

CLEVERLEARNINGMETHOD.COM

the



way the

learning brain

works



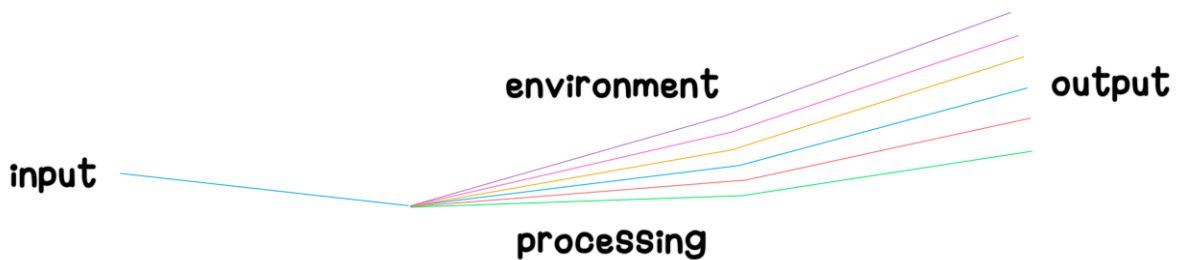
**Estie Alessandrini
MD, PhD**



learning engagement

identify 3 target areas
understand how the brain and mind work
3 targeted action steps

