Day 9 上午

授课老师: Dr. Karen Russikoff

主题：Classroom management, Routines, Openings, Rehearsals, Faux Tests

1. Ss don’t like grammar, because we make it boring. Grammar is like puzzle, exciting, sexy and fun. Grammar is like a language of language, and is great. Teaching usage is interesting.
2. Flip classroom type of teaching gives teachers more time and make students with low levels become much better and allow good students to be excellent teachers
3. We have to get 14,000 words to be able to read like a native, and only with 480 hours we may learn a language provided that we are fully and willing to be immersed into it.
4. In Dr. K’s opinion, students who are curious do well. Curious students are better than smart students. Don’t spoon-feed students, but instead make them want to learn more.
5. Interesting doesn’t mean anything, because it is not specified and it is too vague and cannot be defined. And so is it with cute. When people use those words to describe things, it often means they don’t have appropriate other words to describe them.
6. Pay attention to the pronunciation of “cold”, it should be lengthened and also the word” usually” we should not be supposed to pronounce it as urionally, etc, and also the word “months”, s should also be pronounced, so the tongue is pulled out and in twice in this tricky word.
7. We, as teachers, should realize that “encourage students to speak” and “let them behave themselves” cannot coexist in the classroom.
8. When we are in LA, we should take advantage of our days and collect as many as we can to serve as realias, such as menus, news papers, ads in the malls. And we should make certain arrangements, such as, 20 minutes every day, only English available.
9. Teachers are always too frustrated. But we should open our minds. Instead of 50,000 excuses you want to give, why not ask ourselves those questions, how can I do that? How should they be able to read better? How should they be able to learn better?
10. Sometimes, when teacher give directions like “tell about” “write about” and “discuss sth” it is nonsense.
11. If a teacher just stands behind the podium with no rhythm change in his speech, then students will be more likely to doze off.
12. Students who can read for 15 minutes a day and every day will be more likely to succeed in learning English. But not more than 15 minutes because it is related to durability and efficacy.
13. Age 8 to 11 is a premium year for learning English, but during this period, it is better not to involve them in summer camps, because they don’t acquire enough words to communicate. Grade 7-9 students will do. They should take part in summer camps in order to turn those passive words into much living ones.
14. Pay attention to “how old are you” and “how are you”.
15. Specificity
16. Furniture is not specified. Better put a lot of words. Like 6 foot, red, 2 cushions, 3 pillows, wooden arm, made by someone, currently in what place. if we can describe a thing in this way, not only will readers be more interested but also we can sharpen our writing skills, like choose more accurate words.
17. Medical personnel are not specified. Better put it like this. My friend, dentist, 4 foot, female, dentistry for children, long hair, with glasses, over-weight, love cola.
18. When we write, we should include in the writing those aspects: facts, reasons, incidents, examples and details.
19. Write a passage with “my friend had a problem in one of his classes. He got help. He improved”
20. Fluency can be improved by Free Writing: 3 minutes, no stop at any time, writing whatever comes in your head, even if you don’t have anything right now, just put those words on the paper until something pops up there. Not every day, but with some days in between, and you will see the improvements. First time, I write 88 words. Hope I can write more the next time.
21. Opinion from the Professor: our level is lower than what we should be. So we better have to balance our time and use our time well.

Day 9 下午

授课人： San Bolkan

主题：Theory of learning

1. Re-cap： track what we still remember in the last class.
2. Cognitive theory of multimedia learning. It involves two parts: teaching part and learning part. In the learning part, it can be divided into three process, sensory memory, short-term/working memory and long-term memory. In contrast, teachers present info in two ways, either by words (verbal or non-verbal) or pictures (videos). They are also called auditory or visual methods. Teachers always think words are more effective and efficient, but actually, pictures do better jobs.
3. When students use their eyes and ears to decode given information, cognitive load happens. It depends on their own motivation to **select** and **organize** their information from sensory memory all the way to the long term memory. But learning doesn’t stop here. Finally, it is **integration** new knowledge with prior knowledge through self-regulation that makes knowledge so called taught or leant successfully.
4. What do students have to do? 1. Select the appropriate material to pay attention to (normally this process of selection is so subjective and it might miss out very important information that teachers actually intend them to learn but didn’t mention it clearly) 2. Organize and make sense out of the material you want them to. 3. Link what you have taught them to information in their knowledge base.
5. Problems with selection. 1. People do not always experience what you try to teach them. 2. Even if people experience your lessons, they may do so in a manner you did not expect.
6. Select the same thing, interpret it differently. We call it selective perception. 当一个物体总是与好的东西联系在一起的时候，我们通常会注意到它，并且给与解读，而当一个物体和不好的东西联系在一起时，我们倾向于不注意它，并不解读。（B还是13实验）
7. Problems with organization: 1. Just because you are exposed to something does not mean you will understand it. 2. Just because you understand something does not mean you will remember it.
8. So we should help students to construct conceptual pegs upon which details are hung. We should provide coherent content blocks like using mind maps. We should give students clear instructions like 1,2, 3. 3. We can present the information line by line. It’s ss’ job to learn, but it’s teacher’s job to make things simple and clear to learn.
9. Problems with integration. 1. Most students do not integrate information on their own.(maybe they don’t know how or maybe they always rely on teachers to do that)2. Information must be meaningful to be usable. Experiment: 6-25 19c president of America. (不是我们没有长时记忆，我们记了，但是没有意义所以我们没法整合到我们的知识里)
10. Memory 游戏，技巧，把9附图片组成一个有意义的故事，从而记住。把一连串的无意义字母用意义分开来。
11. For teachers, we should translate things they don’t understand into something they understand. Teachers don’t just present information but also present information in a more meaningful way.
12. Leaning is a positive process, which involves the creation of students’ own knowledge. It includes selection, organization and integration. And learning cannot occur without taking into account the scope of ss’ ability or cognitive load/burden. If a teacher overwhelm his students with more information than a student can take in, all the information turns out meaningless.
13. Cognitive load. If there is no load at all, there is no point in teaching. But if the load is too heavy, then student may just quit offloading those things.
14. How we learn. Knowledge is divided into two types: biologically primary knowledge like survival information, things we naturally pick up when we grow, like how to speak our native language, how to walk and how to see, etc. and biologically secondary knowledge like cultures, civilization, how to solve advanced math, anything taught in the school.
15. All those biologically secondary knowledge is stored in the long term memory. Experts don’t always have better memorizing abilities than beginners, but experts do have a bigger memory of meaning patterns in their minds.
16. Speaking of the second form of knowledge, we should know the memory span and attention span of students. Normally it is related to 3-5 words or items a time.
17. There are three forms of loads: essential load: resources a person has to devote to learning courses; intrinsic load: the nature of the information being learned; Extraneous load: the manner in which the material is presented. (杯型图，基本load就像乒乓球一样漂浮在intrinsic load 和extraneous load 之上，如果后两者太多的话，essential load就会选择停止工作。)
18. 作为老师，首要任务就是减少extraneous load， 方法就是clarity，we can speak slowly, use pictures, adopt simple words…
19. How to reduce cognitive load?
20. Structure (first, second, third, step by step)
21. Interaction
22. Coherence(get rid of unnecessary info, avoid redundancy, avoid random leaps of content, always be subject/topic-centered)
23. Avoid disfluency （避免绕圈圈）
24. Avoid short term memory overload （PPT上内容不要太多，原则是6点乘以6个字）
25. Use dual modality (用多种方式呈现)
26. Summary：学习的过程（S—O—I），以及各阶段的难点；知识的分类；认知负担的三种形式；如果减少认知负担。