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**MUNGO TOPIC MEGA FAUNA**

Teacher notes:

* You are teaching a class about Australian Mega Fauna species
* To assist, in planning and teaching \*Dr John Munro’s LEARNING FUNCTIONS MODEL will be used. Supplementary material, such as a KWHL Chart etc are provided to be utilised, as you believe is appropriate.

The Learning Functions Model provides examples of desired learning functions with some examples of key questions and actionsto generate response to the learning function.

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| **Learning function** | **Key Questions and actions** |
| Have an explicit **purpose** or reason for learning | Why might it be useful to learn about groups of animals that were the MEGA FAUNA? |
| **Visualise** the outcome or goal of the learning | What might you know having learnt about this topic?  Imagine your project at the end of the unit. What might it show?  What might it tell people? |
| **Use aspects of what students know** | What do you see in your mind when you think about MEGA FAUNA? What words do you think of? What do you know about MEGA FAUNA? What did MEGA FAUNA species do?  What can you do to learn more about these MEGA FAUNA species? |
| Develop a **pathway** to their goal | What will you need to do to finish your project? What are your steps along the way to your finished project |
| Change what they know in a particular context, through supported, **'scaffolded'** ways | Learn some names and images of Australian Mega Fauna.  Learn about one particular MEGA FAUNA. |
| Gradually clarify, abstract and decontextualise the ideas learnt | Generalize about MEGA FAUNA species. Was there Meg Fauna on other continents? Have they become extinct? Do some survive?  When is a species more likely to be endangered? |
| Respond emotionally to the ideas learnt | How interesting /useful is what you have learnt? Who did most of the learning?  ` |
| Identify the strategies used to learn successfully | What things did you do to help you learn about MEGA FAUNA? |
| Seeing learning progress being made, monitoring your learning | What questions can you answer now that you couldn’t answer earlier? |
| Encode new knowledge in long term memory, integrating it with what is known, practice recalling it | Say as briefly as you can what you have learnt. How is this similar to /different from what you knew? Imagine yourself remembering the ideas. Draw an icon to help you remember the main ideas |
| Apply, transfer and generalise the new knowledge to a range of situations, | Having learnt about MEGA FAUNA, and their extinction imagine that “You are member of committee advising the Australian government about what steps to take to stop the endangered ‘Bilby’ from becoming extinct. What might you recommend?” |
| Automatise it so it can be more easily used |  |
| Practice organizing the knowledge for display in assessment contexts | Plan how you will organize what you have learnt for your presentation |

**This set of interactions (above) can guide**

• How teachers organise their teaching; and take on board all of the trends in learning

• How students can learn to be self managing and regulating, by learning to ask themselves the above set of self instructions as self scripts.

**Consider students** in an *information rich* context wanting to enhance their knowledge of a topic by accessing information sources. They may

• Frame up a challenge or a reason for learning, identify the questions they want to answer

• Have an impression of where they want to end up, what they will know

• Stimulate what they know about the topic.

**Clusters of teaching procedures match and support each of these functions.**

Individual difference and learning style have an impact on each of the interaction. Learners differ in how they

* Are motivated to want to learn
* Engage with the teaching information and make links with what they know
* Display what they know
* Use corrective feedback throughout the learning
* Change what they know
* Store what they know
* Automatise what they know.

Each function emerges in learner interactions with information, whether through interactions with peers, teachers, significant others and with non-human information bases.

Key issues include

* Different learners display each function in different ways.
* Teachers activate them through their systematic use of a range of teaching strategies.
* The effectiveness of a lesson or series of lessons depends on how they are put in place.

**\*Informed by Dr John Munro, Melbourne University**