

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)