

## Learning Principles to Guide Curriculum & Instruction

Psychological Needs that Enhance Motivation (Ryan & Deci, 2000)	Corresponding Learning Principles (examples provided from East High School)
Autonomy supportiveness	1 Successful learning requires metacognition: learning how to reflect, self-assess, and use feedback to self-adjust. These metacognitive processes can (and should) be taught explicitly.
	2 Learning is most effective when differences in learners' prior knowledge, interests and strengths are accommodated.
Relatedness to self and others	3 Learning is most effective when built on individual students' prior knowledge and experiences.
	4 Learning is most effective when students are engaged in authentic inquiry.
	5 Learning is most effective in a classroom-based community of learners.
	6 Learning is most effective when instruction is linked to core concepts in order to focus on and nurture connection-making.
	7 Students must have regular opportunities to see the value of what they are asked to learn, how it relates to past learning and how it will relate to future learning.
	8 As a model learning community, a school appropriately requires learning from every member of its community, since continual learning is vital for institutional as well as personal success.
	9 Learning is social.

Competency in task orientation (optimal challenge) and belief in own ability	10	Learning is most effective when we utilize authentic assessments as experiences to individualize and diversify instruction.
	11	Learners must develop accurate understandings of the nature of the discipline.
	12	Learning is most effective when the planning of teaching includes consideration of learners' zones of proximal development.
	13	The goal of all learning is fluent and flexible transfer – powerful use of knowledge, in a variety of contexts.
	14	Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
	15	Learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.
	16	All learning-related work in schools should be judged against standards related to learning goals (for both students and adults) and reflecting how people learn.
	17	All learners are capable of excellent work, if the right conditions for learning are established.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.

McTighe, J., & Wiggins, G. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: ASCD.

Ryan, R. & Deci, E. (2000) Self determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1) 58-78.