Vocabolario

Scopi, metodi, programmi

? in, of or like the countryside

adjective

Select the correct **Word** for the **Definition** above:

1. harvest

2. wheat

3. hedge

4. root

5. rural

6. organic

7. earth

8. water

C Review

Memrise is

- an online learning tool that uses [flashcards](#) augmented with [mnemonics](#)—partly gathered through [crowdsourcing](#)—and the [spacing effect](#) to boost the speed and ease of learning.

- Memrise was founded by [Ed Cooke](#), a [Grand Master of Memory](#), and Greg Detre, a Princeton neuroscientist specializing in the science of memory and forgetting.

- Memrise launched in private beta after winning the [Princeton](#) Entrepreneurship Club 2009 TigerLaunch competition.[1]

- http://en.wikipedia.org/wiki/Memrise

lingo   **Pagina iniziale**   **Discussioni**   **Immersione**   🇺🇸👤 ⌄   **Crea un profilo**

Scegli il tuo percorso!

I principianti iniziano con Le basi 1.
Chi è di un livello più avanzato può fare un
piccolo esame.

Le basi 1   OPPURE   **Test di inquadramento**
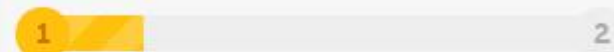
Le basi 2 0/3   Frasi 0/3

Cibo 0/4   Animali 0/2

Progressi in inglese   🇺🇸

1 ▬▬▬▬▬ 2

🟠 **10** XP   🅿 **0** Parole

Crea un profilo per salvare i propri
progressi!

Crea un profilo

Accedi

Duolingo
Da Wikipedia, l'enciclopedia libera.

- **Duolingo** è un metodo di apprendimento di linguaggio ed una piattaforma crowdsourced di traduzione testo. Il programma è progettato in modo tale che gli utenti imparino attraverso le lezioni, e contemporaneamente aiutino a tradurre siti web ed altri documenti.[

- A partire da dicembre 2013, Duolingo offre corsi di spagnolo latino-americano, francese, tedesco, portoghese, brasiliano e italiano per anglofoni. Sono disponibili anche corsi di inglese americano per spagnoli, francesi, tedeschi, portoghesi, italiani, olandesi, russi, polacchi, turchi, ungheresi, romeni, giapponesi, hindi e indonesiani. È disponibile online e sulle piattaforme Android ed iOS.

Da Serragiotto

5. In che misura è d'accordo con queste affermazioni?

	Sono pienamente d'accordo	Sono d'accordo	Non sono d'accordo
In classe l'insegnante dovrebbe spiegare le regole grammaticali e dare agli studenti esercizi per metterle in pratica			
L'insegnante dovrebbe aiutare gli studenti ad osservare e a scoprire le regole grammaticali in modo autonomo			
Le lezioni dovrebbero focalizzarsi principalmente sulla grammatica			
Le lezioni dovrebbero focalizzarsi principalmente sull'uso e l'esercizio della lingua orale			
Le lezioni dovrebbero focalizzarsi principalmente sull'ampliamento del lessico			
Le abilità orali sono più importanti della scrittura			

Dal framework

Adattività

un sistema è adattivo se:

- Conosce competenze/conoscenze dello studente
- Usa queste informazioni per fornirgli un ambiente di apprendimento adatto
- Propone goal educativi coerenti con il suo livello

VOCABOLARY INSTRUCTION, chapter 25, Anne O'Keffe

Vocabulary Instruction

Anne O'Keeffe

INTRODUCTION

Much has been written about vocabulary from different perspectives. A large body of work looks at how vocabulary is learned or acquired. This falls largely under the area of second language acquisition (SLA). Another substantial area of research relates to describing the lexicon, that is how many words, word families, how words are organized into semantic and syntactic relations and patterns (e.g., collocation, multiword units). Thirdly, from a teacher education perspective, a chapter on "teaching vocabulary" is standard fare in core English language teaching (ELT) texts and there is also a considerable amount of teacher development material both in print and online that is dedicated to actual vocabulary teaching strategies for the classroom. Particular ways of teaching vocabulary, for example, the Lexical approach or the Data-Driven Learning approach (DDL) are also well documented.

