

LEARNING CONNECT QUICK START – Gaging “Your Teaching Principles”



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LEARNING CONNECT

An Instructional System For Raising Student Achievement



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**“An Online Instructional System for Raising Student
Achievement”**

What is My Teaching and Learning Principles?

Please respond to the statements and questions provided. After reading each statement, please place a checkmark in the left or right columns that best indicates your belief. After reading each question, please circle the answer (A, B, C or D) that best indicates your frequency of use for the strategy noted.

1.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Eighty-five to ninety percent of learning difficulties in the classroom are due to poor underlying learning and processing skills. Each learning and processing skill must make a contribution and needs to function well for overall learning to be easy, fast and successful.</i>	DOUBT ✓
<p>Do you use teaching strategies that activate underlying learning processing skills?</p> <p>A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All</p>			
2.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Learning proceeds primarily from prior knowledge, and only secondarily from the presented materials.</i>	DOUBT ✓
3.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Prior knowledge is not always readily activated when trying to learn new information and help is needed to make the right connections.</i>	DOUBT ✓
4.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Proficient learners build on and activate their background knowledge before reading, writing, speaking, or listening; poor learners begin without thinking.</i>	DOUBT ✓
<p>Do you use teaching strategies that activate prior knowledge on lecture and reading activities in your classroom?</p> <p>A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All</p>			

5.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Lecture is only the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either.</i>	DOUBT ✓
6.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Information, deemed important is often taught just one time and is expected to be remembered a lifetime.</i>	DOUBT ✓
7.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Sixty percent of all high school students do not have the skills to comprehend instructional materials.</i>	DOUBT ✓
8.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>As much as fifty percent of the material heard and read in class is forgotten within twenty minutes of learning.</i>	DOUBT ✓
9.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Without intervening using comprehension techniques in lecture and reading, only minimal learning results and surface learning is generated. (Comprehension techniques are preview, summary, and elaboration activities that consolidate and increase knowledge retention.)</i>	DOUBT ✓
<p>Do you use intervention techniques to increase comprehension during lecture?</p> <p>A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All</p>			
<p>Do you use intervention techniques to increase learning results during reading?</p> <p>A. Consistently (On a Daily Basis) B. Fairly Consistently (Once a Quarter) C. Seldom (Once or Twice a Year) D. Not at All</p>			
10.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Vocabulary knowledge is the single most important factor contributing to reading comprehension.</i>	DOUBT ✓
<p>Do you incorporate researched-based processes to teach technical terms/vocabulary as part of your instructional process to create long lasting connections?</p> <p>A. Consistently (For every unit/chapter) B. Fairly Consistently (For most units/chapters) C. Seldom (For few units/chapters) D. Not at All</p>			

11.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Without using thinking and reflection learning techniques, learning ends well short of the re-organization of thinking that deep learning requires.</i>	DOUBT ✓
12.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Thinking and reflection learning techniques consolidate knowledge and creates long-lasting connections that can be easily recalled in the future.</i>	DOUBT ✓
13.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Thinking/Reflection Learning Products consolidate knowledge and create long-lasting connections that can be easily recalled in the future. (Learning product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.)</i>	DOUBT ✓

Do you incorporate thinking and reflection learning products as part of your instructional process to create long-lasting retention and retrieval connections? (Thinking/Reflection Learning Product examples – graphic organizers, memory tools, mnemonics, reformatted notes, storyboards, reflection questions, etc.)

- A. Consistently (On a Daily or Weekly Basis)
- B. Fairly Consistently (Once a Quarter)
- C. Seldom (Once or Twice a Year)
- D. Not at All

14.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Writing is, in fact, one of the best tools for learning any material because it activates thinking.</i>	DOUBT ✓
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Do you incorporate writing opportunities as part of your instructional process to create long-lasting connections?

- A. Consistently (For every unit/chapter)
- B. Fairly Consistently (For most units/chapters)
- C. Seldom (For few units/chapters)
- D. Not at All

15.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Answering study questions only require low-level recognition.</i>	DOUBT ✓
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Do you use study questions as a means of preparing students for the test and long-term retention?

- A. Consistently (For every unit/chapter)
- B. Fairly Consistently (For most units/chapters)
- C. Seldom (For few units/chapters)
- D. Not at All

16.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Teaching students to generate their own questions as part of the learning process is an effective way to encourage higher level thinking.</i>	DOUBT ✓
<p>Do you allow students to generate their own questions as part of your instructional process to create long-lasting connections?</p> <p>A. Consistently (For every unit/chapter)</p> <p>B. Fairly Consistently (For most units/chapters)</p> <p>C. Seldom (For few units/chapters)</p> <p>D. Not at All</p>			
17.	BELIEVE ✓	GENERAL LEARNING THEORY STATEMENT <i>Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades and retain information longer.</i>	DOUBT ✓
<p>Do you allow students to participate in small group learning as part of your instructional process to create long-lasting connections?</p> <p>A. Consistently (For every unit/chapter)</p> <p>B. Fairly Consistently (For most units/chapters)</p> <p>C. Seldom (For few units/chapters)</p> <p>D. Not at All</p>			