HOW LEARNING HAPPENS

Book Club Questions

To support the use of How Learning Happens in your school here are some discussion questions written by Paul A. Kirschner and Carl Hendrick.

**Part 1: How does our brain work?**
- Novices and experts think in very different ways. In what way can you differentiate between them when planning and carrying out your lessons? (Chapter 1)
- How can you determine whether your students understand the deep structure of a problem as opposed to only its surface features? (Chapter 3)
- Explain for yourself or someone else how dual coding theory differs from learning styles. (Chapter 5)

**Part 2: Prerequisites for learning**
- Knowing what learners do and don’t know and how to plan accordingly is a key characteristic of effective learning. How do you provide students with opportunities for such self-monitoring and reflection? (Chapter 7)
- If we look at attribution theory, how would the type of feedback that you give and how your learners react to it differ depending if a learner has a mastery or goal orientation with either an approach or avoidance orientation? (Chapter 12)

**Part 3: Which learning activities support learning?**
- Problem solving is not just about knowing what to look for but where to look for it. How do you help pupils problem-solve and how different does it look in different subjects? (Chapter 14)
- What kinds of activities give birth to learning and what kind kill learning and why? (Chapters 15 & 27)

**Part 4: The Teacher**
- If learning is a change in long-term memory, then what teaching methods and activities best support this? (Chapter 17)
- Explain to a colleague why discovery learning isn’t only ineffective, but also is ineffective with respect to a learner’s limited cognitive resources. (Chapter 17)
- Rereading and highlighting are both very widely used and recommended study strategies that don’t seem to work. How might you adapt them to make them work? (Chapter 21)

**Part 5: Learning in context**
- Let’s say that you wanted to teach your students about how a central heating system works or about the social issues in Romeo and Juliet. How would you contextualise this to help your students learn it more effectively. (Chapter 22)
- Design a learning community for CPD using this book. What would it look like and how would you set it up? (Chapter 25)

**Part 6: Cautionary Tales**
- Why don’t learners know what’s best for them? (Chapter 26)
- Which of the Ten Deadly Sins did you learn during your training or in a CPD and which ones do you encounter daily? Knowing what you now know from reading the book, how would you convince a colleague not to sin? 😞 (Chapter 29)