

# About Immersion and Learning Centres



Focus Thinking	Immersion Centres	Learning Centres	Task Cards	Organisers	Other Important Stuff
<p>What are they?</p>	<ul style="list-style-type: none"> <li>-strategically designed to collect baseline data on what you assume they already know as well as what you assume they do not yet know;</li> <li>-strategically designed to engage learners cognitively and emotionally</li> <li>-designed to set learners up to identify their 'so what challenge'</li> <li>-introduce new vocabulary or new concepts for exposure purposes only</li> <li>-generally 'one off' task</li> <li>-are delivered via task cards and organisers</li> <li>-are included on Trackers</li> <li>-tools include concept charts; organisers framed loosely and then more specifically if necessary to provide additional 'cues' for long term memory schema retrieval; brainstorming via carousel so learners use others to 'cue' long term memory schema; an actual go at doing 'it'</li> </ul>	<ul style="list-style-type: none"> <li>-tool used to 'teach' new content and skills</li> <li>-developmental in their design; spiralled; as LCs progress up spiral, depth and breadth are increased</li> <li>-input tasks are designed for 'teaching' and follow up tasks are designed for application</li> <li>-can provide multiple input tasks so learners receive information via multiple modalities/contexts</li> <li>-multiple application tasks are designed for repetition and cross context experiences</li> <li>-if teachers teach the 'whole class' this should be video taped and turned into a LC with task card and organiser</li> <li>-organisers can be on paper, digital or concrete (ie hula hoops)</li> <li>-a diversity of organisers can be used; these must be framed for increasing depth as learners progress to learning opportunities further up the spiral</li> </ul>	<ul style="list-style-type: none"> <li>-outlines task explicitly</li> <li>-all instructions are included so that the learner does not require direction from the teacher</li> <li>-includes graphics for visual spatial learners/non readers</li> <li>-includes audio component when needed (task card can be digital)</li> <li>-written in kid speak</li> <li>-borders are 15pt</li> <li>-numbers are 100pt</li> <li>-large font size</li> <li>-white space btw instructions</li> <li>-no more than 4 instructions per card</li> <li>-pictures to add interest; support visual learners; cut back on reading once images are known</li> <li>-pictures are beside words not above to reduce cognitive load due to visual confusion and lack of white space</li> </ul>	<ul style="list-style-type: none"> <li>-organisers can direct learners to share what they already know (immersion centres) or can direct the acquisition of new knowledge or the application of knowledge / skills (learning centres)</li> <li>-schema is framed into the organiser as well as depth/breadth of thinking</li> <li>-organisers are developmental if provided as a 'spiral of tasks'</li> <li>-input organisers can not be framed until a resource has been selected; organiser directs the learner to explicitly/strategically explore info. that matters within resource</li> <li>-criteria directs the way in which a learner records on an organiser (see recording criteria)</li> <li>-organisers can be shared (the learner who has writing fluency records for group &amp; initials contributions)</li> <li>-organisers can be digital</li> <li>-recording can be audio</li> <li>-cheat sheet organisers are provided so learners can self check knowledge and understanding</li> </ul>	
<p>Why include these in your practice?</p>	<ul style="list-style-type: none"> <li>-provide formative data</li> <li>-promote more effective attainment of baseline knowledge and skills as cues for long term memory retrieval</li> <li>-enable learners to use task cards and organisers in a less rigorous way prior to their more substantial Learning Centre experience</li> </ul>	<ul style="list-style-type: none"> <li>-promote independence and self direction</li> <li>-enable learning in heterogeneous groups while still providing differentiation</li> <li>-learners can work at pace and developmental level that is commensurate with ability</li> <li>-frees teacher up to 'target teach' according to specific learner needs on demand</li> <li>-empowers, enables, engages learners</li> <li>-promotes partnership btw learner and teacher as they collaboratively determine next steps following each Learning Centre</li> </ul>	<ul style="list-style-type: none"> <li>-extraneous cognitive load is reduced</li> <li>-only what is required is on task card</li> <li>-learners need not remember multiple instructions; once they complete one aspect of the task the task card is there to direct their next step</li> <li>-promote independence, self-direction, accountability, responsibility, autonomy</li> <li>-encourage collegiality</li> <li>-enables diversity of learning tasks; all learners need not do the same thing at the same time</li> </ul>	<ul style="list-style-type: none"> <li>-explicitly directs learner processing through the framing of the tool instead of through the questioning of the teacher</li> <li>-if all learners have an organiser, all learners are provided the time and opportunity to think and respond</li> <li>-even if learners are using one organiser as a team, individual participation is increased due to initials</li> <li>-deep thinking becomes the norm as analysis, evaluation and synthesis or framed into all organisers</li> <li>-rigour is addressed as this too is explicitly framed into tool</li> </ul>	