Learning:
What do we know today?

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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