Agenda for a lecture

The management of the learning and teaching process

L = learner;   T = teacher

<u>Management layer essay/lecture</u>:

Lead-ins: BJET6, c-tut, neoVyg earlier; sstu horse virtues.

Organise the following material into / under?:

Student-selected self-management   vs. T directed management

Of: { values, goals, plans}

- (I've already given my neoVygotsky arg.)

- BJET 6 again: Ls have to set their own expectations; does the course design support this as well as it could?

- Snyder: self-management versions.

- These are a version of, or related to, the huge effects of expectations: expectations are a big source of self-management: in between true self- and T- management.

  Expectations: manip. L "goals" or rather exec. regulation.

  Dweck related stuff. Lutas and anagrams, ... Rosenthal.

- Susan Stuart's horse and student virtues. It's not about teaching the content, to the horse, but about recognising self-regulation, management. patterns that vary from L to L; and T trying to manage those.

- Motivation of Ls in general. Problems of "intrinsic-Interest": where from? taught? ...

- Inspiration; absorption of value predicates. Yao, Moore.

- ?LICK table of L&T rels.? Because T intention is not behind all learning.

- Contingent tutoring has management built in as much as content k. NeoVygotsky theory.

- My latest feedback intervention: prompting students to reflect / process their written feedback on their CRs.

- As an echo of Laurillard model. Negotiated. T&L principle; iteration principle; public/private principle?

  My old web paper on this.