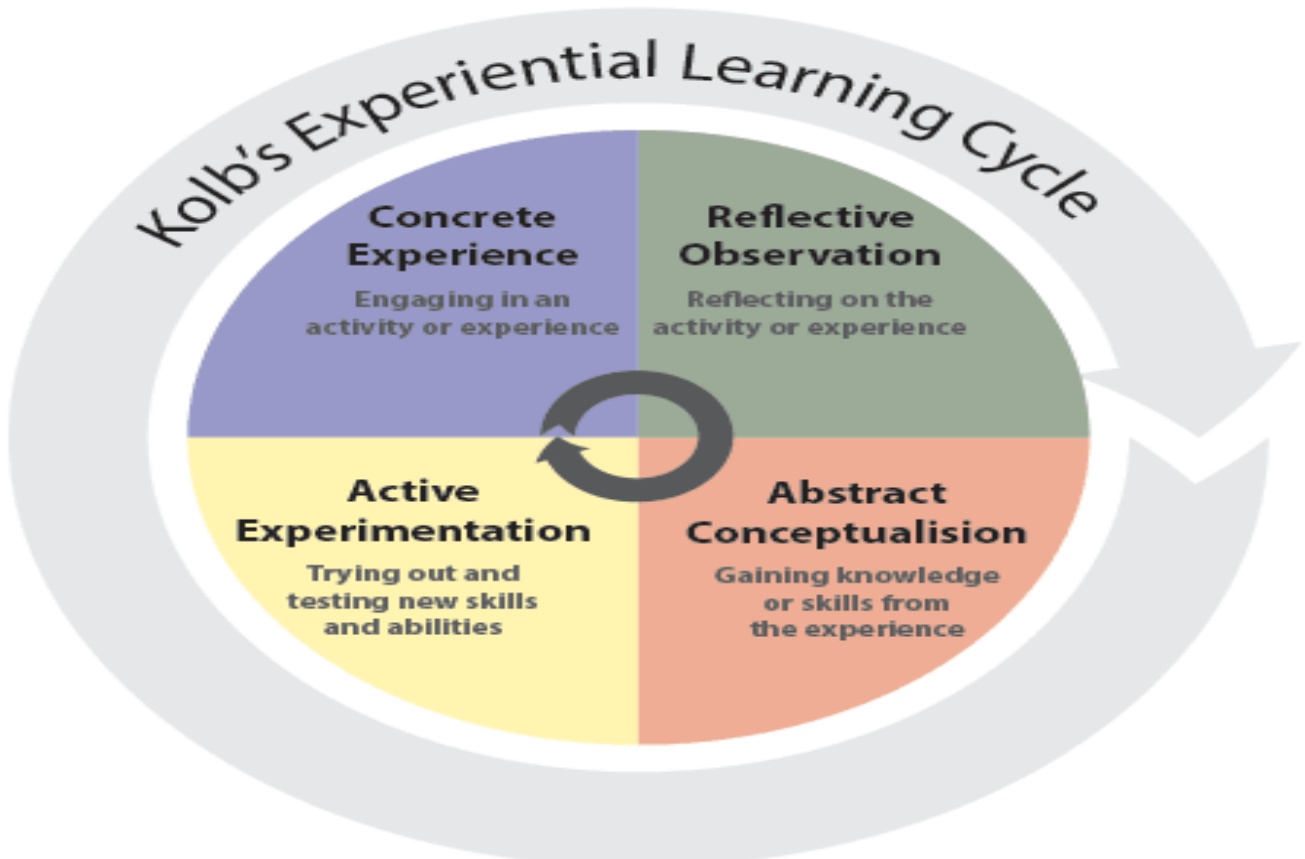- 70% • of what you say and write — Participate in Hands-On Workshops / Design Collaborative Lessons
- 90% • of what you do — Simulate a Model or Experience a Phenomenon / Design/Perform a Presentation/Experiment

Define
List
Describe
Explain

Demostrate
Apply
Practice

Analyze
Define
Create
Evaluate

Kolb's Experiential Learning Cycle

Concrete Experience
Engaging in an activity or experience

Reflective Observation
Reflecting on the activity or experience

Active Experimentation
Trying out and testing new skills and abilities

Abstract Conceptualision
Gaining knowledge or skills from the experience

© 2014 SkillsYouNeed.com

Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

Concrete Experience
Feeling

Accommodating
feel and do

Diverging
feel and watch

Continuum

Active Experimentation
Doing

Processing   Continuum

Reflective Observation
Watching

Perception

Converging
think and do

Assimilating
think and watch

Abstract Conceptualisation
Thinking

TIER 3

refers to the interventions that are provided to individual students.

