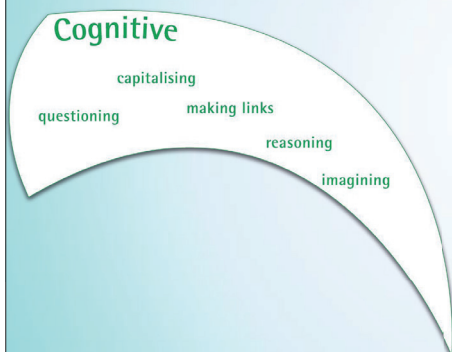


Cognitive processes; the workhorse of learning



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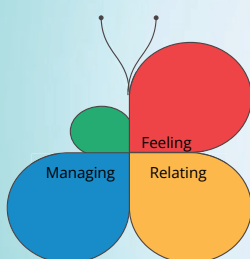
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Cognitive

- **Questioning:** getting below the surface; playing with situations
- **Making links:** seeking coherence, relevance and meaning
- **Imagining:** using the mind's eye as a learning theatre
- **Reasoning:** thinking rigorously and methodically
- **Capitalising:** making good use of resources

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Cognitive Range...the workhorse



When it's missing, students behave like this;

- Unaware of purpose of questions
- Afraid of asking questions
- Perceive thinking as 'hard work' & pull back from it
- Don't look for or see patterns
- Keeps information in silos –
- Likes to keep rules; unadventurous, robotic
- Impulsive; jumps to conclusions
- **...it gets in the way of their learning**



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Puzzle

Thinking widely

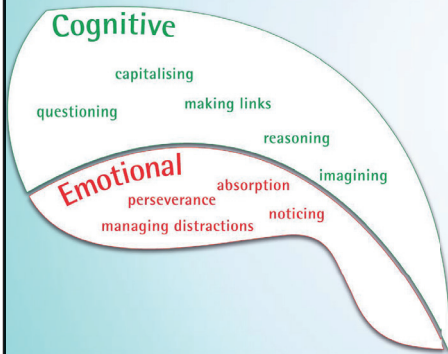
- _____ is curious about possibilities
- _____ likes to get to the bottom of things
- _____ likes to see how things fit together
- _____ is logical and systematic when necessary
- _____ makes the most of a range of learning resources
- _____ enjoys using imagination

Explore

Cognitive range missing

- _____ unaware of purpose of questions
- _____ afraid of asking questions
- _____ happy with first answer
- _____ little interest how things fit together
- _____ keeps information in silos
- _____ impulsive, jumps to conclusions
- _____ lacks spontaneity
- _____ bound by inhibitions

Emotional processes; the bedrock of learning.



Emotional

- **Absorption:** flow; the pleasure of being rapt in learning
- **Managing distraction:** recognising and reducing interruptions
- **Noticing:** really sensing what's out there
- **Perseverance:** stickability; tolerating the feelings of learning



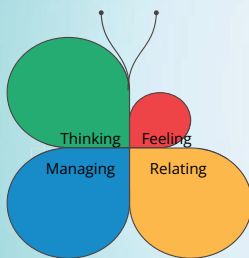
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Emotional Engagement...the bedrock

When it's missing, students behave like this...



- Despair when an answer is not immediately clear
- Hatred of getting things wrong
- Want to do things quickly – to get rid of it
- Easily distracted
- Unaware of different strategies to try
- Distressed when learning isn't easy
- Gravitate to non-challenging tasks
- **...it gets in the way of their learning**



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Puzzle

Emotionally engaged

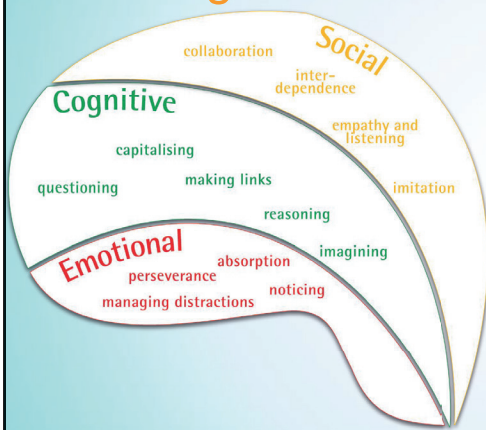
- _____ likes a challenge
- _____ is not afraid of finding things hard
- _____ gets 'lost' in learning
- _____ makes accurate descriptions and observations
- _____ minimises negative distractions
- _____ sticks at things despite difficulties

