Activity 14. Learning trends.

Congratulations! You have completed two rounds of mapping and improvement in your learning. The series of activities that you completed fit with the science of meta-cognitive learning. Meta-cognitive learning is about stepping back, reflecting then adapting to improve your learning and/or living circumstances. We want you to engage in one more meta-cognitive learning activity before you branch out into a few other options.

Learning trends

This next activity is about identifying learning trends that are relevant to you. The idea is to identify the trends then learn more about them in order to make further improvements in your learning.

A learning trend is something that lives within the patterns attached to your learning. You identified trends in your learning in the previous reflective activity. Go back to those trends. Read through the trends again. Create some labels or headings that best capture the trends. Those labels or headings are your trends. Your teachers and the Infinity team will also look at your patterns and suggest some trends that are worthy of improvement.

Below are two examples of trends that the Infinity team discovered from groups of schools that they supported who were trying to improve learning.

The first set of trends are from students in 350 schools that engaged in the Learning and Change Networks strategy and created Learning Maps data from 2013-2015. The data found that many students who were struggling with their learning were passive and isolated in their learning. Fix-it improvement strategies were in place, which treated the students as needy of knowing old-school foundation learning in reading, writing and mathematics. It was a work-harder, work-longer environment and student disengagement was the norm for students challenged with academic learning. The tide turned with high levels of engagement and significant lifts in academic learning when the students, with support from teachers and whānau, focused on active, connected learning.

Learning Trends
Annan, B., GELP, 2015

Passive to active

Individuals to connected

Needy to appreciative

Known to unknown

Schools to ecologies

infinity
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The strategising also shifted to appreciating student capability, taking risks to do things differently inside and outside of school.

Salinas, Monterey County, USA

Shy Confident

Avoidance risk taking

Time on your hands value time to learn

One-on-one with teacher lateral learning with other students

The second set of trends are attached to students who used learning maps in several different alternative education programmes in Salinas, Monterey County, USA. In this case, the trends were more about students breaking away from their shyness or bravado to explore possibilities in learning. As they made small successes in their learning, they started to value time to learn and saw value in learning from their peers.

So what are the trends attached to your learning. Work with your teacher/s to identify the learning trends that are most relevant to the learning in your context (could be your class, school, community, city, region).

Learning trends in our context

➢ **Learning trend 1:**

➢ **Learning trend 2:**

➢ **Learning trend 3:**

➢ **Learning trend 4:**