

# Session E: Re-Cap



Your Name: \_\_\_\_\_

## Topic Areas

### I Like

What did you like about this Session?

### I Wish

What did you wish was discussed ... that was not?

### AHA!

What is a Big Thought or Big Idea from this Session?

#### Students

##### Session A & B

*Entrepreneurial development, pathways, research ideas*

#### Programs

##### Session C

*Research on Entrepreneurship Programming and Unprogramming*

#### Curriculum

##### Session D

*Research on Curricular Approaches*

#### Process:

- On your own, think back to the Sessions. Capture your thoughts as "I Like" and "I Wish," then a new thought ... **your AHA!** (5 minutes)
- As a table, share your AHAs! Place your stars on AHAs you like. Re-write or create new AHAs! (10 minutes)
- As a table, pick three AHAs that are your favorite, write each of them on a separate piece of paper provided, and we will talk about them as a Group (15 minutes)

# Session E: Re-flect



Your Name: \_\_\_\_\_

## Learning Theory

Micro-Lecture

*How Learning Works*

Susan Ambrose

### UNDERSTANDING THE STUDENT – BACKGROUND AND MOTIVATION

- Students' **prior knowledge** can help or hinder learning
- How students **organize knowledge** influences how they learn and apply what they know
- Students' **motivation** determines, directs, and sustains what they do to learn
- Students' **current level of development** interacts with the social, emotional, and intellectual climate of the course to impact learning

### THE STUDENT INTERACTING WITH THE MATERIAL

- To develop mastery, students must **acquire component skills**, practice integrating them, and know when to apply what they have learned
- **Goal-directed** practice coupled with **targeted feedback** enhances the quality of students' learning
- To become **self-directed learners**, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed

### Notes:

Thoughts and Reflections  
on Learning Theory

### Notes:

Thoughts and Reflections  
on the AHAs!

# Session E: Re-research

Ladder of Abstraction  
S.I. Hayakawa



EPICENTER  
**research summit**  
AUGUST 4-5, 2014 • STANFORD UNIVERSITY

Your Name: \_\_\_\_\_

**Why?** So that we might ...

... and why is that important?

**Why?** In order to ...

... and why is that important?

**What is your research question?**



... and how would I do that?

**How?** By ...

... and how would I do that?

**How?** Or by ...

Three Word Title:

**What is your research question?**



Why is this an important question?

How does it connect to goals, motivation and/or feedback?

What partners do you need in this research?

How would you categorize your research question?  
Choose only ONE answer:

Ⓢ **Students**   Ⓟ **Programs**   Ⓢ **Curriculum**

## Process:

- On your own, think of a research question that you would like to answer from this Summit. Write it in the center box on the left. Move up the ladder with “and why is that important” and down the ladder with “and how would I do that?”
- Review your thoughts, then re-write your research question. Answer a few prompts about this question. (10)