



South Lewis Central School

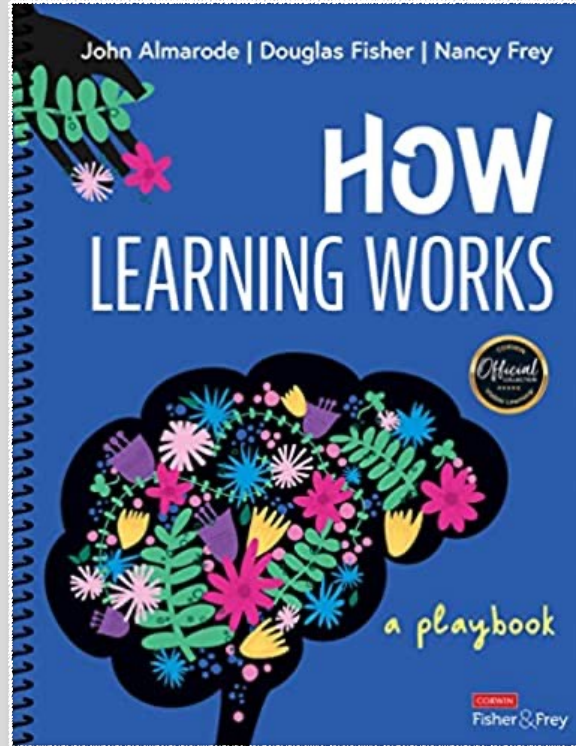
January Faculty Meeting

January, 2024

One District • One Building • One Family



How Learning Works



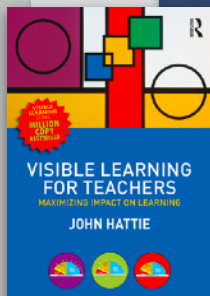
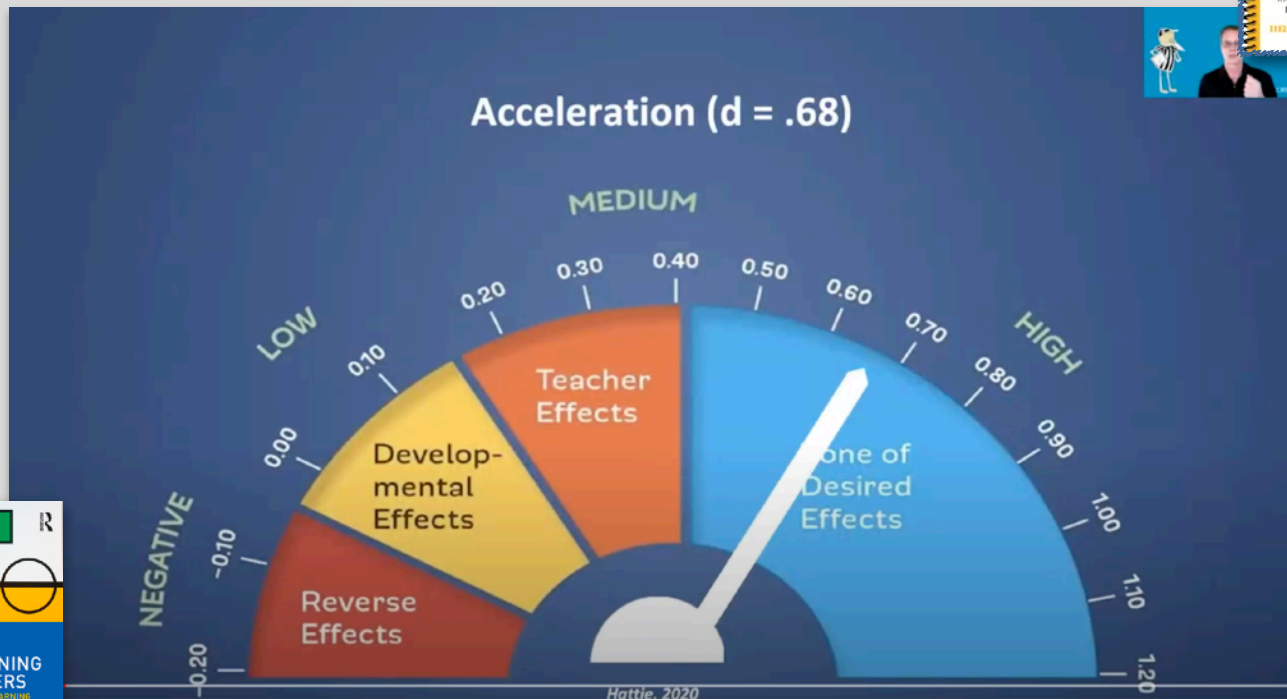
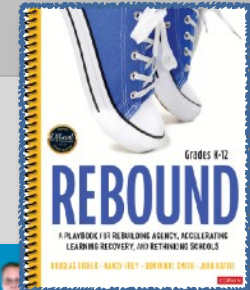
“The purpose of this playbook is to take a closer look at how our students learn so that we can better design learning experiences that align with how learning works” (Almarode, Fisher & Frey, 2022, pg 3).