In this chapter, we also consider the importance of how words are organized into patterns. We consider what words are core and how we can accelerate our students vocabulary acquisition. We also look at how words are organized semantically and syntactically. Firstly, we briefly overview how the teaching of vocabulary has changed in the context of language teaching approaches over time. It is important to have an understanding of the influence of second language acquisition theory in relation to vocabulary instruction models.

Come si insegnava

- Liste di parole, testi letterari, paradigmi
- Teoria dell'apprendimento:
  - Comportamentismo
  - Cognitivismo
  - Interattività
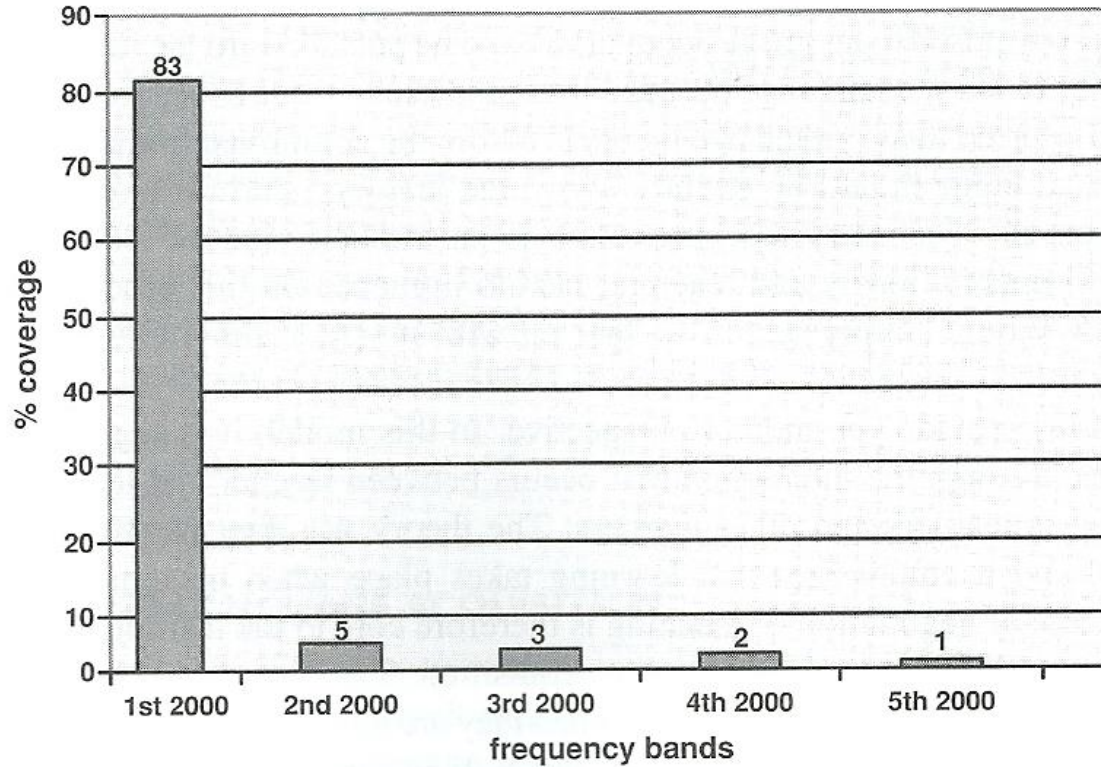 - Teoria socioculturale

2000 parole = 80%

Figure 25.1 Text coverage in a 10-million-word corpus of spoken and written English (O'Keeffe, McCarthy, & Carter 2007 (p. 32), copyright Cambridge University Press, used by permission).

Vocabolario basico

In quanti sensi?

- Polisemia
  - rich
- Combinazioni
  - do

Basic grammatical words	Closed grammatical sets: *articles, prepositions, pronouns, conjunctions, auxiliary verbs*
Modal verbs Modal words	*can, could, may, might, would, should, ought to,* etc. *probably, possibly, definitely, apparently, certain, maybe,* etc.
Delexical verbs	*make* (e.g., make a wish), *do* (e.g., do a tour), *get* (e.g., get a job), *take* (e.g., take a break)
Stance words	Words that show attitudinal stance, such as *unfortunately, basically, actually, just, (a) bit*
Discourse markers	Boundary words, such as *well, okay, right, however*
Basic nouns	A wide range of nouns with both concrete and nonconcrete meanings (e.g., *person, problem, life, family, room. car, school, door, water, house, situation, birthday*) Names of days, months, colors, body parts, kinship terms, common activities (*breakfast, swimming*), common places, and events
General deictics	Words that relate to space and time, e.g., *this, that, these, those, now, then, ago, away, front, side, back*
Basic adjectives and adverbs	*lovely, nice, different, good, bad, eventually, recently, always, usually, normally, generally, suddenly, totally, entirely, obviously, basically, hopefully,* etc.
Basic verbs for actions and events	Verbs referring to everyday activity, such as *give, leave, stop, help, feel, put, sit, listen, explain, enjoy, accept, fill*

Table 25.1   A breakdown of the core words in English (based on O'Keeffe, McCarthy, & Carter 2007)
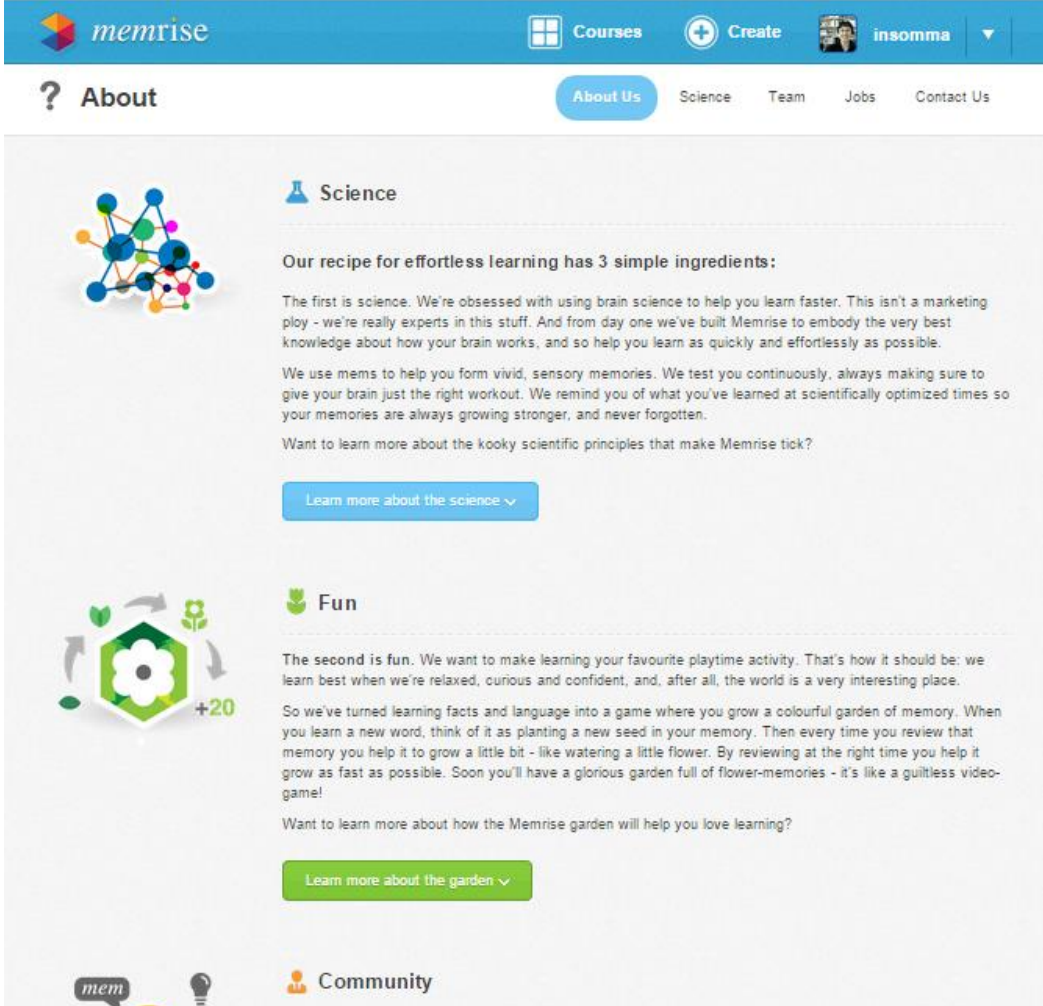
L'organizzazione

Collocation	The way that words combine to form pairs that occur frequently together (McCarthy, O'Keeffe, and Walsh 2008), for example *release from prison* / *discharge from hospital* / *check out of hotel*. All of the words *release*, *discharge*, and *check out* share the semantic relationship of *leaving* but syntactically, they collocate differently in different contexts.
Idioms (including phrasal, preopositional, and phrasal prepositional verbs)	*see eye to eye, be over the moon, get up, give up, do without, cope with, look forward to, put up with*, etc.
Formulaic language	*happy birthday, enjoy your meal, see you later, nice to meet you*, etc.
Lexical chunks or multiword units (see Greaves and Warren 2010) ,	Short phrases, not longer than 6 words, that are fixed or semifixed, such as *you see, a bit, as far as I know, you know what I mean, when I was young*.

Table 25.2   A summary of how words are organized in to fixed and semi-fixed syntactic patterns.

Memorise basato su

- Testing effect
- Spacing effect
- Figure....

http://www.memrise.com/about/

Testing, spacing effect

- Nello studio è importante comprendere e apprendere i concetti, ritenerli, ma è importante anche **verificare** cosa si è appreso e in che misura lo si sa **riferire**.

- La pratica di riesporre il contenuto studiato ci dà il miglior *cue /indizio* per i giudizi di apprendimento (JOL): ci dà informazioni veritiere su quanto sappiamo e non solo illusioni di sapere.

- Ripetere, testarsi è uno strumento di apprendimento molto efficace.

The critical role of retrieval practice in long-term retention

Henry L. Roediger III[1] and Andrew C. Butler[2]

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[2] Psychology & Neuroscience, Duke University, Box 90086, Durham, NC 27708-0086, USA

Learning is usually thought to occur during episodes of studying, whereas retrieval of information on testing simply serves to assess what was learned. We review research that contradicts this traditional view by demonstrating that retrieval practice is actually a powerful mnemonic enhancer, often producing large gains in long-term retention relative to repeated studying. Retrieval practice is often effective even without feedback (i.e. giving the correct answer), but feedback enhances the benefits of testing. In addition, retrieval practice promotes the acquisition of knowledge that can be flexibly retrieved and transferred to different contexts. The power of retrieval practice in consolidating memories has important implications for both the study of memory and its application to educational practice.

ignored the possibility that learning occurred during the retrieval tests [2–5]. Exactly the same assumption is built into our educational systems. Students are thought to learn via lectures, reading, highlighting, study groups, and so on; tests are given in the classroom to measure what has been learned from studying. Again, tests are considered assessments, gauging the knowledge that has been acquired without affecting it in any way.

In this article, we review evidence that turns this conventional wisdom on its head: retrieval practice (as occurs during testing) often produces greater learning and long-term retention than studying. We discuss research that elucidates the conditions under which retrieval practice is most effective, as well as evidence demonstrating that the mnemonic benefits of retrieval practice are transferrable to different contexts. We also describe current theories on the

Un esempio

-
- 1. AVANTI - INDIETRO
- 2. BICICLETTA - FORBICE
- 3. ESPLOSIONE - FRANCOBOLLO
- 4. EST - OVEST
- 5. OSPEDALE - PANETTIERE
- 6. LIQUIDO - VINO
- 7. GIOCATTOLO - BAMBINO
- 8. STELLA - PIEDE
- 9. LAVORARE - SCATOLA
- 10. CARCIOFI - VERDURA

- 1. AVANTI
- 2. BICICLETTA
- 3. ESPLOSIONE
- 4. EST
- 5. OSPEDALE
- 6. LIQUIDO
- 7. GIOCATTOLO
- 8. STELLA
- 9. LAVORARE
- 10. CARCIOFI

Apprendimento:

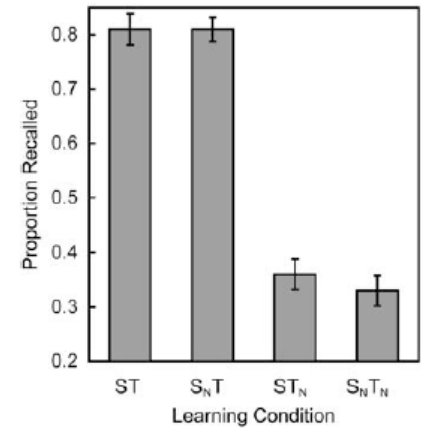- Durante lo studio
- Durante il recupero

Testing effect

Fig. 2. Proportion recalled on the final test 1 week after learning. Error bars represent standard errors of the mean.

Quali sono le condizioni di studio migliori?

- Quando riesporre?
- Quante volte?

Spacing effect

Pyc, M.A. and Rawson, K.A. (2007) Examining the efficiency of schedules of distributed retrieval practice. Mem. Cogn. 35, 1917–1927

- Condizioni:
  - tempo tra ri-esposizioni successive (1 minuto o 6 minuti)
  - numero di ri-esposizioni (1, 3, 5, 6, 7 8 10).
  - test finale è immediato (25 minuti) o delay (1 settimana).

- Risultati:
  - Meglio intervallo di 6 minuti
  - Aumento mem fino a 5-7 ripetizioni
  - Ricordo delay – solo   intervalli lunghi

Landauer, T.K. and Bjork, R.A. (1978) Optimum rehearsal patterns and name learning. In Practical Aspects of Memory (Gruneberg, M.M. et al., eds), pp. 625–632, Academic Press

Expanding schedule:

- 1 primo recupero a un intervallo breve, e poi allungare l'intervallo

Risultati migliori di:

- piano di lavoro con intervalli uguali

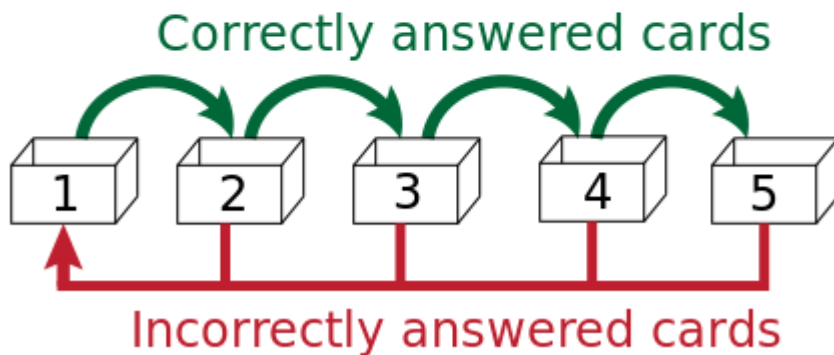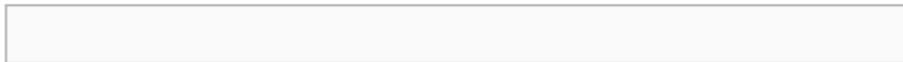- piano *massed* (ammassati, tutti insieme) (questo è il peggiore)

- all'università:
- Solo Esame finale?
- Massed study?

http://en.wikipedia.org/wiki/Leitner_system

- Quindi in questi giochi che intervalli e quante ripetizioni si usano?

