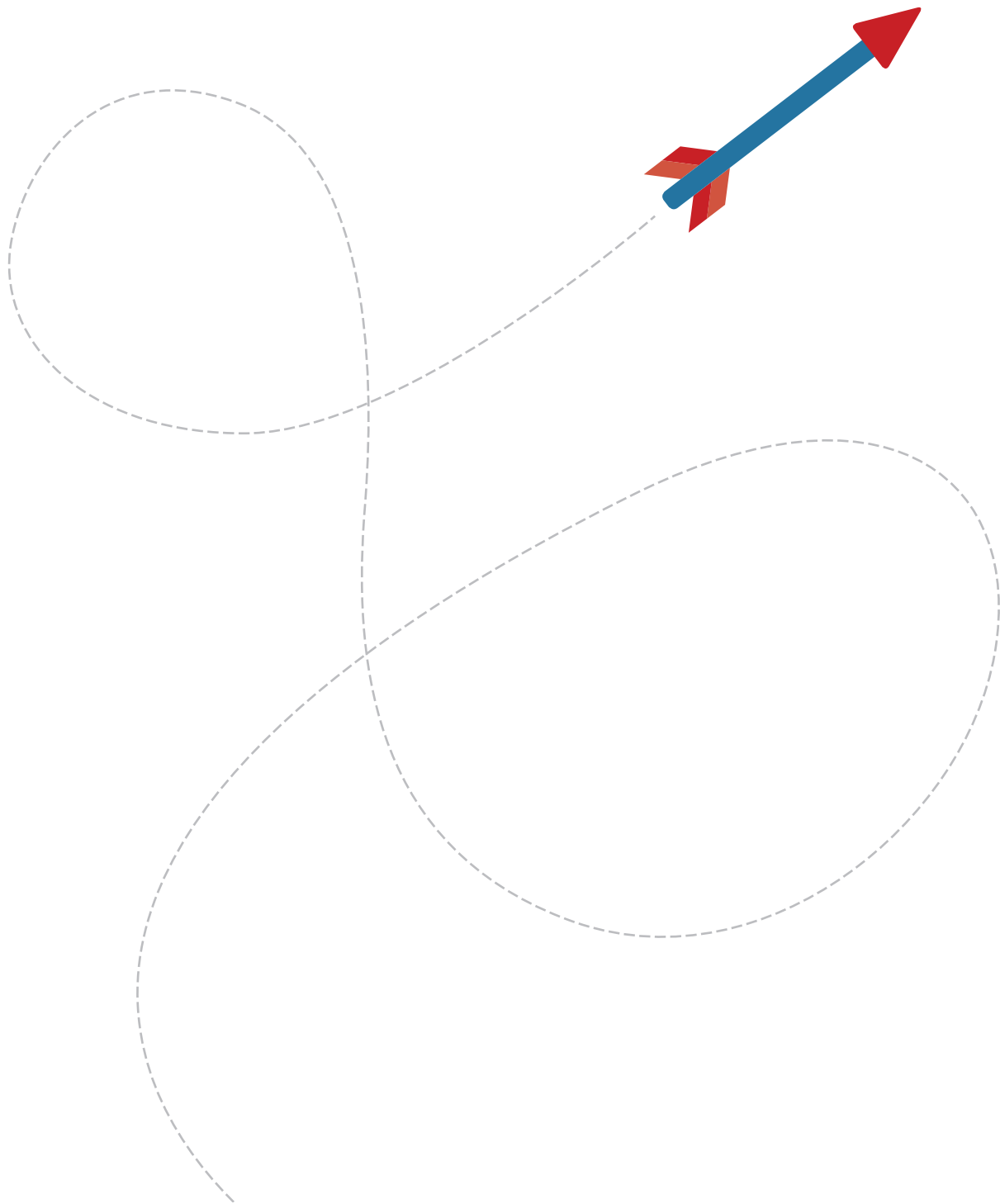




# PART II

## THE LESSONS: STEP-BY-STEP



Copyright Corwin 2018



# 1

# What Is Learning?



**TIME:**

30 minutes



**ASSOCIATED INFLUENCE AND EFFECT SIZE:**

Assessment-capable visible learners:  
**1.44**



**RELATED TOOLS AND RESOURCES:**

Conceptions of Learning Survey

## Overview

This lesson invites students to explore what they think and feel about learning. The statements on the survey come from the conceptions of learning work done by Hattie and Purdie. Research supports strong connections between how students feel about learning and their academic achievement. It will be important to spend time ensuring that students understand what a *conception* is as well as what each of the statements is talking about that they have to rate themselves against.