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.

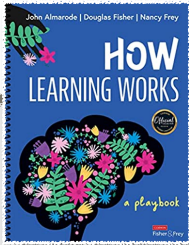




Rebound



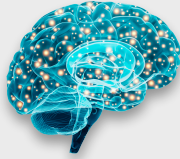
Fisher, D., Frey, N., Smith, D. & Hattie, J. (2021). *Grades K-12 rebound: A playbook for rebuilding agency, accelerating learning recovery, and rethinking schools*. Thousand Oaks, CA: Corwin Press.



How Learning Works: a playbook

A Thought to Ponder.....

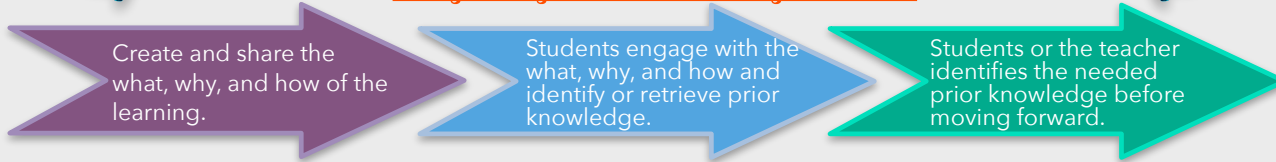
“Integrating knowledge into new learning supports learners as they make meaning of their new learning, while at the same time it retrieves previous learning” (Almarode, Fisher, & Frey, 2022, pg. 145).



Learning Strategy 2: Integrating Prior Knowledge



Integrating Prior Knowledge Process



Gradual release of responsibility for self-assessment of prior knowledge.



I am very familiar with this.

"I DO"

Explicit Instruction

The teacher models identifying the concepts, skills, and understandings needed.



"WE DO"

Guided Instruction

The teacher and the students identify the concepts, skills, and understandings needed.



"YOU ALL DO"

Cooperative Learning

The students, in a small group, identify the concepts, skills, and understandings needed.



"YOU DO"

Independent Learning

The students self-assess the concept, skills, and understandings needed.



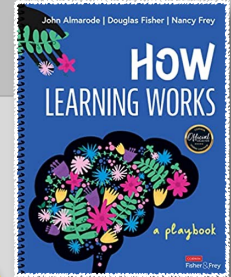
☆☆ Students need to know the what, why and how of the new content to access relevant prior knowledge. ☆☆

“The context of the learning strongly influences the way we attend to the content. Knowing the what, why, and how of the content sets the context of the learning” (Almarode, Fisher & Frey, 2022, pg. 146).





How Learning Works



Learning Strategy 3: Summarizing

Powerful Instruction – January, 2023

Promising Principle 3: Elaborate Encoding

A Thought to Ponder.....

“Elaborate encoding is the deep processing of information by linking new content, skills and understandings to prior knowledge, background knowledge and/or previous experiences”

(Almarode, Fisher & Frey, 2022, pg. 67).



Visible Learning™

4 Influences on Elaborate Encoding



1. Summarizing Learning into Learners' Own Words (Effect Size=0.74). This fosters multiple representations and finding and applying patterns. It can be verbal or written.

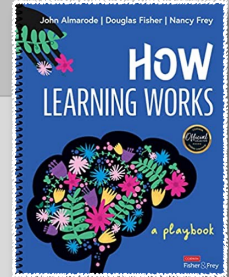
Multiple Representations of content, skills and understandings. Multiple representations refers to different ways of thinking (i.e. summarizing, self-questioning, use of visuals, graphic organizers, etc.).





How Learning Works

Learning Strategy 3: Summarizing



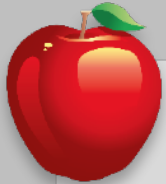
“**Summarizing** requires that learners **take information, identify relevant content, skills, or understandings,** and then **decide** how different ideas are **related to each other**” (Almarode, Fisher, & Frey, 2022, pg. 156).

- **Summarizing** occurs when we take all the information (including the “white noise”) and **pare it down** to pick out what is **most important**.
- **Summarizing** is NOT JUST **writing down** or **sharing out** any information **relating to the topic**.
- ★★ Summarizing **must relate and align to** the **what, why** and **how** of the new content to **move learning forward**. ★★
 - This can be accomplished by **posting your objectives,** conveying **learning intentions,** and **identifying success criteria**.

