

## **The Art of Learning Questions- Chapter 11**

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- 1.) Many students have very shallow levels of learning and comprehension. Explain how teachers can delve deeper into subjects so that students acquire a mastery level of content while still covering the breadth of material that courses are required to cover?
- 2.) Josh Waitzkin's principle is to "plunge into the detailed mystery of the micro in order to understand what makes the macro tick." Reflect on your own learning process. Compare how your learning process is similar or different to the authors. Hypothesis how you can alter your own learning process to maintain a "depth over breadth" mentality.
- 3.) The author states that the reason behind his success in martial arts and chess is that, regardless of the fact that other players may know more than he does, he has taken time to master a few basic strategies into perfection. Apply this to the learning process in your own words and summarize a time when this mentality worked well for you.
- 4.) The author states many times in this chapter that "everyone races to learn more and more, but nothing is done deeply." List the strategies Josh discusses in this chapter that aid in acquiring a mastery level learning in any discipline or practice?
- 5.) One teacher assesses her students by asking them to write a five page research paper on one particular subject and another teacher is telling her students to study for an upcoming chapter exam that will cover a wide range of information. When the assignments are completed, hypothesize which class will have demonstrated learning micro components of the subjects and which have demonstrated macro components of the subjects. Which one do you think the author would have agreed on to acquire a better representation of mastery learning?
- 6.) In what ways did the author use the learning and mastery of martial arts as an allegory to illustrate the "essential principles" of the learning process? Can this same concept be applied to the process of learning anything?
- 7.) You are challenged to master jump roping in six weeks. Based on the information and strategies in chapter eleven to learn on a deeper level, create a step-by-step or day-by-day plan to master this skill on a detailed and macro level.
- 8.) On the first day of class a teacher jumps right into triple digit multiplication problems. What is the author most likely to blame as the sole problem behind the students consecutively wrong answers?
- 9.) Pretend that you are the student in the beginning of the chapter that is asked to write a general 500-word paper about your town. Would you excel better with the other prompt to write about a very specific location in the town or with the first prompt. Why do you think that the more specific assignment prompted creativity whereas the other one blocked it?
- 10.) Recall examples from your own educational journey when teachers implemented the idea of "Learning below the surface" and other times when teachers just taught material on the surface. Did the learning styles make a difference in your assessment on the content? Does it make a difference on what you can still recall years later?
- 11.) Describe an example of a teaching style that could be utilized in classrooms to develop concrete foundations of material and display a "depth over breadth" mentality?
- 12.) Summarize why you think that so many students know a little bit about many topics, but do not really understand anything on a deep level. Do you think that this has to do with standardized testing and the fast paced curriculum or the students lack of patience to take the time to really master a subject?