

Learning

Linda Darling-Hammond, Brigid Barron, P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, Jennifer L. Tilson

Deep Learning Ian Goodfellow, Yoshua Bengio, Aaron Courville, 2016-11-10 An introduction to a broad range of topics in deep learning, covering mathematical and conceptual background, deep learning techniques used in industry, and research perspectives. “Written by three experts in the field, Deep Learning is the only comprehensive book on the subject.” —Elon Musk, cochair of OpenAI; cofounder and CEO of Tesla and SpaceX Deep learning is a form of machine learning that enables computers to learn from experience and understand the world in terms of a hierarchy of concepts. Because the computer gathers knowledge from experience, there is no need for a human computer operator to formally specify all the knowledge that the computer needs. The hierarchy of concepts allows the computer to learn complicated concepts by building them out of simpler ones; a graph of these hierarchies would be many layers deep. This book introduces a broad range of topics in deep learning. The text offers mathematical and conceptual background, covering relevant concepts in linear algebra, probability theory and information theory, numerical computation, and machine learning. It describes deep learning techniques used by practitioners in industry, including deep feedforward networks, regularization, optimization algorithms, convolutional networks, sequence modeling, and practical methodology; and it surveys such applications as natural language processing, speech recognition, computer vision, online recommendation systems, bioinformatics, and videogames. Finally, the book offers research perspectives, covering such theoretical topics as linear factor models, autoencoders, representation learning, structured probabilistic models, Monte Carlo methods, the partition function, approximate inference, and deep generative models. Deep Learning can be used by undergraduate or graduate students planning careers in either industry or research, and by software engineers who want to begin using deep learning in their products or platforms. A website offers supplementary material for both readers and instructors.

Clarity for Learning John Almarode, Kara Vandas, 2018-10-24 An essential resource for student and teacher clarity With the ever-changing landscape of education, teachers and leaders often find themselves searching for clarity in a sea of standards, curriculum resources, and competing priorities. Clarity for Learning offers a simple and doable approach to developing clarity and sharing it with students through five essential components: crafting learning intentions and success criteria co-constructing learning intentions and success criteria with learners creating opportunities for students to respond effective feedback on and for learning students and teachers sharing learning and progress The book is full of examples from teachers and leaders who have shared their journey, struggles, and successes for readers to use to propel their own work forward.

The Book of Learning and Forgetting Frank Smith, 1998-04-02 In this thought-provoking book, Frank Smith explains how schools and educational authorities systematically obstruct the powerful inherent learning abilities of children, creating handicaps that often persist through life. The author eloquently contrasts a false and fabricated “official theory” that learning is work (used to justify the external control of teachers and students through excessive regulation and massive testing) with a correct but officially suppressed “classic view” that learning is a social process that can occur naturally and continually through collaborative activities. This book will be crucial reading in a time when national authorities continue to blame teachers and students for alleged failures in education. It will help educators and parents to combat sterile attitudes toward teaching and learning and prevent current practices from doing further harm.

Visible Learning John Hattie, 2008-11-19 This unique and ground-breaking book is the result of 15 years research and syntheses over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Learning by Doing Richard DuFour, Rebecca DuFour, 2013-06-15 Like the first edition, the second edition of Learning by Doing: A Handbook for Professional Learning Communities at Work helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs).

Powerful Learning Linda Darling-Hammond, Brigid Barron, P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, Jennifer L. Tilson, 2015-07-15 In Powerful Learning, Linda Darling-Hammond and an impressive list of co-authors offer a clear, comprehensive, and engaging exploration of the most effective classroom practices. They review, in practical terms, teaching strategies that generate meaningful K–2 student understanding, and occur both within the classroom walls and beyond. The book includes rich stories, as well as online videos of innovative classrooms and schools, that show how students who are taught well are able to think critically, employ flexible problem-solving, and apply learned skills and knowledge to new situations.

Deeper Learning Monica R. Martinez, Dennis McGrath, 2018-06-05 The acclaimed exploration of how public education can cultivate innovators—with a foreword by Russlynn Ali, a leading advocate for remaking schools Dime-a-dozen ideas for reforming education seem to be everywhere these days but few actually transform the everyday experience of the 50-million-plus students who are regularly subjected to traditional lecturing, note-taking, and rote learning—often with dismal results. Enter Deeper Learning, a fast read [that] will interest educators who want to produce self-motivated, passionate learners (Library Journal). Offering uplifting (Kirkus Reviews) anecdotes in what Tom Carroll of the National Commission on Teaching and America's Future calls a rare blend of inspiration and practical action, Deeper Learning provides a blueprint for creating flexible environments that put students at the helm of their own collaborative learning experience. This paperback edition includes a new foreword by renowned education advocate Russlynn Ali and will empower and inspire educators everywhere to address the need for schools to be genuinely innovative.

Mindful Learning Linda Campbell, Bruce Campbell, 2008-08-28 With new forms, techniques, and checklists, this second edition provides 101 strategies for using learners' prior knowledge.

Engaged Learning Richard VanDeWeghe, 2009-03-31 Based on the idea of flow—a state of intrinsic control, curiosity, interest, and inquiry—this book provides strategies for encouraging students to become motivated, engaged learners.

An Introduction to Statistical Learning Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Jonathan Taylor, 2023-08-01 An Introduction to Statistical Learning provides an accessible overview of the field of statistical learning, an essential toolset for making sense of the vast and complex data sets that have emerged in fields ranging from biology to finance, marketing, and astrophysics in the past twenty years. This book presents some of the most important modeling and prediction techniques, along with relevant applications. Topics include linear regression, classification, resampling methods, shrinkage approaches, tree-based methods, support vector machines, clustering, deep learning, survival analysis, multiple testing, and more. Color

graphics and real-world examples are used to illustrate the methods presented. This book is targeted at statisticians and non-statisticians alike, who wish to use cutting-edge statistical learning techniques to analyze their data. Four of the authors co-wrote *An Introduction to Statistical Learning, With Applications in R (ISLR)*, which has become a mainstay of undergraduate and graduate classrooms worldwide, as well as an important reference book for data scientists. One of the keys to its success was that each chapter contains a tutorial on implementing the analyses and methods presented in the R scientific computing environment. However, in recent years Python has become a popular language for data science, and there has been increasing demand for a Python-based alternative to ISLR. Hence, this book (ISLP) covers the same materials as ISLR but with labs implemented in Python. These labs will be useful both for Python novices, as well as experienced users.

Learning From Text Across Conceptual Domains Cynthia R. Hynd, 2013-12-16 This volume is an attempt to synthesize the understandings we have about reading to learn. Although learning at all ages is discussed in this volume, the main focus is on middle and high school classrooms--critical spaces of learning and thinking. The amount of knowledge presented in written form is increasing, and the information we get from texts is often conflicting. We are in a knowledge explosion that leaves us reeling and may effectively disenfranchise those who are not keeping up. There has never been a more crucial time for students to understand, learn from, and think critically about the information in various forms of text. Thus, understanding what it means to learn is vital for all educators. Learning from text is a complex matter that includes student factors (social, ethnic, and cultural differences, as well as varying motivations, self-perceptions, goals, and needs); instructional and teacher factors; and disciplinary and social factors. One important goal of the book is to encourage practicing teachers to learn to consider their students in new ways--to see them as being influenced by, and as influencing, not just the classroom but the total fabric of the disciplines they are learning. Equally important, it is intended to foster further research efforts--from local studies of classrooms by teachers to large-scale studies that produce generalizable understandings about learning from text. This volume--a result of the editor's and contributors' work with the National Reading Research Center--will be of interest to all researchers, graduate students, practicing teachers, and teachers in training who are interested in understanding the issues that are central to improving students' learning from text.

Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning. Yet, there remains a paradox: why is feedback so powerful and why is it so variable? It is this paradox which *Visible Learning: Feedback* aims to unravel and resolve. Combining research excellence, theory and vast teaching expertise, this book covers the principles and practicalities of feedback, including: the variability of feedback, the importance of surface, deep and transfer contexts, student to teacher feedback, peer to peer feedback, the power of within lesson feedback and manageable post-lesson feedback. With numerous case-studies, examples and engaging anecdotes woven throughout, the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback. *Visible Learning: Feedback* brings together two internationally known educators and merges Hattie's world-famous research expertise with Clarke's vast experience of classroom practice and application, making this book an essential resource for teachers in any setting, phase or country.

Time for Learning Kathleen P. Fulton, 2014-05-22 The guide school leaders need to reap the rewards of education's most exciting new trend Flipping classrooms—using class time for hands-on learning and off loading the lecture portion of lessons as homework—is taking schools by storm. This book makes the case to educational leaders for the benefits of flipping. Backed by powerful data and anecdotes, topics include: Data on positive student outcomes in terms of achievement and motivation How flipping gives teachers more time to work with students one-on-one and encourage peer learning How flipping engages students in 21st century skills Ways flipping is budget and resource-friendly

Active Learning Sherrie L. Nist, Sherrie Nist-Olejniak, Jodi Patrick Holschuh, Jodi Holschuh, 2000 The text is designed for use in study skills or strategies courses in which instructors want a strong focus on helping students become active, independent learners. *Active Learning* is unique because it teaches students about how their characteristics as a learner, their knowledge of the task, the materials to be learned, and their strategies for learning interact to influence academic success in college. Text topics include: motivation, time management, finding and using campus resources, dealing with professors, active learning strategies, test taking strategies, and rehearsal strategies. It takes a hands-on approach to learning new strategies for academic success. Each chapter contains a Research into Practice section, which translates studying and learning research into practices that will benefit the college student. Scenarios in each chapter present students with situations they can identify with and asks them to recognize and solve study problems. Students have ample opportunity for self-evaluation, critical thinking, and practice.

