

Contents

Preface	ix
Acknowledgements	xiv
Introduction	xvi
PART I	
How does our brain work?	1
1. A novice is not a little expert	3
2. Take a load off me	13
3. How deep is your processing?	23
4. An evolutionary view of learning	33
5. One picture and one thousand words	41
PART II	
Prerequisites for learning	51
6. What you know determines what you learn	53
7. Why independent learning is not a good way to become an independent learner	65
8. Beliefs about intelligence can affect intelligence	75
9. ... thinking makes it so	85
10. How you think about achievement is more important than the achievement itself	97
11. Where are we going and how do we get there?	105
PART III	
Which learning activities support learning	115
12. Why scaffolding is not as easy as it looks	117
13. The holy grail: whole class teaching and one-to-one tutoring	125

14. Problem-solving: how to find a needle in a haystack	135
15. Activities that give birth to learning	143
PART IV	
The Teacher	153
16. Zooming out to zoom in	155
17. Why discovery learning is a bad way to discover things/Why inquiry learning isn't	165
18. Direct instruction	175
19. Assessment <i>for</i> , not <i>of</i> learning	187
20. Feed up, feedback, feed forward	197
21. Learning techniques that really work	207
PART V	
Learning in context	219
22. Why context is everything	221
23. The culture of learning	231
24. Making things visible	241
25. It takes a community to save \$100 million	251
PART VI	
Cautionary tales	261
26. Did you hear the one about the kinaesthetic learner ... ?	263
27. When teaching kills learning	273
28. The medium is NOT the message	283
29. The ten deadly sins in education	295
Index	307