

Strategic Learning

Intentionality

- Goal-directed activity driven by intention
- Attention to need for strategic approach
- Application of strategies to learning tasks

Active Learning

- Opposite of ‘passive learning’
- Integration of writing, reading, recitation, doing
- Includes construction of knowledge
- Builds on brain’s response to novelty
- Strategies
 - Taking notes in class
 - Re-writing notes
 - Making text notes
 - Graphic organizers
 - Recitation
 - Highlighting

Prior Knowledge

- Provides the foundation for the construction of new understanding
- Identifies misconceptions, faulty understandings, and gaps
- Can be accessed by strategies
- Memory dumps (concept maps, free writing)
- Recitation

Re-organization

- Impacts both learning and remembering
- Improves retention
- Associates concepts and supporting details
- Encourages critical thinking
- Strategies
 - Tables and charts
 - Diagrams
 - Outlines and lists
 - Cornell notes
 - Concept maps
 - Frames

Levels of Learning

- Based on Bloom’s Taxonomy (see back page)
- 6 levels: 3 highest are critical thinking
- Strategies to prompt critical thinking
 - Intentionally use cue words from higher level
 - Identify cue words in assignments and tests
 - Identify required levels of thinking for assigned tasks

Bloom's Taxonomy

Benjamin Bloom (1956) provided a useful structure against which to judge curriculum content and student learning for its value, balance, and level of intellectual demand. Note the skills and cue words level of learning.

Competence	Skills Demonstrated
A. Knowledge	Observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter Cue words: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
B. Comprehension	understanding information grasp meaning translate knowledge, into new context interpret facts, compare, contrast, order, group, infer causes predict consequences Cue words: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
C. Application	use of information use methods, concepts, theories in new situation solve problems using required skills/knowledge Cue words: apply, demonstrate, calculate, complete illustrate, show, solve modify, relate, change, classify, experiment, discover.
D. Analysis	seeing patterns organization of parts recognition of hidden meanings identification of components Cue words: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
E. Synthesis	use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions Cue words: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
F. Evaluation	compare and discriminate between ideas make choices based on reasoned argument verify value of evidence recognize subjectivity Cue words: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize