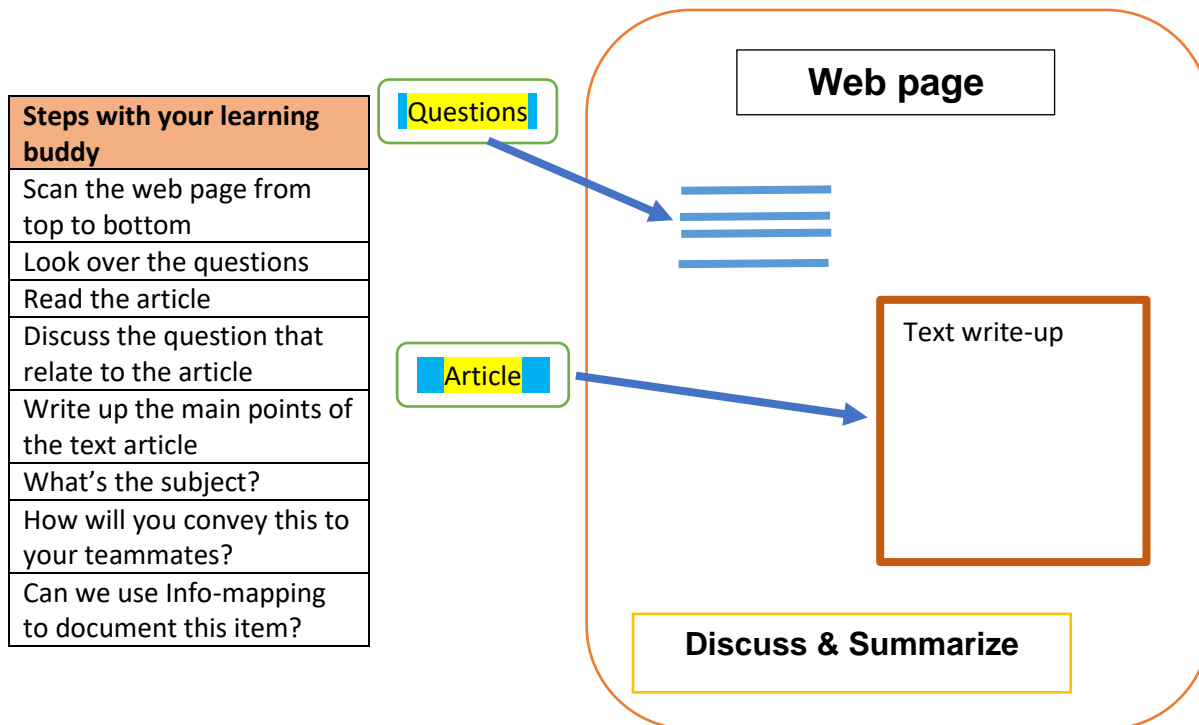



The method I use where the students own their learning and do active projects to be part of the learning process.



Peer Learning Method

1. Read/Watch the Video
2. Question
3. Discuss
4. Reflect
5. Summarize / Document

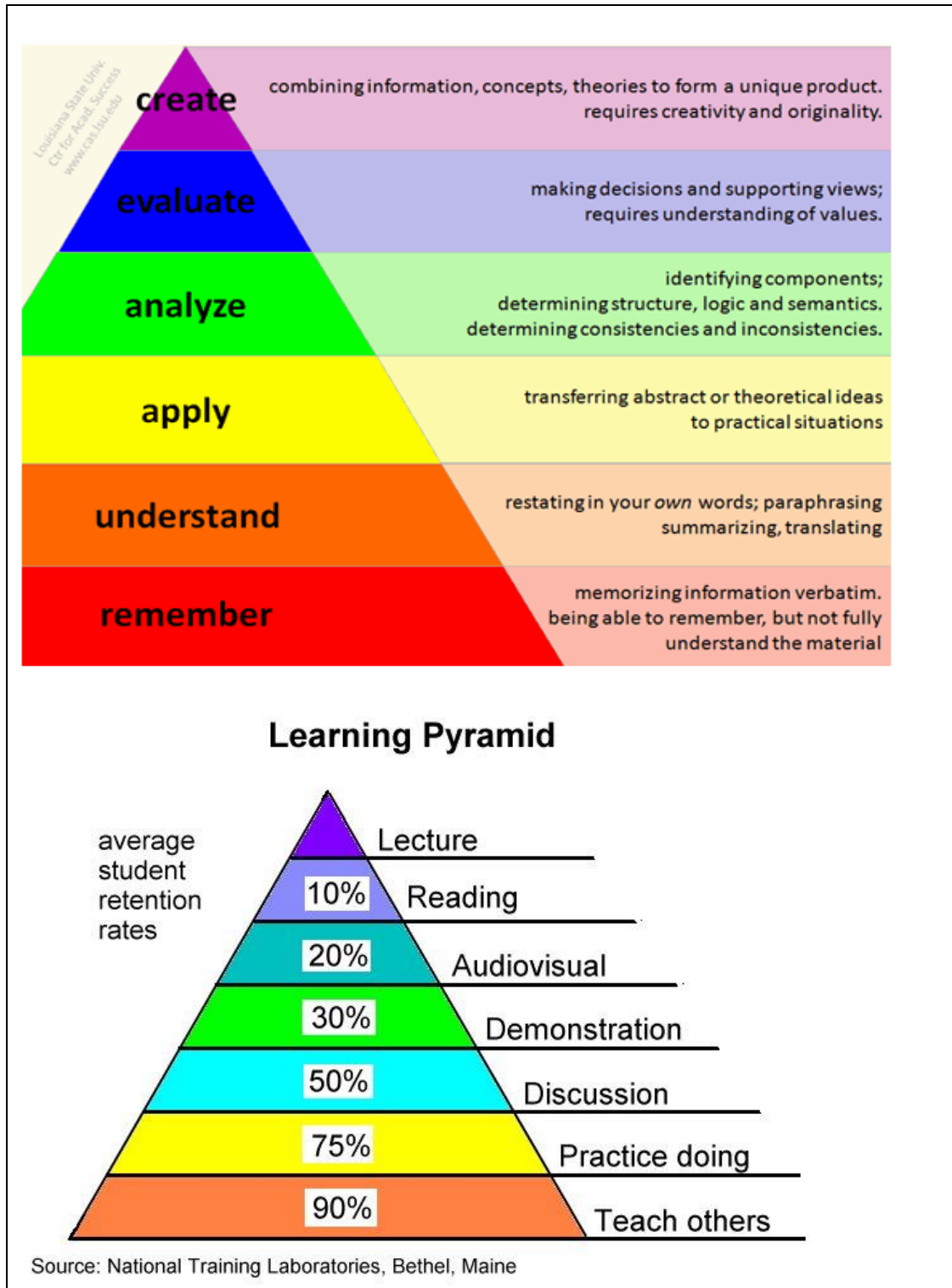


The learning process is as follows:

- Learning about yourself—Work from your strength and build the concept of peer learning
- Forming a team—build

- the structure, character, culture to work together
- Analysis of what problem you want to solve--- what is the root cause of the problem
- Problem solving – understand the basics of problem solving
- Testing & Reflection – learning to make things better
- Presenting your solution – presenting the teams work to the community
- Job integration and follow-up





During this learning process, we infuse life skills into the learning.





My philosophy, which actually drove to flipping the classroom is: Tell me and I forget; Teach me and I remember; Involve me and I learn,”
 said Cumming. “I think that last one is very important. Involve me and I’ll learn.”

Background	Our project will use a term called peer learning . We want to describe it and give the students clues on how to use it to help them be better learners.
Purpose:	Helping student be part of their learning and making it fun.
Objectives	<ul style="list-style-type: none"> • Students will identify the specific skills they will learn and practice through the Overcoming Obstacles course. • Students will recognize how they will apply these skills to their everyday lives.
Materials Needed	<ul style="list-style-type: none"> • One copy of the “Table of Contents” activity sheet for each student (Parts I–III) • One copy of the “A Day in a Life” activity sheet for each student (Parts II and III) • Slips of paper with job titles students might hold in the future (Part III) • A hat (Part III)
Special Instructions	
Deliverables by the students	Practice sessions. Write -ups





Ask students to comment on the effectiveness of this method of learning. Ask students how well they think they'd do when asked to perform without practicing first. (Students might respond although you might learn some fundamentals, you can't learn just by watching; you need to practice to improve your technique; you need to know where your skills are weak so you know what to work on.)