Explore

Emotionally disengaged

- _____ despair when answer not immediately clear
- _____ hatred of getting things wrong
- _____ unaware of different strategies to try
- _____ wants to do things quickly
- _____ easily distracted
- _____ gravitates to non-challenging tasks

Social processes; the relationships of learning



Social

- **Interdependence:** balancing self-reliance and sociability
- **Collaboration:** the skills of learning with others
- **Listening/Empathy:** getting inside others' minds
- **Imitation:** picking up others' habits and values

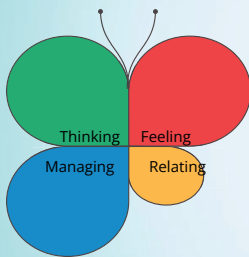


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Social Interaction



When it's missing, students behave like this;

- Socially unaware
- Job hogs...take over in groups, bag the best roles
- Social loafers ...hide in groups doing very little
- Inattentive to others, unaware of how others may feel
- Their way is the only way, unprepared to listen to others
- Fear working with others
- Shout others down
- **...it gets in the way of their learning**



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Puzzle

Working together

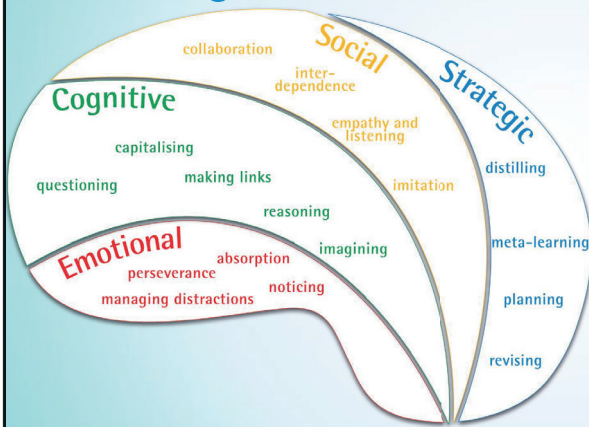
- _____ works well with others
- _____ maintains own ideas in a group
- _____ knows when to learn alone and when with others
- _____ shares ideas and information
- _____ puts themselves in other people's shoes
- _____ learns from the way other people do things

Explore

When sociability is missing

- _____ doesn't work well with others
- _____ feels isolated and insecure
- _____ changes their mind frequently
- _____ can insist on doing all the jobs in a group
- _____ doesn't like sharing ideas and information
- _____ never thinks of putting themselves in other's shoes
- _____ tends to be a social loafer, expecting others to 'do the work'

Strategic processes; the management of learning



Strategic

- **Planning:** working learning out in advance
- **Revising:** monitoring and adapting along the way
- **Distilling:** drawing out the lessons from experience
- **Meta-learning:** understanding learning, and yourself as a learner

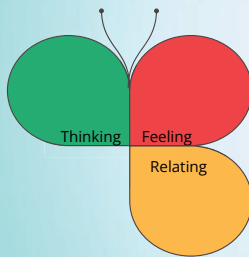


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Strategic Responsibility [self regulation]



When it's missing, students behave like this...

- Blurt out first things that come to mind
- Think learning just happens
- Never thinks ahead or plans anything
- Doesn't think about how they have done something
- Little sense of 'doing their best'
- Rarely changes tack – sticks to familiar
- Lack of interest in improving
- **...it gets in the way of their learning**



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Puzzle

Managing learning

- _____ sorts out what needs to be done
- _____ likes to organise their work
- _____ takes stock to make sure things are on track
- _____ anticipates blocks & obstacles
- _____ pulls out key points from experience
- _____ can talk about their learning process

Explore

Managing learning

- _____ rarely thinks of planning anything
- _____ little sense of self organisation
- _____ rarely thinks about how they have done something before
- _____ have little sense of doing their best
- _____ sticks to the familiar
- _____ lacks interest in improving
- _____ makes little of feedback
- _____ thinks learning just happens