TIER 2

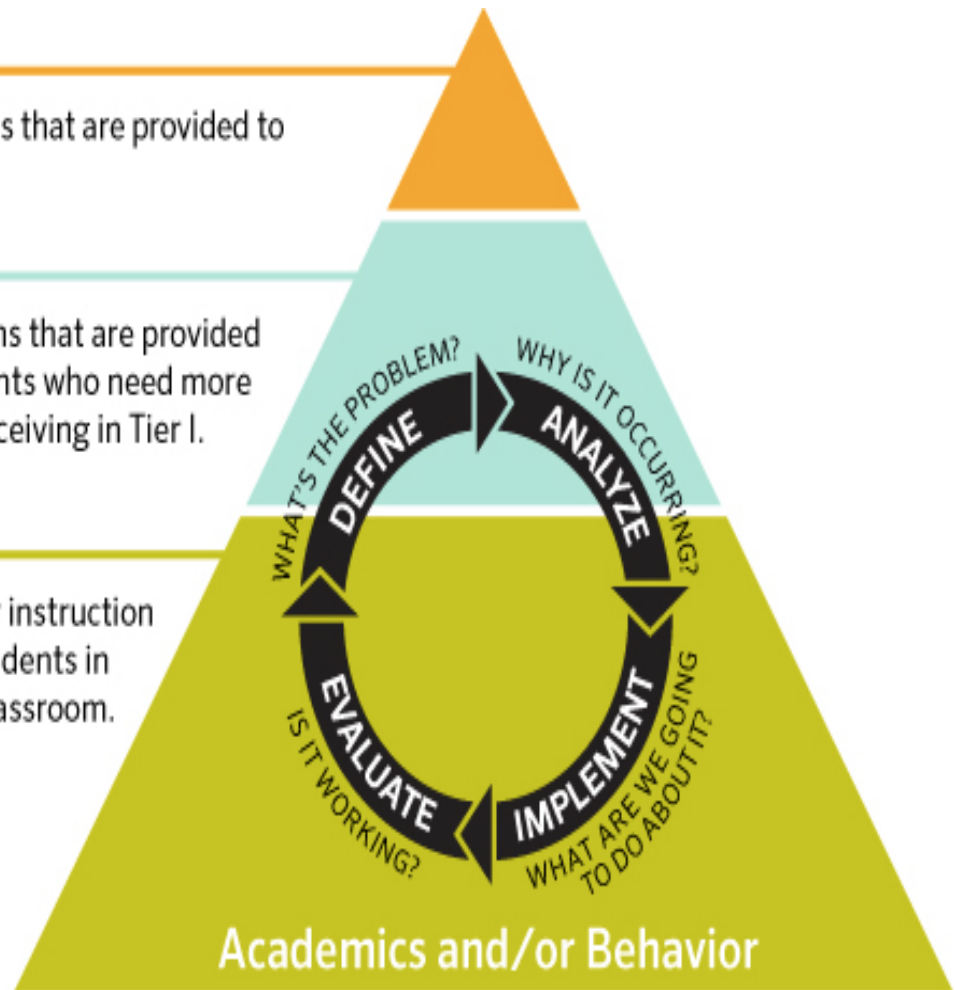refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.

DEFINE — WHAT'S THE PROBLEM?

ANALYZE — WHY IS IT OCCURRING?

IMPLEMENT — WHAT ARE WE GOING TO DO ABOUT IT?

EVALUATE — IS IT WORKING?

Academics and/or Behavior

Edgar Dale's Cone of Experience

People generally remember... (learning activities)

People are able to... (learning outcomes)

People generally remember	Learning activities	People are able to
10% of what they read	Read	Define List Describe Explain
20% of what they hear	Hear	
30% of what they see	View Images	Demonstrate Apply Practice
	Watch Videos	
50% of what they see and hear	Attend Exhibitis/Sites	
	Watch a Demonstration	
70% of what they say and write	Participate in Hands-On-Workshops	Analyze Define Create Evaluate
	Design Collaborative Lessons	
90% of what they do.	Simulate, Model, or Experience a Lesson	
	Design/Perform a Presentation - "Do the Real Thing"	

Cone of Learning

After 2 Weeks We Tend to Remember		Nature of Involvement
	Doing the Real Thing	
90% of What We Say and Do	Simulating the Real Experience	Active
	Doing a Dramatic Presentation	
70% of What We say	Giving a Talk	
	Participating in a Discussion	
50% of What We Hear and See	Seeing it Done on Location	Passive
	Watching a Demonstration	
	Looking at an Exhibit	
	Watching a Movie	
30% of What We See	Looking at Pictures	
20% of What We Hear	Hearing Words	
10% of What We Read	Reading	

Source; Cone of Learning adapted from Edgar Dale, 1969

Dale's Cone of Experience

People Generally Remember

People Are Able To: (Learning Outcomes)

90% of what they do — Simulate or Model a Real experience / Design / Perform a Presentation = Do The Real Thing — Analyse Design Create Evaluate

70% of what they say and write — Participate in Hands- On Workshop / Design Collaborative Lessons

50% of what they hear and see — Attend Exibit / Sites / Watch A Demonstration — Demonstrate Apply Practice

View Images / Watch Video

20% of what they Hear — Hear — Define Describe

10% of what they Read — Read — List Explain

CREATING
EVALUATING
ANALYZING
APPLYING
UNDERSTANDING
REMEMBERING

1956 / 2001

1956	2001
Evaluation	Create
Synthesis	Evaluate
Analysis	Analyze
Application	Apply
Comprehension	Understand
Knowledge	Remember

Noun → to Verb Form

mediating artefacts

subject   object   ⟹   outcomes

rules   community   division of labour