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MUNGO TOPIC   MEGA FUANA

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 KWHL Chart etc is 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 actions to generate response to the learning function.

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

Mega Fauna Thinking – designed by Robert Biggs   robbiggs99@bigpond.com

- 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