**Ресурс:**

**https://www.teachthought.com/learning/15-reflection-strategies-help-students-retain-just-taught/**

**12 Principles Of Modern Learning**

by **TeachThought Staff**

What are the principles of modern learning?

Well, that depends on how you define ‘learning’ and what you’d consider ‘modern.’ [Richard Olsen](https://twitter.com/richardolsen?lang=en) put together this useful visual way, way back in 2013–a chart that lays out three categories of a modern approach to learning–**Modern**, **Self-Directed**, and **Social**.

These broad categories are then broken up into four principles per category. Each principle is then described by its Reality (its function) and Opportunity (the result of that function). Honestly, these two categories are a bit confusing–or at least the distinction between some of the entries are (the ability to participate and enables modern learners to participate, for example).

Overall, though, defining ‘modern learning’ through inquiry, self-direction, and connectivity is at the core of what we preach here at TeachThought. Let’s take a look at what it’s saying by exploring the first category, **Modern Inquiry Learning.**

**12 Principles Of Modern Learning:**

**MODERN INQUIRY LEARNING**

The 4 principles in of Modern Inquiry Learning, according to the graphic, are Compile, Contribute, Combine, and Change, with their respective Realities and Opportunities shown below.

**Compile**

Reality: The ability to save and retrieve information in a variety of formats

Opportunity: Give modern learners virtually unlimited capacity to retrieve and store information

**Contribute**

Reality: The ability to participate in more complex projects

Opportunity: Enables learners to participate in more complex projects

**Combine**

Reality: The ability to reuse and build upon the work of others(ed note: as we are doing with this post)

Opportunity: Allows learners to move beyond individual and isolated projects

**Change**

Reality: The ability to quickly obtain feedback from multiple sources

Opportunity: Enables learners to continuously improve work

**Our Take**

While the graphic doesn’t really get at the core values of what makes each approach (Inquiry, Self-Direction, Connectivity) valuable and worthwhile (and so misses a huge opportunity), the trifecta of the three does in fact represent prevailing movements in progressive education. Technology, for example, would be a part of each. It supports inquiry and self-direction while being both a cause and effect of connectivity.

How should you use this to guide your teaching? You could take the verbs shown here (e.g., contribute, correlate, etc.) and design projects or activities alongside your students. You could also present a document like these at staff or department meetings by slamming it down on the table and asking ‘Where’s the progress?!”

Probably not that last thing.

**8 Reflective Questions To Help Any Student Think About Their Learning**

by **TeachThought Staff**

For in-person[*professional development from TeachThought*](http://www.wegrowteachers.com/)on reflection in learning or any other topic your school or district might need,[*contact us today*](http://www.wegrowteachers.com/contact).

What’s the big deal about thinking about something that already happened? In our [**’10 Characteristics Of A Highly-Effective Learning Environment**](http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/)‘, we suggested that learning habits–reflection, for example–were constantly present and modeled.

***9. Learning habits are constantly modeled***

Cognitive, meta-cognitive, and behavioral “good stuff” is constantly modeled. Curiosity, persistence, flexibility, priority, creativity, collaboration, revision, and even the classic[***Habits of Mind***](http://www.teachthought.com/pedagogy/what-are-the-habits-of-mind/)are all great places to start. So often what students learn from those around them is less directly didactic, and more indirect and observational.

Monkey see, monkey do.

[**Why the brain actually benefits from reflection**](http://www.teachthought.com/uncategorized/why-the-brain-benefits-from-reflection-in-learning/) is a matter of neurology, but the extensive research is clear: Prediction, reflection, and metacognition are pillars for the thoughtful classroom. The questions below were created to be, as much as possible, useful with most students at most ages and grade levels with a little rewording.

Perhaps most crucially, by **shifting their reflection from content to thought**, students have the chance to put themselves back at the center of the learning process. When they reflect, students reimagine what happened in both 1st and 3rd person–as they were seen, and as they saw through their own eyes. How? A sample response for a 7th or 8th grader might be:

I guess I was most creative today when we were given a chance to create our own metaphors for the ways rain forests help the planet “breathe.” Why? Maybe because it forced me to think about something visually, which meant we could come up with our own answers!

In reflecting, the student had to think both about their own feelings (when they felt something), and how they might be perceived (what others might consider ‘creative’).

**The Twitter Template**

We’ve included a twitter template that you can use, or use as a guide to create your own, so students can write the answers as if they were tweets, but it’s obviously not necessary. Alternatively, students could actually tweet them (assuming they have accounts they don’t mind publishing academic content in, as well as smartphones, access to WiFi, and so on).

You could also use the questions as journal prompts, or as discussion questions as well.

**8 Reflective Questions To Help Any Student Think About Their Learning**

1. What surprised you today, and why?

2. What’s the most important thing you learned today? Why do you think so?

3. What do you want to learn more about, and why?

4. When were you the most creative, and why do you think that is?

5. What made you curious today? How does learning feel different when you’re curious?

6. When were you at your best today, and why?

7. (Assuming we were studying the same thing and you could decide and have access to anything), where would you start tomorrow? Why?

8. What can/should you do with what you know?

**20 Observable Characteristics Of Effective Teaching**

by **TeachThought Staff**

What makes an effective teacher? Or more specifically, what observable characteristics might you see and hear?

The University of Minnesota [offered some observable characteristics](https://www.udayton.edu/ltc/_resources/writing/assessment_resources/Peer_Review_of_Classroom_Instruction_Observable_Characteristics.pdf) of effective teaching which, while focused on teacher actions rather than student learning, had some useful tips–not so much *how*to teach generally, but specific actions that you can use tomorrow.

In “[**How A Good Teacher Becomes Great**](http://www.teachthought.com/pedagogy/how-a-good-teacher-becomes-great/),” we theorized that good teachers “know which assessments are for “show,” and which are for “go”—that is, which look good from 10 feet, and which provide visibility for both the student and teacher where the learning needs to go next,” and that they model curiosity, collaborate with other great teachers, and “measure understanding in diverse ways.”

Below are 20 observable characteristics of effective teaching. Pair this with our characteristics of a[**highly-effective learning environment**](http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/), and you’ll have a nice one-two punch to reflect on your craft. We’ve highlighted a few of our favorites to get you started.

**20 Observable Characteristics Of Effective Teaching**

1. **Begins class promptly and in a well-organized way.**
2. Treats students with respect and caring.
3. **Provides the significance/importance of information to be learned.**
4. Provides clear explanations. Holds attention and respect of students….practices effective classroom management.
5. **Uses active, hands-on student learning.**
6. **Varies his/her instructional techniques.**
7. Provides clear, specific expectations for assignments.
8. Provides frequent and immediate feedback to students on their performance.
9. Praises student answers and uses probing questions to clarify/elaborate answers.
10. **Provides many concrete, real-life, practical examples.**
11. Draws inferences from examples/models….and uses analogies.
12. **Creates a class environment which is comfortable for students**….allows students to speak freely.
13. Teaches at an appropriately fast pace, stopping to check student understanding and engagement.
14. Communicates at the level of all students in class.
15. Has a sense of humor!
16. **Uses nonverbal behavior**, such as gestures, walking around, and eye contact to reinforce his/her comments.
17. Presents him/herself in class as “real people.”
18. Focuses on the class objective and does not let class get sidetracked.
19. Uses feedback from students (and others) to assess and improve teaching.
20. **Reflects on own teaching** to improve it.