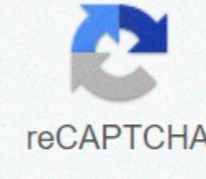




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What is an example of conditional knowledge

Writing to learn is a fairly new strategy that is becoming more and more popular. It should not be confused with learning to write. Learning to write in English class involves many steps and serves a different purpose than writing to learn new information (Fisher, 2012). Writing to learn helps trigger previous knowledge, recall newly learned information, make connections, and promote reflective interrogation (Fisher, 2012). Writing to learn requires students to use three kinds of knowledge. Declarative knowledge answers the question of what. It focuses on the things we know as simple facts. Although the simplest form of knowledge, there are many pret occasions that can be written for a record-to-learn activity that includes declarative knowledge (Fisher, 2012). A great example is a physical education teacher getting his or her students to write the rules of a sport. The second kind of knowledge is procedural knowledge, and it answers the question of how. As can be inferred from his name, procedural knowledge involves students who know how to do a particular task. It is very difficult to pass on this kind of knowledge during the lecture; this type requires practice from students (Fisher, 2012). Math and math-based sciences can really benefit from procedural knowledge writing indities. A good example is a chemistry teacher asking students to write and explain the steps of a laboratory experiment they conduct in a journal. The third type of knowledge is conditional knowledge, and it answers questions, when and why. Conditional knowledge is knowledge of strategies and when to use them (Fisher, 2012). Scenario-based pre-treatments are the best for conditional knowledge control. There are a plethora of documents to learn instant styles and ideas out there. They include admitting slips, found poems, what-if scenarios, take a stand, exit slips, etc. A very good strategy is the prospect of writing through the RAFT method. In RAFT, a student takes on a role, writing to a specific audience in a specific format for a particular topic. Example: A journalist, in the United States, news release, about September 11. Many teachers have started using writing to learn in their classrooms. An article was recently written in which a high school science teacher, Mark McDermott, built up on a writing to learn the activity. In his class, students had to write the steps for scientific theories and then add multimodal materials to the text for further clarification. McDermott found that his students performed better in unit evaluations after doing write-to-learn/multimodal combination assignments. The article is called: Using multimodal writing tasks in science classrooms. Writing to learn is a strategy growing in popularity. It allows students to access their previous knowledge and sparks connections with new materials. Materials, are many ways to perform write to learn strategies. They can also be reinforced with new ideas, such as the one used by Mark McDermott. ReferencesFisher, D., & Frey, N. (2012). Improving adolescent education: Content sector strategies at work . (3rd ed., p. 139-156). Boston, MA: Pearson Education Inc. McDermott, M. (2010). More than writing-to-learn. Professor of Science, 77(1), 32-36. Today, I'm reviewing one of my most read and most-shared posts: Reality Check: Sage on stage vs. Guide on the side. This post really includes my own teaching philosophy, which I would describe as realistic or perhaps more appropriately, social realist (after learning about Maton's Legitimation Code Theory). So how do you know when to step into the sage role and when to step into the guide role? Many of us do this intuitively, but to explain the process requires a lot of self-awareness about teaching his own. A really strong foundation in the education plan doesn't hurt either. Before I enter the mechanics of sage versus the driver, however, a different perspective on student-centred learning needs to be discussed. Student learning is usually seen as a constructive approach that literally puts students at the center of learning, hence the teacher becomes a guide to the side. My definition is a little different. My personal definition of student learning puts the social, emotional and cognitive needs of students at the centre of learning. When you look at it this way, the approach to teaching changes based on a number of factors, including the differences between what students know and what they need to know (the previous knowledge gap), and the matching of teaching methods with the subject, I'm going to address the methods that fit in this post. And the simplest way to do this is to look at teaching methods that match the three types of knowledge: declarative, procedural, and conditional. Declarative knowledge is real knowledge (knowing what). Procedural knowledge is know how, and conditional knowledge is know when and why to apply declarative and procedural knowledge. With declarative knowledge, lecture is a method that works just fine (no, the lecture is not dead). That's your sage on stage. Of course, lectures can be very ineffective (I think we've all experienced at least one professor being droned about, and up, and up). So, when lecturing, it is important to keep in mind two aspects of how people learn: 1) we need to pay attention, and 2) and we need to remember what was discussed. Getting your students (or the public) to give and maintain attention is definitely challenging, but not impossible. One of the most effective methods of lecture mode (in my opinion) is the use of storytelling as a tool to promote commitment to lecture and enhance recall. We know student student systems can improve attention, as well as because they are often used for the recall test (so students pay attention) during lectures. In addition to this, any effort to make lectures more active will promote the attention and recall of students. Procedural knowledge is about practice, so experiential learning approaches are important. This is your guide to the side moment. Simulations, role-playing and project-based learning are just a few strategies for creating experiential learning in the classroom. Internships, excursions and apprenticeships are real approaches to experiential learning. Conditional knowledge requires the application of critical thinking and problem-solving skills that demonstrate a deeper knowledge of declarative and procedural knowledge. This also requires experiential learning, ideally through working within communities of practice. Getting a sense of when and why applying knowledge is really a matter of disposing of student development. Generally it does not happen on any given course, but rather over time as a student gains knowledge within a field or discipline. In this respect, conditional knowledge is what the ACRL Framework includes (or the elite code of expertise in the Legalization Code Theory, as discussed in my previous post). To sum up, good teaching is a complex process that cannot be limited to a single philosophical role. Trying to be a guide when you really need to be a sage or vice versa is like trying to fit a square peg into a round hole. Knowing when to be a guide and when to be a sage is the hallmark of a great student focusing on teaching and learning (and is also an example of conditional knowledge). English (United Kingdom) English (United States) Español (Latinoamérica) (Declarative, Procedure and Conditional Knowledge Assignment, n.d.) Declarative, Procedure and Conditional Knowledge Assignment. Retrieved from (Declarative, Procedure and Conditional Knowledge Assignment) Declarative, Process and Conditional Knowledge Assignment. . Declarative, Procedure and Assignment of Knowledge Subject to Conditions. N.D. . 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