Conceptual Model of Learning

Skill → Surface → Deep → Transfer → Will → Thrill → Skill

Acquisition → Deep → Consolidation → Transfer → Deep → Acquisition

Adapted from Visible Learning For Literacy – Fisher, Frey, Hattie.
Skill

Consists of prior knowledge and prior achievement that students bring to your classroom.

Will

Relates to a student's willingness to learn and the belief in oneself to succeed.

Thrill

Refers to engagement and knowing what success looks like. The more you show students what success looks like the more able they will be to learn.

Surface

Surface level learning involves skill and concept development. It has 2 components, surface acquisition and surface consolidation.

Surface Acquisition

Surface level acquisition involves the receiving, memorising and rehearsal of skills and concepts with feedback.

Surface Consolidation

Surface level consolidation involves the rehearsal, memorisation, and repetition (through deliberate practice) of skills and concepts with the giving and receiving of feedback.

Deep

Deep learning is about making connections and establishing relationships so students can organise skills and concepts into schema. It has 2 components, deeper acquisition and deeper consolidation.

Deep Acquisition

Deep level acquisition involves students learning how to plan, organise, elaborate and reflect on skills and concepts so they can make connections and establish relationships within their learning.

Deep Consolidation

Deep level consolidation focuses on establishing self-regulation, self-talk and strategic thinking.

Transfer

Transfer learning is about self-regulation so students can continue to learn skills and concepts independent of the teacher. Students are able to see patterns in new situations and transfer their learning across contexts.

Skill

Transfer

Adapted from Making Literacy Learning Visible – Corwin