

Week 2, 9/14 class note summary  
Jamie, Dan, and Ann

Class opened with paired discussion of 5 questions specific to the reading of *One Child*; everyone worked with a different person to answer these (see attached).

Processing of this activity included sharing of the list of learning components from the last question. Components mentioned ranged from task specific to more general, learner and/or teacher specific, mentioned the reciprocity needed in teaching and included:

Openness

Awareness of others

Sense of self

Motivation to learn

Tools to learn

Environment (and fact that learning may or may not always be positive/good)

Need for support

Students' abilities to teach themselves

Motivator

Scaffolding, pushing students and leaving questions open

Not knowing and admitting this

Fear and its effect on capacity

Cognizance of fears and behaviors

Curiosity and support for curiosity

Agency and participation

Learning is measurable, but a lot of things contribute to learning and confound measurement

Clear goals make a difference

Integration, not compartmentalizing the curriculum

Processing also included reflecting on how this activity worked for people

Following this, people grouped by expert group to talk about the Brown and Campione or the Yamuchi, et. al. chapters. The charge was to first consider key take-away information about learning and development and what this suggests about teaching. The groups then regrouped to describe take-aways and the similarities and differences between the two chapters.

Key points in the discussion were that there were clear similarities in terms of instructional supports for student learning, although the Brown and Campione focused on developing understanding of research practices, whereas Yamuchi et. al. centered on students' needs for contextualization. In both chapters the teacher was placed in partnership; differences of learners' ages and contexts were reflected in the structure of the settings.

Processing reviewed the key points from each group's discussion; it also included reflecting on how the activity worked for people in the class.

Next week's readings pick up on the point about learners' ages and contexts by focusing on capacity and domain. Everyone is urged to think about the subject matter domains of your particular strength and weakness. Read all of the articles as beach reading (no notes needed), with particular emphasis on the Soundings volume.

Other notes: 11/23 is a longer class; there is class on 12/7 and also on 12/12- please mark your calendars.

ED 21/PSYCH 21: EDUCATIONAL PSYCHOLOGY

Ann Renninger

Today you are to work with a different person to answer each of the following questions:

1. Come up with a three-sentence definition of learning (or development) with which you feel comfortable.
2. Find at least three specific examples from One Child and use these to write out a short description of Sheila as a learner.
3. List three activities Torey used to work with Sheila as an individual even though she was teaching the whole class and was also working with every other child as an individual as well.
4. Make a list of the techniques/approaches which Torey used in the class that really seemed to be effective. What are some of the reasons these were effective--in other words, what was it about each technique/approach that made it effective?
5. Make a list of the components of learning which you consider to be critical to a theory of learning/instruction.