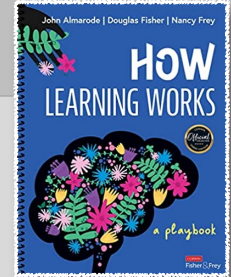
them or it. That is, make a quick assessment of the many of something; summary noun. Cf.

Almarode, J., Fisher, D., & Frey, N. (2022). *How learning works: a playbook*. Thousand Oaks, CA: Corwin Press.





How Learning Works



Learning Strategy 3: Summarizing

Least Effective

Continuum of Effectiveness

Most Effective

1. After each page, write three lines of text that summarize the main point from that page.
2. While reading each page, take up to three lines of notes.
3. Write down, verbatim, three lines of notes.
4. Copy all of the capitalized words in the text.
5. Do nothing - just read the 2,000 word nonfiction text.



Least Effective

4

3

5

1

2

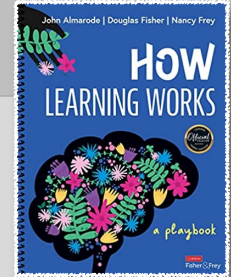
Most Effective





How Learning Works

Learning Strategy 3: Summarizing



Essential Characteristics of Effective Summarizing

1. The task involves identifying the most relevant content, concepts, or skills of the lesson.
2. Students are required to summarize in their own words.
3. The summary requires student make connections with prior learning or different content and ideas.



Summarizing supports the learning process only if it connects to the relevant content, concepts, and understandings of the learning.

“The generated summaries, then, must be guided by the learning intentions and success criteria.”

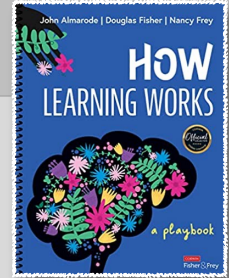
(Almarode, Fisher, & Frey, 2022, pg. 158).

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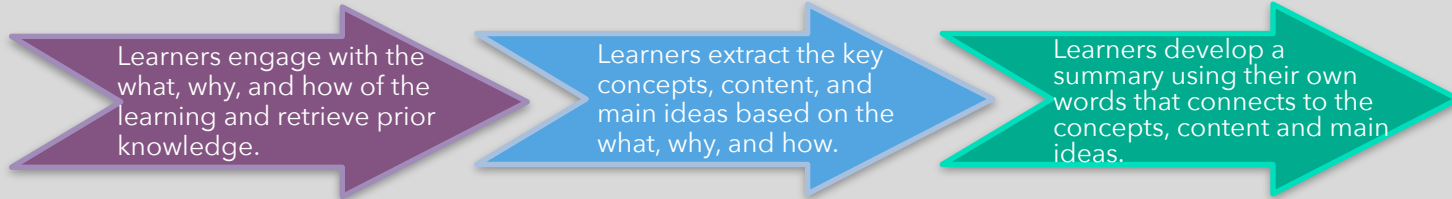


How Learning Works



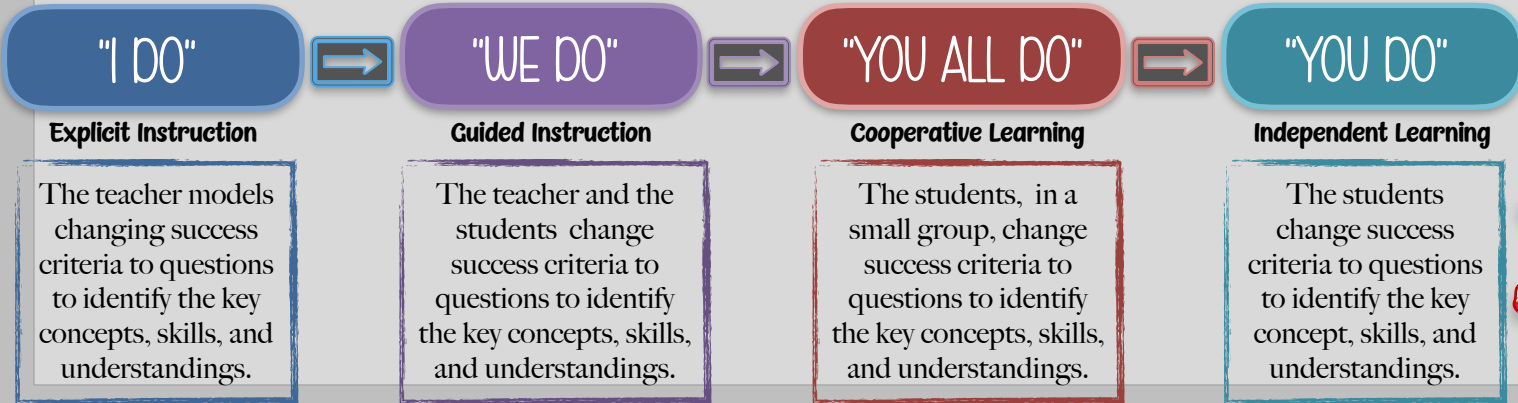
Learning Strategy 3: Summarizing

Summarizing Process



Gradual release of responsibility for summarizing.