The more students fall into the *strongly agree* or *agree* response, the stronger their conceptions of learning are. However, when students take the survey, it is important that they are honest in how they feel. So it may not be appropriate to communicate to them that the more they agree or strongly agree, the better, as they may then just select those responses. There is a Fun Fact in the lesson that tells students about the connection between conceptions of learning and academic achievement, but it doesn't lead them to answering *strongly agree* or *agree*.

## Teacher Preparation

Before engaging students in the lesson, it will be important to read through the survey and identify any potential misconceptions students may have that you will need to clarify during the lesson.

If available, have on hand a tool to show/project the survey as you discuss it prior to students taking it.

## Teacher Planning Notes:

---

---

---

---

---

---

---

---

---

---

LESSON

1

## What Is Learning?

Learning is a complex process. One thing that greatly impacts your learning is the way that you actually think about learning. Today we are going to explore what is called **conceptions of learning**. Conceptions of learning are your ideas and beliefs that you have about being a learner.

Conceptions of learning fall into six categories:

- 1 Learning as gaining information
- 2 Learning as remembering, using, and understanding information
- 3 Learning as a duty
- 4 Learning as personal change
- 5 Learning as a process not bound by time or place
- 6 Learning as the development of social competence

*Think  
About It*



### A FUN FACT about Conceptions of Learning

Studies show that your conceptions of learning have a direct correlation, or connection, to your academic achievement. So what you think about learning affects your individual success as a learner! It also affects your motivation as a learner and the strategies you select when you are in the learning process.

Let's dig a little deeper into each of the categories by taking the following survey. You'll take this survey multiple times throughout the school year to see if your conceptions of learning change.

# Related *Learner's Notebook* Page

What Is Learning?

1



## Conceptions of Learning Survey—Time 1

Date: \_\_\_\_\_

**Directions:** Read each statement carefully and think about how you feel about yourself as a learner. Check the box that best represents your response to each statement. There are no right or wrong answers. The purpose of this survey is to establish a baseline about what *you* think and feel about learning.

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1 Learning is when I'm taught something that I didn't know before.				
2 Learning is taking in as many facts as possible.				
3 When someone gives me new information, I feel like I am learning.				
4 Learning helps me become clever (quick to understand, learn, apply ideas).				
5 Learning means I can talk about something in different ways.				
6 When something stays in my head, I know I have really learned it.				
7 If I have learned something, it means that I can remember that information whenever I want to.				
8 I should be able to remember what I have learned at a later date.				
9 I have really learned something when I can remember it at a later date.				
10 When I have learned something, I know how to use it in other situations.				
11 If I know something well, I can use the information if the need arises.				
12 Learning is making sense out of new information and ways of doing things.				
13 I know I have learned something when I can explain it to someone else.				
14 Learning is finding out what things really mean.				
15 Learning is difficult but important.				
16 Even when something I am learning is difficult, I must concentrate and keep on trying.				
17 Learning and studying must be done whether I like it or not.				
18 Learning has helped me widen my views about life.				
19 Learning changes my way of thinking.				
20 By learning, I look at life in new ways.				

# Related Learner's Notebook Page

## 1 What Is Learning?

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
21 Learning means I have found new ways to look at things.				
22 Increased knowledge helps me become a better person.				
23 I use learning to develop myself as a person.				
24 When I learn, I think I can change as a person.				
25 Learning is necessary to help me improve as a person.				
26 I don't think I will ever stop learning.				
27 I learn a lot from talking to other people.				
28 Learning is gaining knowledge through daily experiences.				
29 Learning is knowing how to get along with different kinds of people.				
30 Learning is not only studying at school but also knowing how to be considerate to others.				
31 Learning is the development of common sense in order to become a better member of society.				
32 Learning is developing good relationships.				

Count how many check marks you had for each answer choice, and capture the numbers in the table below.

Strongly Agree	Agree	Disagree	Strongly Disagree
/ 32	/ 32	/ 32	/ 32

As we continue throughout the school year and work to become assessment-capable visible learners, we will return to this survey tool and see if any of your conceptions of learning have changed.

