# Conceptual Model of Learning



Skill →

Acquisition

Will → **Surface** → **Deep** → **Transfer** → Will

Acquisition

Skill

Consolidation

Consolidation

Thrill →

→ Thrill

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

# Surface → Deep → Transfer

**Surface**

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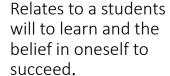
**Deep**

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.

**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 →**

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

**Will →**

Relates to a students will 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 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 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.

**→ Skill**

**→ Will**

**→ Thrill**

Adapted from Making Literacy Learning Visible – Corwin