Turning success criteria into questions helps students focus on the concepts, content, and main ideas of the learning.

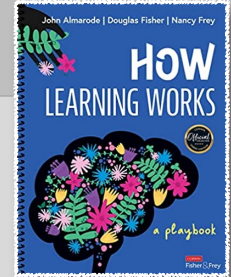


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How Learning Works



Learning Strategy 3: Summarizing

Hattie's Research That Supports Our Learning Strategy

Summarization ● 0.74

Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

● Outlining and summarizing

● **Potential to Accelerate Student Achievement:** Potential to considerably accelerate

Evidence

- Number of meta-analyses: 11
- Number of studies: 886
- Number of students: 73,770
- Number of effects: 1,094
- **Weighted mean effect size: 0.62**

Retrieved from: https://www.visiblelearningmetax.com/influences/view/outlining_and_summarizing

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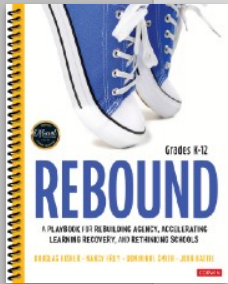
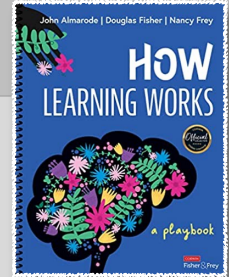




How Learning Works

Learning Strategy 3: Summarizing

Instructional Strategy: Five-Word Summary



Five-word summary. Students read a piece of text and choose five words that summarize the reading. They then talk with a partner to reach consensus on five words that summarize the reading before joining another partnership. Now the four students reach agreements on the five words that represent the text. From there, they create their own summary of the text, using the five words agreed on by the group. (*Rebound* Module 5, *Recovering Learning through Instructional Practices*, December, 2021)

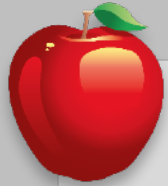


This strategy combines the high effect size strategy of working collaboratively with the high effect size strategy of summarizing.

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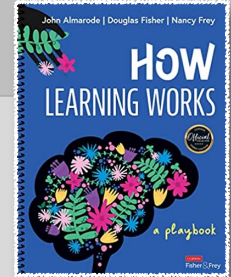
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How Learning Works

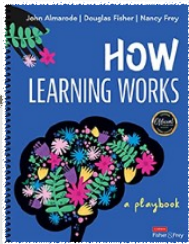
Learning Strategy 3: Summarizing



One final thought.....

“For **summarizing** to move learning forward, those **facts, thoughts, and ideas** MUST align with the **what, why, and how** of the **learning experience** or **task**. The process for **explicitly teaching summarizing** must start with **ensuring learners** are **attending** to the **learning intentions** and **success criteria**” (Almarode, Fisher, & Frey, 2022, pg. 161).





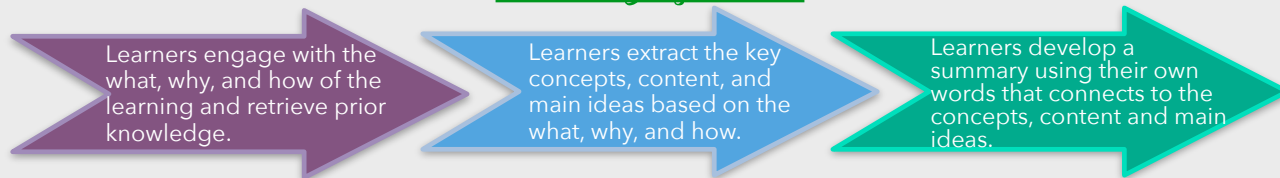
How Learning Works: a playbook

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Learning Strategy 3: Summarizing

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Gradual Release of Responsibility for Summarizing.

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"I DO"

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The teacher models changing success criteria to questions to identify the key concepts, skills, and understandings.



"WE DO"

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The teacher and the students change success criteria to questions to identify the key concepts, skills, and understandings.



"YOU ALL DO"

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★ Summarizing **must relate and align to** the **what, why** and **how** of the new content to **move learning forward**. ★

“The **process for explicitly teaching summarizing** must start with **ensuring learners are attending to learning intentions and success criteria**” (Almarode, Fisher & Frey, 2022, pg. 161).

We all own this
We're all in this together.....