Point out that for many of the most important skills we need in life, we don't always get sufficient practice before we're expected to demonstrate them. Often, they are skills we learn by watching others, which students have determined is not the best way to learn. Invite the class to suggest what some of these life skills might be. If students are unsure, explain that this lesson will help them identify these skills and how they apply to students' lives now and in the future.

Explain to students that the Project Academy course will give them an opportunity to learn and to practice skills they need to succeed in school, at home, in their communities, and on the job.

This acronym stands for **Question, Investigation, Video, Elaboration, Review, Summary**. The Qu.I.V.E.R.S. model can be an excellent way to bring some structure and dynamism to an online class session. Here's how it's done

- The class begins with a question – it should be a question that engages the students and points toward what the class session will be focused around.
- The investigation follows. It can be done many ways, but the point is to give the students an opportunity to start looking for the answer. That may be in research materials, it may be in activities, as long as the students are working to investigate and find the answers themselves.
- Next, the instructor introduces a video, either self-made or found from a third party, that teaches the concepts called into question at the beginning of class.



- Following the video, the teacher elaborates more into vague areas or points of confusion. Then the class reviews the material together – again many methods may be used for reviewing the lesson.
- Finally, when the instructor senses that students understand the material, a summary quiz is given to assess learning.

In a virtual learning setting, Qu.I.V.E.R.S. is an interesting, interactive and dynamic method of teaching.

Imagine a high school...

Where the community is the classroom.

Where students master academic knowledge and skills by diving into challenging projects in partnership with local businesses, tech institutions, civic organizations, and nonprofits.

With a clear focus on students.

Where students have ownership in—and responsibility for—how they learn.
Where learning is based on each student's needs.

Where all students are prepared for college and careers.

Where students actively explore their personal and career interests early on and participate in high-quality, real-world internships and apprenticeships.



Understand, memorize, practice, bridge, perform. That's the process for learning anything. In the following chapters, we'll go in depth into every part discussing principles and strategies to optimize them."

Framingham Explorers Project (FEP)

Students' academic journeys are organized around "learning expeditions"—interdisciplinary explorations of real-world issues in which students work directly with community experts. Where students have ownership in—and responsibility for—how they learn. Where learning is based on each student's needs.

Students will partner with community-based youth agencies and service centers to provide disconnected youth—including teenagers who are homeless or in foster care—with an education designed to meet their needs and prepare them for success in college and careers.

Where the community is the classroom with a project-based curriculum that allows students to learn in ways and places that work best for them. Students create their own learning pathways and progress at a flexible pace by demonstrating mastery at every step.

Our Uniqueness:

1. Use of Peer Learning and creating life-long learning skills
2. Mind-set learning; Ownership, Brain Plasticity, Engineering, and Teamwork.
3. Incorporate Life-skills & Work foundational skills into the program.
4. Focus on yourself and creating your Branding statement.
5. Transform your outlook to creating a learning environment



One of the best ways to understand something is by taking it apart and examining how its pieces fit together. What are the key elements? How do they interact? What makes it all work? Here are ways to help us deconstruct new information.

Nick Velasquez

Learn, Improve, Master: How to Develop Any Skill and Excel at It

[#kindlequotes](#)


Taking notes—including observations, questions, and ideas—serves to elaborate on what we study. It promotes connections to other information and to what we already know, making new material easier to understand and memorize. At the same time, it helps us extract main ideas and categorize knowledge based on importance."

Reasoning from first principles allows us to step outside of history and conventional wisdom and see what is possible. When you really understand the principles at work, you can decide if the existing methods make sense. Often they don't.

First Principles: The Building Blocks of True Knowledge

First-principles thinking is one of the best ways to reverse-engineer complicated problems and unleash creative possibility. Sometimes called "reasoning from first principles," **the idea is to break down complicated problems into basic elements and then reassemble them from the ground up.** It's one of the best ways to learn to think for yourself, unlock your creative potential, and move from linear to non-linear results.





