

# Learning: What do we know today?



**Prof. Anne Sliwka, University of Trier**

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# Cognition and Emotion

**Cognition and emotion are inseparable.  
Learning is most sustainable when it takes  
place in an environment of**

- emotional security
- social stimulation
- positive stress
- challenges and adequate skills to master them.



# Learning and Well-being

**To learn effectively children and youth need:**

- ▣ to be well nourished
- ▣ physical activity
- ▣ times of relaxation.



**Schools begin to respond by offering or linking up with a range of services.**

# Instruction and Construction

## Learning needs instruction and construction.

- ❑ Learning benefits from a balance of direct instruction and active exploration.
- ❑ Students can learn from teachers and peers.
- ❑ Effective teaching uses a range of different methods.
- ❑ Effective teaching makes room for collaborative, individual and competitive work.



# Activity and Self-Efficacy

**Competences cannot simply be taught. They have to be actively acquired. Effective schools:**

- ❑ make learning as active as possible
- ❑ allow for experimentation
- ❑ understand failure as a step in a learning process
- ❑ let students talk about and present their learning
- ❑ exhibit student learning throughout the entire school culture.



# Motivation and Metacognition

**Learning is most sustainable when it is based on intrinsic motivation. Schools can enhance motivation, if they:**

- ❑ take students' basic needs for competence, autonomy and belonging into account,
- ❑ teach students to self-regulate and reflect their own learning,
- ❑ allow for self-efficacy and success in each student's zone of proximal development.



# Projects and Problems

## Project- and problem-based learning:

- ❑ allow for collaboration and mutual support
- ❑ bring out individual and group talents
- ❑ teach the use of scarce resources
- ❑ develop process skills, e.g. target setting, project management
- ❑ encourage risk-taking and innovation
- ❑ allow for authentic success



# Multiple Sources of Knowledge

**Access to multiple sources of knowledge and expertise enriches learning:**

- ❑ books and magazines
- ❑ WWW and other ICT resources
- ❑ parents and community partners as experts



# The World as a Classroom

**Technology allows for „unlimited schools.“**

- ❑ multi-media use
- ❑ communication with other students
- ❑ worldwide school partnerships
- ❑ use of community partnerships
  - community services
  - experts serving schools



# Formal and Informal Learning

## Schools as places that go beyond formal learning

- ❑ settings for student interaction and activity outside classrooms and formal hours
- ❑ partnerships with museums, libraries, zoos, science centers, companies etc..
- ❑ new ways of taking informal learning into account



# Teachers as Learners and Coaches

## Multiple roles for teachers:

- ❑ Design of learning environments
- ❑ Instruction/Construction
  - ❑ modelling, scaffolding, coaching, fading
  - ❑ articulation, reflection, exploration
- ❑ Consultant of students and parents
- ❑ Collaborateurs in professional learning communities
- ❑ Build community partnerships



# Assessment for Learning

**Formative assessment as highly effective in the support individual learning.**

- ❑ identifying suitable programmes of learning for individual students
- ❑ keeping track of progress
- ❑ providing feedback for further learning
- ❑ stimulating metacognition
- ❑ empowering learners



**Techniques:** logbooks, (e-)portfolios, self evaluation, peer feedback