# Related *Learner's Notebook* Page

What Is Learning?

1



## Conceptions of Learning Survey—Time 2

Date: \_\_\_\_\_

**Directions:** Read each statement carefully and think about how you feel about yourself as a learner. Check the box that best represents your response to each statement. There are no right or wrong answers. The purpose of this survey is to establish a baseline about what *you* think and feel about learning.

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1 Learning is when I'm taught something that I didn't know before.				
2 Learning is taking in as many facts as possible.				
3 When someone gives me new information, I feel like I am learning.				
4 Learning helps me become clever (quick to understand, learn, apply ideas).				
5 Learning means I can talk about something in different ways.				
6 When something stays in my head, I know I have really learned it.				
7 If I have learned something, it means that I can remember that information whenever I want to.				
8 I should be able to remember what I have learned at a later date.				
9 I have really learned something when I can remember it at a later date.				
10 When I have learned something, I know how to use it in other situations.				
11 If I know something well, I can use the information if the need arises.				
12 Learning is making sense out of new information and ways of doing things.				
13 I know I have learned something when I can explain it to someone else.				
14 Learning is finding out what things really mean.				
15 Learning is difficult but important.				
16 Even when something I am learning is difficult, I must concentrate and keep on trying.				
17 Learning and studying must be done whether I like it or not.				
18 Learning has helped me widen my views about life.				
19 Learning changes my way of thinking.				
20 By learning, I look at life in new ways.				

# Related Learner's Notebook Page

## 1 What Is Learning?

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
21 Learning means I have found new ways to look at things.				
22 Increased knowledge helps me become a better person.				
23 I use learning to develop myself as a person.				
24 When I learn, I think I can change as a person.				
25 Learning is necessary to help me improve as a person.				
26 I don't think I will ever stop learning.				
27 I learn a lot from talking to other people.				
28 Learning is gaining knowledge through daily experiences.				
29 Learning is knowing how to get along with different kinds of people.				
30 Learning is not only studying at school but also knowing how to be considerate to others.				
31 Learning is the development of common sense in order to become a better member of society.				
32 Learning is developing good relationships.				

Count how many check marks you had for each answer choice, and capture the numbers in the table below.

Strongly Agree	Agree	Disagree	Strongly Disagree
/ 32	/ 32	/ 32	/ 32

Now that you've taken the Conceptions of Learning Survey for the second time this school year, let's look at how these results compare to your results the first time you took the survey.

Conceptions of Learning Survey	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Time 1 Results</b>	/ 32	/ 32	/ 32	/ 32
Conceptions of Learning Survey	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Time 2 Results</b>	/ 32	/ 32	/ 32	/ 32
<b>Time 1 and Time 2 Changes</b>				

# Related *Learner's Notebook* Page

What Is Learning?

1

**Reflect**



Were there any changes in the way you responded to the statements in the Conceptions of Learning Survey from the first time you took it to the second time? If so, what were they?

What do you think was the cause of those changes?



# Related Learner's Notebook Page

## 1 What Is Learning?



### Conceptions of Learning Survey—Time 3

Date: \_\_\_\_\_

**Directions:** Read each statement carefully and think about how you feel about yourself as a learner. Check the box that best represents your response to each statement. There are no right or wrong answers. The purpose of this survey is to establish a baseline about what *you* think and feel about learning.

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1 Learning is when I'm taught something that I didn't know before.				
2 Learning is taking in as many facts as possible.				
3 When someone gives me new information, I feel like I am learning.				
4 Learning helps me become clever (quick to understand, learn, apply ideas).				
5 Learning means I can talk about something in different ways.				
6 When something stays in my head, I know I have really learned it.				
7 If I have learned something, it means that I can remember that information whenever I want to.				
8 I should be able to remember what I have learned at a later date.				
9 I have really learned something when I can remember it at a later date.				
10 When I have learned something, I know how to use it in other situations.				
11 If I know something well, I can use the information if the need arises.				
12 Learning is making sense out of new information and ways of doing things.				
13 I know I have learned something when I can explain it to someone else.				
14 Learning is finding out what things really mean.				
15 Learning is difficult but important.				
16 Even when something I am learning is difficult, I must concentrate and keep on trying.				
17 Learning and studying must be done whether I like it or not.				
18 Learning has helped me widen my views about life.				
19 Learning changes my way of thinking.				
20 By learning, I look at life in new ways.				