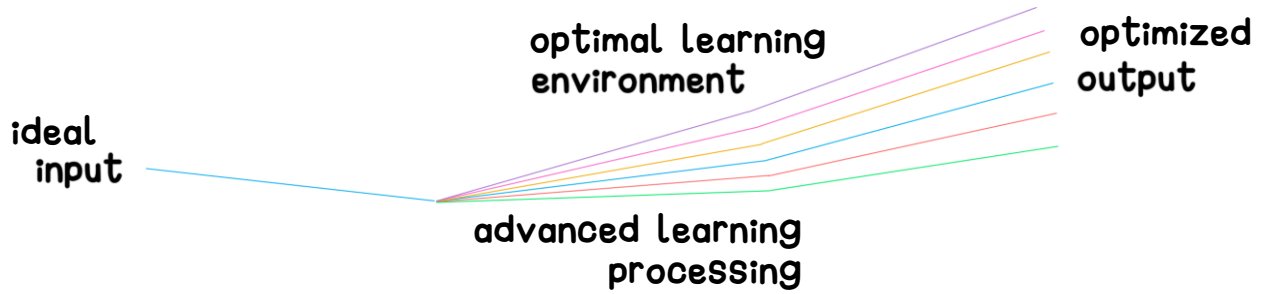
the Learning process



MY NOTES



how we learn best

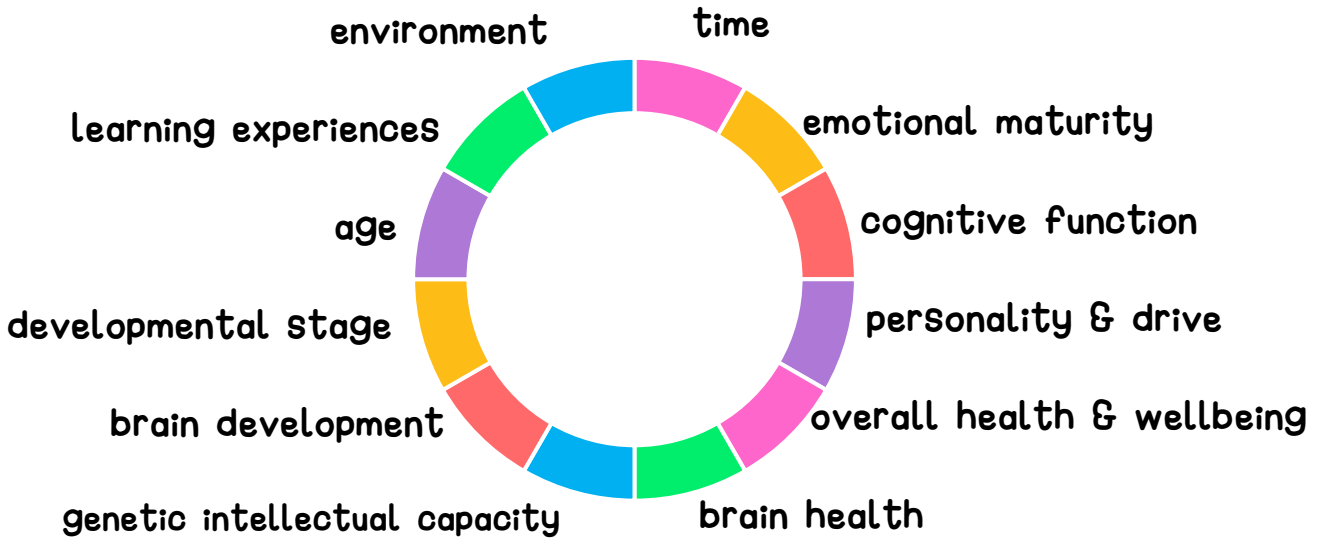


DEFINITIONS

3 target areas



learning potential



brains develop until age

best kind of knowledge input

ACTION STEP *one*

use conceptual input that incorporates
basic and metacognitive learning skills

MY NOTES

metacognition *basic*

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NAME

AGE

DATE

✓ complete before, during and after a learning project and discuss

LEARNING GOALS**WHAT I KNOW ALREADY****WHAT I WANT TO KNOW****WHAT I HAVE LEARNED****HOW DO I DO IT****WHY SHOULD I DO IT**

metacognition *advanced*

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NAME	GRADE	DATE
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✓ complete before, during and after every learning project

BEFORE I LEARN

complete before starting

what do I already know about this

MY LEARNING GOALS

why should I learn this

HOW DO I DO IT: I have learned something similar before using

<input type="checkbox"/> watching	<input type="checkbox"/> experimenting
<input type="checkbox"/> listening	<input type="checkbox"/>
<input type="checkbox"/> questioning	<input type="checkbox"/>

AFTER I LEARNED

complete after finishing

I did this well

I could have done this better

this was unexpected

WHILE I LEARN

complete every 25 minutes after starting

I feel motivated
 confident

this is working well

this is NOT working well

RETRIEVAL PRACTICE: 3 key ideas

next time I should try this

I feel confident

one sentence summary

MY OWN BEST ADVICE

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optimal learning environment

factors affecting optimal brain health

fixed intelligence versus a positive growth mindset

who influences intelligence mindsets

MY NOTES

ACTION STEP *two*

discuss a malleable intelligence and the power of a positive mindset and optimal learning environment with students

MY NOTES

how I learn *best*

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NAME	AGE	DATE
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I LEARN BEST BY

<input type="checkbox"/> watching	<input type="checkbox"/> listening
<input type="checkbox"/> questioning	<input type="checkbox"/>
<input type="checkbox"/> experimenting	<input type="checkbox"/>

I MUST USE

I NEED TO GET

MY BRAIN NEEDS

<input type="checkbox"/> water	<input type="checkbox"/> superfoods
<input type="checkbox"/> sleep	<input type="checkbox"/> exercise
<input type="checkbox"/> positive thoughts	<input type="checkbox"/>

I LEARN BEST IF

I LEARN BEST WHEN

MY LEARNING NOTES

learning is more than absorbing facts, it's about acquiring understanding



learning knowledge networks

3 brain tree nodes

how brain trees work

ACTION STEP *three*

help students understand and grow their
learning knowledge networks

learning knowledge *network*

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NAME	AGE	DATE
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✓ complete after discussing the learning knowledge network

MY LEARNING KNOWLEDGE NETWORK (BRAIN TREE)

is influenced by neural, external and conceptual factors

<h3>BRAIN TREE DEFINITION</h3> 	<h3>WAYS I CONTROL MY BRAIN TREE</h3> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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MY LEARNING SKILLS

identify your learning strengths and weaknesses

<h3>COGNITIVE SKILLS</h3> <p style="text-align: center;">best worst</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<h3>METACOGNITIVE SKILLS</h3> <p style="text-align: center;">best worst</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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EXPANDING MY BRAIN TREE

why I want to grow my brain tree

list actions you can take to grow you learning knowledge network

<h3>AT SCHOOL</h3> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<h3>AT HOME</h3> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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CLEVER

it's the Supreme art
of the *teacher*
to awaken joy in creative
expression and knowledge

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any QUESTIONS, COMMENTS or COLLABORATION IDEAS

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