

How People Learn:

Presenting the Learning Theory and Inquiry Cycle Upon Which the IRIS Modules Are Built

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module explores the components of the HPL framework and the STAR Legacy cycle on which the IRIS modules are designed (est. completion time: 2.5 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** Kellie is a new faculty member and wants her own instruction to be a good model for future teachers.

Notes

Initial Thoughts

- How can faculty present important content to be learned in ways that improve student learning?
- Is there a tool or format that helps faculty organize effective instruction?
- Are there modules available for faculty use that are based on learning science research, and therefore really do increase student learning? If so, how can faculty use them?

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should have:
 - Briefly explain the HPL framework
 - Explain the *STAR Legacy* cycle
 - Understand how to use IRIS Modules
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Overview of the HPL Framework

- The IRIS Center believes... [bullet points]
- Activities of the IRIS Center
- The Star Legacy
- Four lenses that focus learning
- Video: Overview of HPL framework

Notes

❖ Page 2: Learning-Centered Learning Environment

- Inclusion of student's knowledge, interests, and values
- Audio: Amani reflects on her student's experience
- Activity: Fish is Fish
 - Link: Fish is Fish [video]
 - Link: John Bransford illustrate how we construct new knowledge based on existing knowledge and conceptions
- Activity: Memory
 - Link: Memory [video]
 - Link: John Bransford illustrates that making the right instructional decisions will help meet a student's needs [audio]

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- Activity: Learning-Centered Example

Notes

❖ Page 3: Knowledge-Centered Learning Environment

- Questions about course content [bullet points]
- Questions that an instructor should ask in order to accurately evaluate the knowledge-centeredness of the environment that needs to be created [bullet points]
- Audio: Kellie reflects on approaches to instruction
- Balance of learning with understanding and skill building
- Activity: Bass Fishing
 - Link: Bass Fishing [video]
 - Link: John Bransford illustrate how we construct new knowledge based on existing knowledge and conceptions [audio]
- Activity: Memory
 - Link: Memory [video]
 - Link: John Bransford illustrates that making the right instructional decisions will help meet a student's needs [audio]
- Link: How the knowledge-centeredness is incorporated into the IRIS Module Accessing the General Education Curriculum

Notes

❖ Page 4: Assessment-Centered Learning Environment

- Important features of an assessment-centered learning environment include... [bullet points]
- Formative assessment
- Audio: Kellie reflects on assessments
- Summative Assessment
- Activity: Test Gift
 - Link: Test Gift [video]
 - Link: John Bransford contrasts the difference between formative and summative assessment

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[audio]

- Audio: James Pellegrino describes the importance of assessment practices
- Link: An activity from the IRIS Module What Do You See?: Perceptions of Disability

Notes

❖ Page 5: Community-Centered Learning Environment

- Fostering of norms that promote life-long learning
- Alignment of course expectations among students and instructor
- Audio: Expectations
- Positive outcomes [bullet points]
- Activity: What Answer?
 - Link: What Answer? [video]
 - Link: John Bransford illustrate how using classroom norms can help to develop problem-solving skills and adaptive expertise [audio]
- Link: Peter Vaill talks about the new paradigms for teaching and learning at the college level [audio]
- Link: Community-centered activity in the IRIS Module High-Quality Mathematics Instruction: What Teachers Should Know

Notes

❖ Page 6: Balanced Learning Environment

- Teachers should ask themselves the following questions... [bullet points]
- Benefits to Learners
- Audio: Balanced Learning Environment
- Activity: Identify which element of the HPL framework is demonstrated in each example, and reflect on the benefits for your student

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❖ Page 7: What is the *STAR Legacy Cycle*?

- Video: John Bransford describes the *STAR Legacy*

Notes

❖ Page 8: How is HPL Embedded into the Cycle?

- Elements of the HPL framework may appear in combination in every stage of the *STAR Legacy* cycle

Notes

❖ Page 9: IRIS Overview

- What: Faculty enhancement center aimed at ensuring that all school personnel are prepared to work with students with disabilities and their families
- Why: The Amendments of the Individuals with Disabilities Education Act (IDEA) mandates greater access to the general curriculum and appropriate educational services in an inclusive environment. The IRIS Center's activities contribute to meeting those mandates
- Who: The IRIS Center serves faculty members in college and university pre-service programs that prepare K–12 general education teachers, school administrators, school nurses, and school counselors
- How: Free course enhancement materials for college faculty that include online interactive modules, case study units, information briefs, student activities, a searchable directory of disability-related Web sites, and a searchable online dictionary. Resources are designed for use as supplementary materials or in-class activities
- When: Initiated August 2001, and supported by the U.S. Department of Education

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❖ Page 10: Considerations for Application

- Full in-class use
- Partial in-class use
- Homework
- Sequence Modules together
- Audio: Nancy Hunt and Brenda Naimy describe how IRIS Modules have been implemented into their university courses for non-special education majors

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
 - Link: Incorporating the four HPL lenses
- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]