# Related *Learner's Notebook* Page

## What Is Learning? 1

<i>I think...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
21 Learning means I have found new ways to look at things.				
22 Increased knowledge helps me become a better person.				
23 I use learning to develop myself as a person.				
24 When I learn, I think I can change as a person.				
25 Learning is necessary to help me improve as a person.				
26 I don't think I will ever stop learning.				
27 I learn a lot from talking to other people.				
28 Learning is gaining knowledge through daily experiences.				
29 Learning is knowing how to get along with different kinds of people.				
30 Learning is not only studying at school but also knowing how to be considerate to others.				
31 Learning is the development of common sense in order to become a better member of society.				
32 Learning is developing good relationships.				

Count how many check marks you had for each answer choice, and capture the numbers in the table below.

Strongly Agree	Agree	Disagree	Strongly Disagree
/ 32	/ 32	/ 32	/ 32

Now that you've taken the Conceptions of Learning Survey for the third time this school year, let's look at how these results compare to your results the second time you took the survey.

Conceptions of Learning Survey	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Time 2 Results</b>	/ 32	/ 32	/ 32	/ 32
Conceptions of Learning Survey	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Time 3 Results</b>	/ 32	/ 32	/ 32	/ 32
<b>Time 2 and Time 3 Changes</b>				

# Related *Learner's Notebook* Page

1

## What Is Learning?

*Reflect*



Were there any changes in the way you responded to the statements in the Conceptions of Learning Survey from the second time you took it to the third time? If so, what were they?

What do you think was the cause of those changes?

## Teacher Talk

*Today we are going to explore what we think about learning and being a learner. The way we are going to do this is through completing what is called a Conceptions of Learning Survey. But before we do, let's talk a little further about what a conception of learning is. Take a look at the top of page 2 in your Learner's Notebook.*

Read aloud or have students read to themselves the information that starts at the top of the lesson until they reach the directions for the survey.

*So we know now that conceptions of learning are your ideas and beliefs that you have about being a learner. Let's talk a little more about the six categories that conceptions of learning fall into.*

It will be important to briefly discuss the six categories of learning to support student understanding.

1. Learning as gaining information
2. Learning as remembering, using, and understanding information
3. Learning as a duty
4. Learning as personal change
5. Learning as a process not bound by time or place
6. Learning as the development of social competence

As the teacher, you can give them the information for each category or you can invite them into a discussion (pairs/groups/class) on what each one is or means and then provide them with additional information. This is a great opportunity to help students understand that learning is so much more than just doing work and “getting a grade.” Rather, learning is made up of many different facets and experiences.

After briefly discussing the six categories, let the students know that they will now take the Conceptions of Learning Survey. Make sure they are aware that there are no right or wrong answers—what is most important is that they honestly think about how they feel and what they believe about learning. As they continue to take the survey again at identified intervals throughout the school year, the hope is that through engaging in the lessons included in their *Learner's Notebook* and getting versed in using the tools and checklists in the notebook, their conceptions of learning will begin to change.

*Okay, now that we've had time to discuss what conceptions of learning are and the categories your conceptions fall into, we are going to go ahead and take the survey. You need to know that there are absolutely no right or wrong answers to this survey, so as you are individually taking it, answer as honestly as possible. This is not a test. As we continue to engage in the lessons in your Learner's Notebook and become routine in using the tools and strategies, perhaps your conceptions of learning will change. We will take the survey multiple times throughout the school year to see if that happens. As you are taking the survey, if there is something that you don't understand, please raise your hand and I'd be happy to clarify what the statement is saying.*

Instruct students to go ahead and take the survey.

*Now that you've taken the survey, there is one final step you need to complete. At the bottom of the survey there is a small chart. Tally the number of times you selected strongly agree, agree, disagree, or strongly disagree and capture those numbers in the chart.*

*You will see on the following pages that this survey is designed to be taken several times this year. We will return to it. Today we will stop here and consider this a record of where we are today.*

After students have had time to complete the chart, you can bring the lesson to a close.

## Student Action

Students will individually take the Conceptions of Learning Survey and complete the chart below it to tally their responses.