This approach was used by the philosopher Aristotle and is used now by Elon Musk and Charlie Munger. It allows them to cut through the fog of shoddy reasoning and inadequate analogies to see opportunities that others miss.

“I don’t know what’s the matter with people: they don’t learn by understanding; they learn by some other way—by rote or something. Their knowledge is so fragile!” — *Richard Feynman*

Reasoning by first principles is useful when you are (1) doing something for the first time, (2) dealing with complexity, and (3) trying to understand a situation that you’re having problems with. In all of these areas, your thinking gets better when you stop making assumptions and you stop letting others frame the problem for you.

Analogies can’t replace understanding. While it’s easier on your brain to reason by analogy, you’re more likely to come up with better answers when you reason by first principles. This is what makes it one of the best sources of creative thinking. Thinking in first principles allows you to adapt to a changing environment, deal with reality, and seize opportunities that others can’t see.

LEARN BETTER

We recommend the following two proven techniques for improving your learning.

The Feynman Technique

If you want to supercharge your learning, the single most effective technique we’ve uncovered for absorbing new concepts comes from the famed Nobel Prize-winning physicist Richard Feynman. [The Feynman Technique](#) ensures you understand what you learn. It includes the following four steps:

1. Choose a concept you wish to learn about.



2. Pretend you are teaching it to a child—a sixth-grader, specifically. Write your explanation down or say it out loud.
3. Identify any gaps in your understanding that might show up when you try to simplify the concept; go back to the source material to find the information you need.
4. Review and simplify your explanation again.

It works because writing out a concept [in language a child would understand](#) forces you to understand it at a deeper level. Sometimes we use jargon and complicated language to hide what we don't understand. The Feynman Technique lays bare the true extent of our knowledge.

Similarly, [asking better questions](#) is a route to faster learning. The most mundane questions—the ones a sixth-grader might ask—can sometimes teach us the most because they require an explanation that digs into the details.

How do you know if you've truly learned a new concept? Feynman proposed a simple alternate test: [try to rephrase it in your own language without using its actual name](#). For instance, describe what enables a dog to run without using the word “energy.”

Spaced repetition

Rote memorization doesn't work. Period. The key to effective learning is [spaced repetition](#), a technique that works *with* the way your brain naturally retains information, not against it.

Spaced repetition involves revising information at increasing intervals. This reflects and combats the fact that once you learn something you gradually forget it, with the forgetting happening fast at first, then leveling off. Using spaced repetition, you remind yourself of information often at first, then less often.

Memory mastery comes from repeated exposure to new material. In order to learn something, you [need to retrieve it from memory](#) again and again. Retrieval makes information stick even better than re-exposing yourself to the original material.



ARTICLES ON ACCELERATED LEARNING

- The more we learn about the world, the more we can learn about ourselves, [according to Nietzsche](#).
- [“Knowledge makes everything simpler”](#): advice for learning from executive and technologist John Maeda, including why you should teach yourself the basics and why metaphors are powerful for transferring information across contexts.
- Charles Darwin may not have had an unusually high IQ, but [he was able to outpace other thinkers](#) by learning how to balance out his deficiencies.
- Ken Iverson, the former CEO of Nucor Steel, believed MBAs should focus on teaching students [how to understand and lead people](#) above all else.
- Harvard biologist/psychologist Steven Pinker’s career is a testament to the benefits of multidisciplinary thinking. [Here’s what he believes students should learn as part of a thorough education](#).
- In a charming letter to his son Hans, Albert Einstein said [the best way to learn is to enjoy something](#) to the point where you don’t even notice the time passing.
- Even the most skilled teachers struggle to overcome the reality that we forget most information shortly after being exposed to it. Effective learning requires [building your own understanding, with the guidance of an expert teacher](#).
- Chess and martial arts genius Josh Waitzkin teaches us that the art of learning requires first [mastering the fundamentals](#) by [breaking a skill down into blocks](#).
- [“Mozart’s Brain and the Fighter Pilot”](#) shows us that we get smarter by exercising our cognitive powers in the same way that we get stronger by exercising our muscles.
- Never learning to paint via the conventional route helped [Vincent van Gogh](#) approach his work in a unique way, noticing details a trained artist might not have.

