

Approaches To Learning

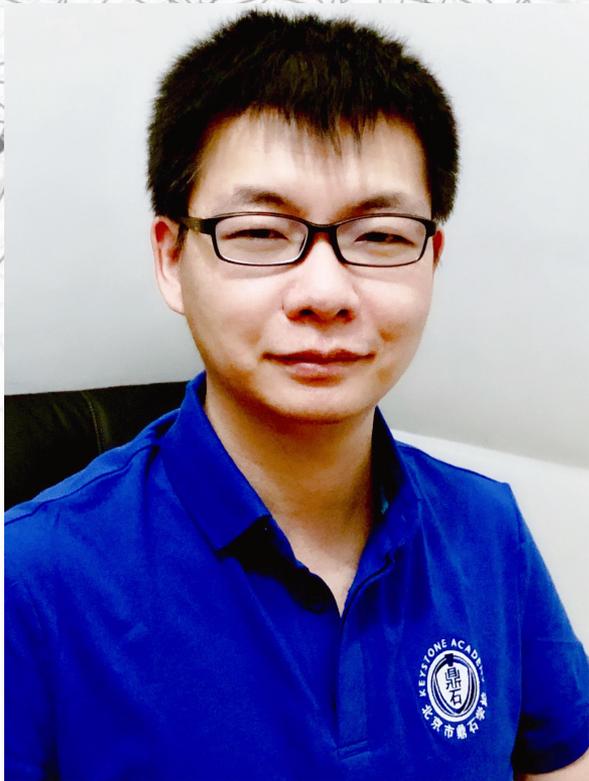
学习方法

北京市鼎石学校：郭晓晖

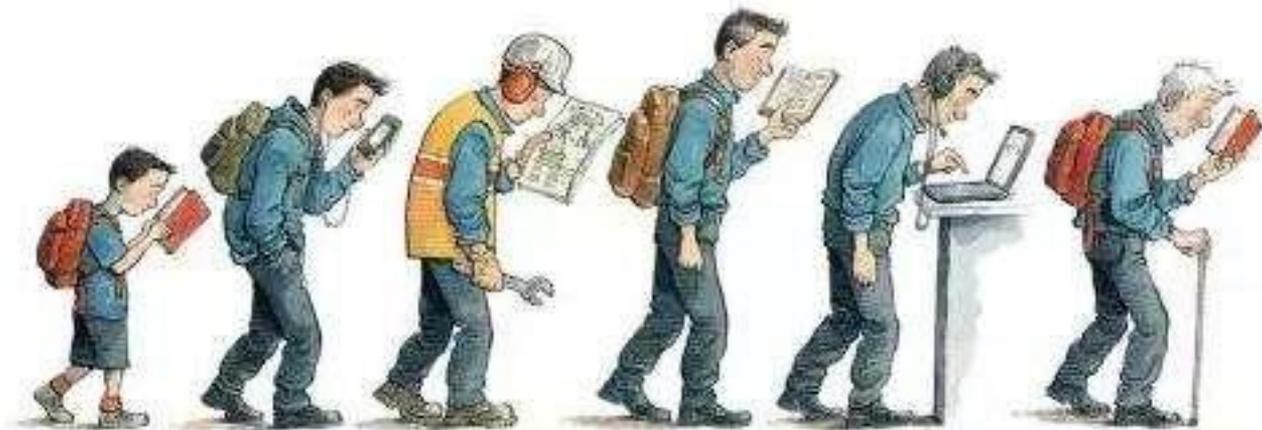
A decorative background graphic at the bottom of the slide, consisting of a complex network of interconnected nodes and lines. The nodes are represented by small grey circles of varying sizes, and the lines are thin grey lines connecting these nodes, creating a web-like structure that spans the width of the slide.

主讲人介绍

- Assumption University & University of Kent
- MYP& DP Language and Literature Teacher
- DP Theory of Knowledge Teacher



经常不断的学习，你就什么都知道。你知道得越多，就越有力量。
--高尔基



孔子：“学而不已，阖棺而止”。

庄子·养生主：吾生也有涯，而知也无涯。

荀子·劝学：学不可以已。

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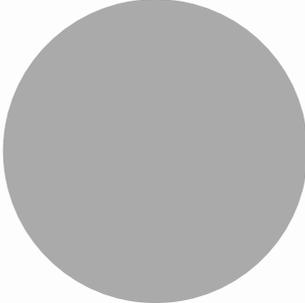
我们该如何从教学和学
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我们如何将ATL规划到
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我们如何评估学生的
ATL实施？

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什么是ATL? 为什么要重视学生ATL的培养

什么是ATL？

Approaches To Learning (ATL)

Ausubel (1968)	Terms meaningful and rote learning
Wittrock (1974)	Generative and reproductive processing
Marton & Saljo (1976)	Deep and surface level approaches
Biggs (1978)	Terms utilizing, internalizing and achieving
Schmeck (1983)	Distinguished styles labelled deep and elaborative processing
Trigwell and Prosser (1991,1998)	Clear awareness of the goals and standards required in the subjects.
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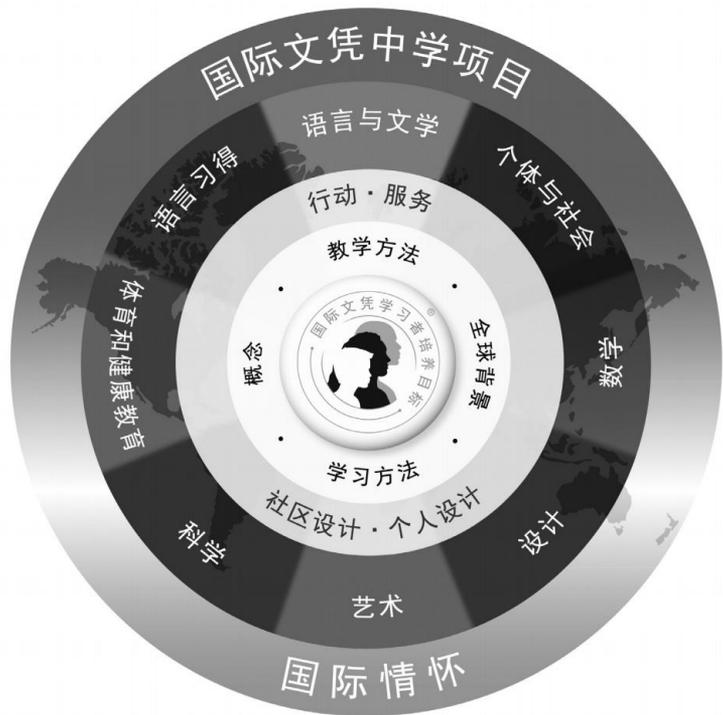


图1

中学项目的模式