File:Leitner system alternative.svg

From Wikipedia, the free encyclopedia

Correctly answered cards

1 2 3 4 5

Incorrectly answered cards

Game:

- **Memrise**
- **Livemocha**
- **Duolingo**,
- List of Flashcard software
- Anki
- Cram
- Cobocards
- Course Hero

- ……..

- eSpindle Learning aka LearnThat.org
- Cram.com
- **Memrise**
- Mnemosyne
- OpenCards
- Quizlet
- Skritter
- SuperMemo
- http://www.lextutor.ca/

Learning is Not a Spectator Sport: Doing is Better than Watching for Learning from a MOOC

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The emphasis in MOOCs is often on lecture videos that students watch and learn from.However, a study published in the Proceedings of the Second (2015) ACM Conference on Learning @ Scaleshows that this central approach of MOOCs — having students watch to learn — is ineffective. Instead, the emphasis on interactive activities as advocated by Carnegie Mellon University's Simon Initiative helps students learn about six times more. …uses CMU's Open Learning Initiative (OLI) courses, which are built to mimic intelligent tutors in order to provide adaptive feedback and hints during learning by doing.

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Monday, September 14, 2015

LEARNING IS NOT A SPECTATOR SPORT

Students Learn Six Times More With CMU's Simon Initiative Approach Than With MOOCs

By Shilo Rea / 412-268-6094 / shilo@cmu.edu

Free — or very inexpensive — online courses have become quite a trend in education. Massive Open Online

Complete the table below by dragging each of the major factors of personality based on the Five-Factor (Big Five) Model of Personality to their proper location, between the corresponding traits of both extremes. Note that each factor represents a dimension, or range, between two extremes.

Low Extreme Traits	Factor	High Extreme Traits
Calm, even-tempered, unemotional, hardy	Neuroticism	Worrying, temperamental, emotional, vulnerable
Reserved, loner, quiet	Openness to experience	Affectionate, joiner, talkative
Down-to-earth, conventional, uncreative, prefer routine		Imaginative, original, creative, prefer variety
Antagonistic, ruthless, suspicious		Sympathetic, softhearted, trusting
Lazy, aimless, quitting		Hardworking, ambitious, persevering

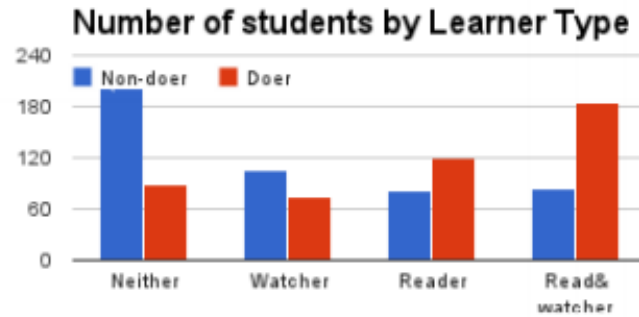Extraversion   Conscientiousness   Agreeableness

Hint: Someone who is high in extraversion is outgoing and decisive, whereas someone low on this trait is retiring and withdrawn.

⊗ That's incorrect. You are looking here for the factor that is associated with the traits that describe the low and high ends of that dimension.
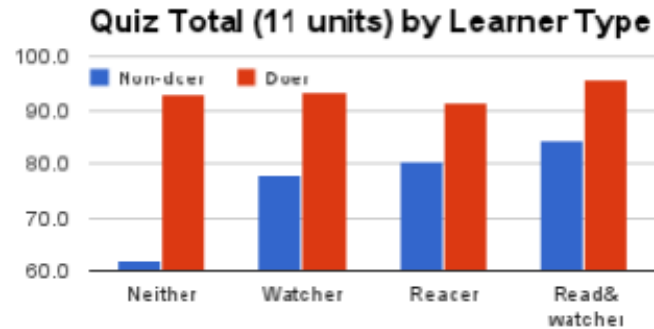
(a) OLI Activity

better off at least reading or watching.

a)

Number of students by Learner Type

b)

Quiz Total (11 units) by Learner Type

c)

Final Exam by Learner Type