Better Learning Through Structured Teaching Douglas Fisher, Nancy Frey, 2021-07-23 Now in its 3rd edition, *Better Learning Through Structured Teaching* is the definitive guide to the gradual release of responsibility—an instructional framework any teacher can use to help students to be more successful and self-directed learners. To gradually release responsibility is to equip students with what they need to master content and develop new competencies. On a day-to-day basis, it means delivering lessons intentionally structured to incorporate four interrelated phases: * Focused Instruction (I do it) that sets students up for cognitive apprenticeship by establishing lesson purpose, modeling strategies and skills, and sharing information and insight. * Guided Instruction (We do it together) that incorporates targeted prompts, cues, and questions to scaffold understanding. * Collaborative Learning (You do it together) that allows students to consolidate and extend understanding through accountable group tasks built on discussion and cooperative problem solving. * Independent Learning (You do it alone) that provides students opportunities to practice and apply the skills and knowledge they've acquired to create authentic products and ask new questions. Authors Douglas Fisher and Nancy Frey detail the components of each phase, sharing proven strategies and real-life examples. You'll find a variety of useful tips for classroom implementation, along with new guidance on teacher credibility, social-emotional learning, and embedding assessment throughout all four phases. No matter what grade level or subject you teach, *Better Learning Through Structured Teaching* is an essential resource for improving your practice and empowering your students.

The Rebirth of Education Lant Pritchett, 2013-10-14 Despite great progress around the world in getting more kids into schools, too many leave without even the most basic skills. In India's rural Andhra Pradesh, for instance, only about one in twenty children in fifth grade can perform basic arithmetic. The problem is that schooling is not the same as learning. In *The Rebirth of Education*, Lant Pritchett uses two metaphors from nature to explain why. The first draws on Ori Brafman and Rod Beckstrom's book about the difference between centralized and decentralized organizations, *The Starfish and the Spider*. Schools systems tend be centralized and suffer from the limitations inherent in top-down designs. The second metaphor is the concept of isomorphic mimicry. Pritchett argues that many developing countries superficially imitate systems that were successful in other nations— much as a nonpoisonous snake mimics the look of a poisonous one. Pritchett argues that the solution is to allow functional systems to evolve locally out of an environment pressured for success. Such an ecosystem needs to be open to variety and experimentation, locally operated, and flexibly financed. The only main cost is ceding control; the reward would be the rebirth of education suited for today's world.

Learning How to Learn Barbara Oakley, PhD, Terrence Sejnowski, PhD, Alistair McConville, 2018-08-07 A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book *A Mind for Numbers* and its wildly popular online companion course *Learning How to Learn* have empowered

more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid rut think in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

The Standards-Based Classroom Emily Rinkema,Stan Williams,2018-08-10 Get to know which practices related to curriculum, instruction, and assessment are essential to make learning the goal for every student! You’ll learn how to Create learning targets that are scalable and transferable within and across units Develop instructional scales for each learning target Design non-scored practice activities and assessments Introduce and model skills that will be assessed and design tasks that allow students to use these skills Differentiate instruction and activities based on data from various types of assessments Maintain a gradebook that tracks summative achievement of learning targets, and score assessments accordingly Communicate progress clearly and efficiently with students and families

Applying Learning Theory to Mobile Learning Margaret Driscoll and Angela van Barneveld,2014-07-10 Mobile devices have become an important part of our daily lives and, because of our familiarity with the technology, present a terrific opportunity to enhance learning and development. But to incorporate mobile technology into training, we must first fully understand what mobile learning (m-learning) is, and then identify the movement, adoption, and implementation of m-learning as a learning strategy. In this issue of TD at Work, you will learn about: • the varying definitions of m-learning, as well as drivers and barriers to its use • learning theories, and how to apply those theories to m-learning • informal learning methods, and how they can be part of a learning and development professional’s toolbox. “Applying Learning Theory to Mobile Learning” also provides readers with a 30-day plan for more fully understanding and appreciating m-learning.

Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates Elliot Washor, Charles Mojkowski,2013-10-11 In this provocative book, authors Washor and Mojkowski observe that beneath the worrisome levels of dropouts from our nation’s high school lurks a more insidious problem: student disengagement from school and from deep and productive learning. To keep students in school and engaged as productive learners through to graduation, schools must provide experiences in which all students do some of their learning outside school as a formal part of their programs of study. All students need to leave school—frequently, regularly, and, of course, temporarily—to stay in school and persist in their learning. To accomplish this, schools must combine academic learning with experiential learning, allowing students to bring real-world learning back into the school, where it should be recognized, assessed, and awarded academic credit. Learning outside of school, as a complement to in-school learning, provides opportunities for deep engagement in rigorous learning.

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