Meaningful Learning

Principles, Strategies and Examples

Copyright 2014
Meaningful Learning engages students
- emotionally
- socially
- cognitively

Meaningful Learning promotes success
- boosts student empowerment
- increases emotional and cognitive growth
- promotes a sense of belonging to society (peers, community, country)
- results in a sense of responsibility and accountability
- develops curiosity and propels the students towards the joy of discovery
- leads to self-actualization

*according to the Ministry of Education*
Meaningful Learning
The Underlying Components*

1. **Relevance**
   - To the personal life, abilities and learning style of the students

2. **Involvement**
   - Active participation of the learner with teacher and peers

3. **Value**
   - To the learner and to his environment

*according to the Ministry of Education
STRATEGIES FOR CREATING MEANINGFUL LEARNING EXPERIENCES
1. CHOICE: PROMOTES RELEVANCE

Where

1. In the *formative process* of learning in the classroom
2. In the *summative end-product*:

   Alternative Assessment (30/70)

Techniques for Choice

A. Give students a choice of tasks on the same level with the same material:
   1. Write a short paragraph using new vocabulary?
   2. Answer comprehension questions with the new vocabulary?
   3. Write sentences with the new vocabulary?

B. Prepare differential tasks (catering to different levels, different learning styles and applying different material);
   A. Give group work as an option
   B. Will the groups be flexible? Homogenous? Heterogeneous?

C. The teacher can decide with the class how they would like to sum up the unit they have just learned:
RELEVANCE - EXAMPLES

• Assess where the students stand vis-à-vis the topic:
  – K-W-L CHART: (Know, Want to know & Learned)
• Have students assess how the new material is connected to their own lives
• Self assessment:
  – Ask students to tell you what they have understood and what they still need help with
• Incorporate HOTS questions* throughout the topic
• Relate the content to authentic situations; use real world problem dilemmas
• Debate(agree/disagree & explain)
• Prove your point

* PPT Burning HOTS
## 2. STUDENT INVOLVEMENT

### Where
- In the classroom:
  - Teacher presents textbook topics by using authentic situations from real world problem dilemmas
  - Teacher incorporates HOTS questions throughout her lessons
  - Students decide what resources would be necessary for their projects
- At home/ in the computer room or classroom: students work on collaborative or cooperative projects.

### Techniques

<table>
<thead>
<tr>
<th>End products:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaningful Learning requires</strong> tangible end products.</td>
</tr>
<tr>
<td><strong>Joint Group Projects</strong> apply both <strong>social</strong> and <strong>cognitive</strong> skills and as such are a preferred mode.</td>
</tr>
</tbody>
</table>
Examples of Collaborative Group Projects using Digital Technologies

1. Creating Interactive Google Maps portraying:
   - Family Roots – ID Cards
   - Food around the World
   - Games around the World
   - Special animals around the world

2. Creating & Playing each other’s learning games or Trivia games using digital platforms (Blubbr, Kahoot, Zondle, Flipquiz, Telem Hit Games...)

3. Questions and answers on a Collaborative Doc. regarding a particular subject

4. Writing collaborative online stories using Digital Platforms (Storybird, Storyjumper, Little Bird Tales)

5. Uploading ideas and opinions on virtual bulletin boards (Linoit, Padlet)

6. Creating a Collaborative Mind Map portraying the end product of a research project (Mindomo, Padlet)

7. Debating using Createdebate site

8. Creating a collaborative Google site containing different aspects of information on a certain topic

9. Preparing a treasure hunt using QR codes
3. VALUE
CONNECT TOPICS TO STUDENTS’ LIVES, FAMILIES, SCHOOL, COMMUNITIES AND COUNTRY

**What**

- The value is the “hidden” elements contained within the learning process of students who participated in meaningful learning:
  - Self confidence, self actualization, success and a sense of achievement
  - Acquired social skills of working with peers
  - A sense of belonging (classroom, school, community, country)
  - A feeling of self-actualization and success
  - Cognitive and emotional growth
  - **EMPOWERMENT!**

**Techniques**

- Very defined lesson goals and objectives are **crucial for student success**
- Very specific rubrics relating to both the individual and the group are **fundamental for the success of a comprehensive collaborative/cooperative project**.
- Metacognitive discussions during the learning and at its conclusion are **essential**. By discussing the learning process the students underwent, they become aware of the different aspects connected to their learning experience.
