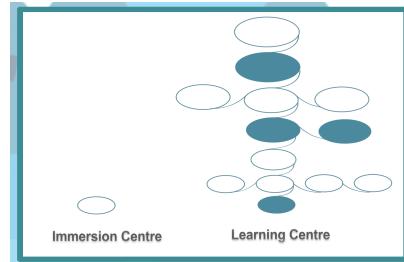


## Learning Centres

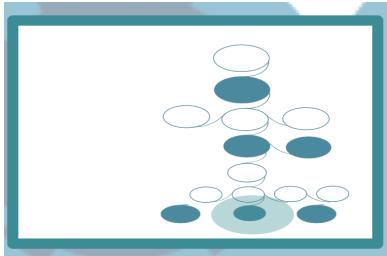
Learning Centres are representationally more complex than immersion centres.



Learners are provided with multiple learning opportunities that promote the acquisition and integration of new knowledge and skills. Learning experiences spiral developmentally.

Learning Centres are used in the first stage of the learning process where the acquisition and integration of new learning is the goal....they are called Learning Centres because they will direct and activate learning.

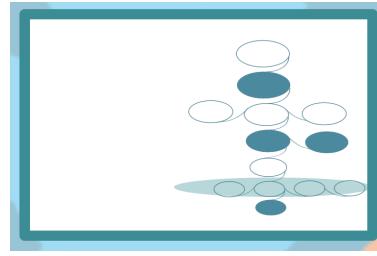
Learning takes time, it is developmental and it requires repetition. Learning Centres are created and implemented to address each of these elements.



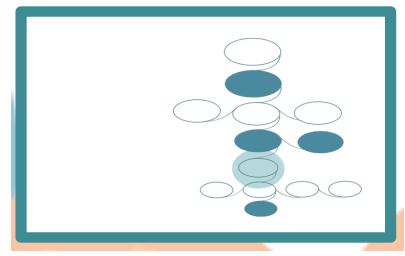
A Learning Centre sequence begins with 'input' opportunities.

Instead of personally introducing a new concept to learners, a resource is provided to 'teach' learners new knowledge or skills.

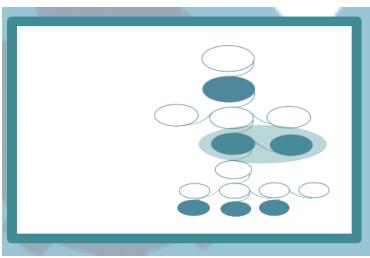
Ideally, learners will be provided multiple 'input' tasks that 'teach' via multiple modalities. Learning could be introduced using a video, text based documents, learning song, games, drama or role play and most importantly (when possible), experimentation opportunities that allow learners to make their own discoveries along with hypotheses before they access accurate information.



The 'input' opportunity is followed on with application tasks. Learners are invited to apply newly introduced learning through a variety of multi-sensory, multi-context learning experiences. Breadth is addressed along with opportunities for repetition.



Learners who are ready to address their new learning at a greater level of sophistication, will be provided with opportunities to do so. As the learner spirals 'up', learning becomes much more relational and greater depth is addressed.



When learners are ready to build on their learning, further 'input' experiences are provided.

In this example you will see that learners have been provided with two further 'input' opportunities. Learners will benefit by experiencing new information multiple times through multiple modalities. Repetition is key to long term memory storage so multiple exposures are critical in the design of instruction. These diagrams are for representational purposes only. The number of experiences at any point in the sequence is dependent on your learner's needs.

Explore the examples provided in the units named: Genetics (yr 11); Light and Shadows (yr 3); Narrative (yr1). You will notice that in addition to the 'task card' each learning opportunity is accompanied by an 'organiser'. All Learning Centres require an organiser to direct the learner's attention; promote processing; and ensure that the learner has a 'record' that he can refer to when reviewing and reflecting on his learning.

Learners must attend to outside stimuli in order for successful transfer into working memory (Atkinson & Shiffrin, 1968 / Baddeley & Hitch, 1974/2000/2009). When an organiser is framed to include key information, learners are directed to attend and transfer is promoted.

Organisers can also be framed for deeper processing. When learners are invited to consider 'why?'; apply their knowledge in the development of their own examples; and consider wonderings, they MUST begin to analyse, evaluate and synthesise the new learning. Organisation and elaboration of newly acquired information leads to the development of a stronger memory trace (Craik & Lockhart, 1972) and therefore promotes long term memory storage.

**Onomatopoeia**  
I said... AH-no-MAH-tah-Pee-ah

- 1 Watch the Powerpoint presentation Onomatopoeia.
- 2 Next, watch the YouTube video ,  
<http://www.youtube.com/watch?v=f1b5kCvVBo8>
- 3 Use the organiser 'Onomatopoeia' to guide your discoveries and your thinking .

Onomatopoeia			
What is Onomatopoeia?	Why is it used?	Examples from  and	Your own examples

**Wonderings**

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T-Chart

It is recommended that you visit the document several times and record your learning on the organiser provided for you. Once you are happy with your recording, please reference the 'cheat sheet' and 'fill in any gaps' in the discoveries that you may have missed. Your 'cheat sheet' recordings should be done in a colour not used in your original recording so that you are able to see any missed information. You are welcome to email me with questions: lane@laneclark.ca

The development of Learning Centres is time consuming because these must be developed BEFORE the learning begins. Although this may sound counter intuitive, because they are designed developmentally, once baseline data is collected during your 'immersion centres', learners can 'slot into the sequence' according to their developmental readiness. The ultimate intention behind this approach is differentiation and self direction. Teachers, in concert with their learners, should be able to eventually make decisions together regarding movement horizontally, and vertically within each 'spiral of learning'.