

# Learning<sup>2</sup>

by

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# Learning<sup>2</sup>

**Learning how to learn**

Meta-learning:  
Do we actually  
**know *how*** to  
learn?

# What do you notice?



# Blurred.

## So what is the focus?

### **A summary of PENG Mei's "The Hidden Curriculum in Language Lessons"**

by Ann Tye

This summary of Peng's article will outline her general outline, then a brief overview of the notion of a 'hidden curriculum', then how it emerges and affects both teachers and learners, and finally her suggestions as to how the negative effects of this phenomenon can be somewhat mitigated.

Peng states that the definition of 'hidden curriculum' is very broad, and encompasses so many aspects that she instead defines it as an *unintended* outcome. It includes all aspects of teaching and learning that are not constituted by the 'official curriculum'. She specifically focuses on hidden curriculum in the context of language learning and EFL, though the conceptual notion of the 'hidden' curriculum of course is more widely applicable to the delivery and reception of all educational subjects and across scales of education across.

The hidden curriculum, then, is essentially 'covert'. It is referred to as 'hidden' precisely to indicate that it is often a process that typically occurs institutionally within an educational establishment, concerning implicit rather than consciously constructed explicit factors, for both teachers and pupils.

Peng defines the various means by which the hidden curriculum 'manifests'. The most noticeable here is official, because it emphasises the messages and often spontaneous values by which the alternative curriculum comes into existence. Both teachers and learners may frequently have no conscious awareness of it, instead to occur as an assumed or habitual response, or adopted social norm. Peng subdivides and connects her analysis of this conceptually broad, albeit nebulous concept into three main aspects: 1) a teaching perspective, 2) a learning perspective.

The effect of the emergence of this 'hidden' curriculum is *unintentional*. Teachers may well, albeit unconsciously, frequently bring their own pedagogical agenda as well.

1. A bird's eye view of text...

2. A blurred page of text...

**TEXT...**

So?

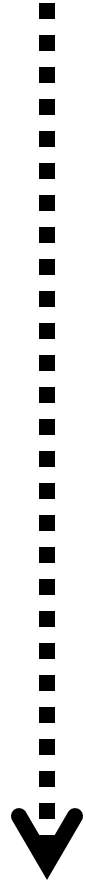
# **VISUAL BOREDOM = POOR LEARNING STRATEGY!!!**

- Colours!



- Images!





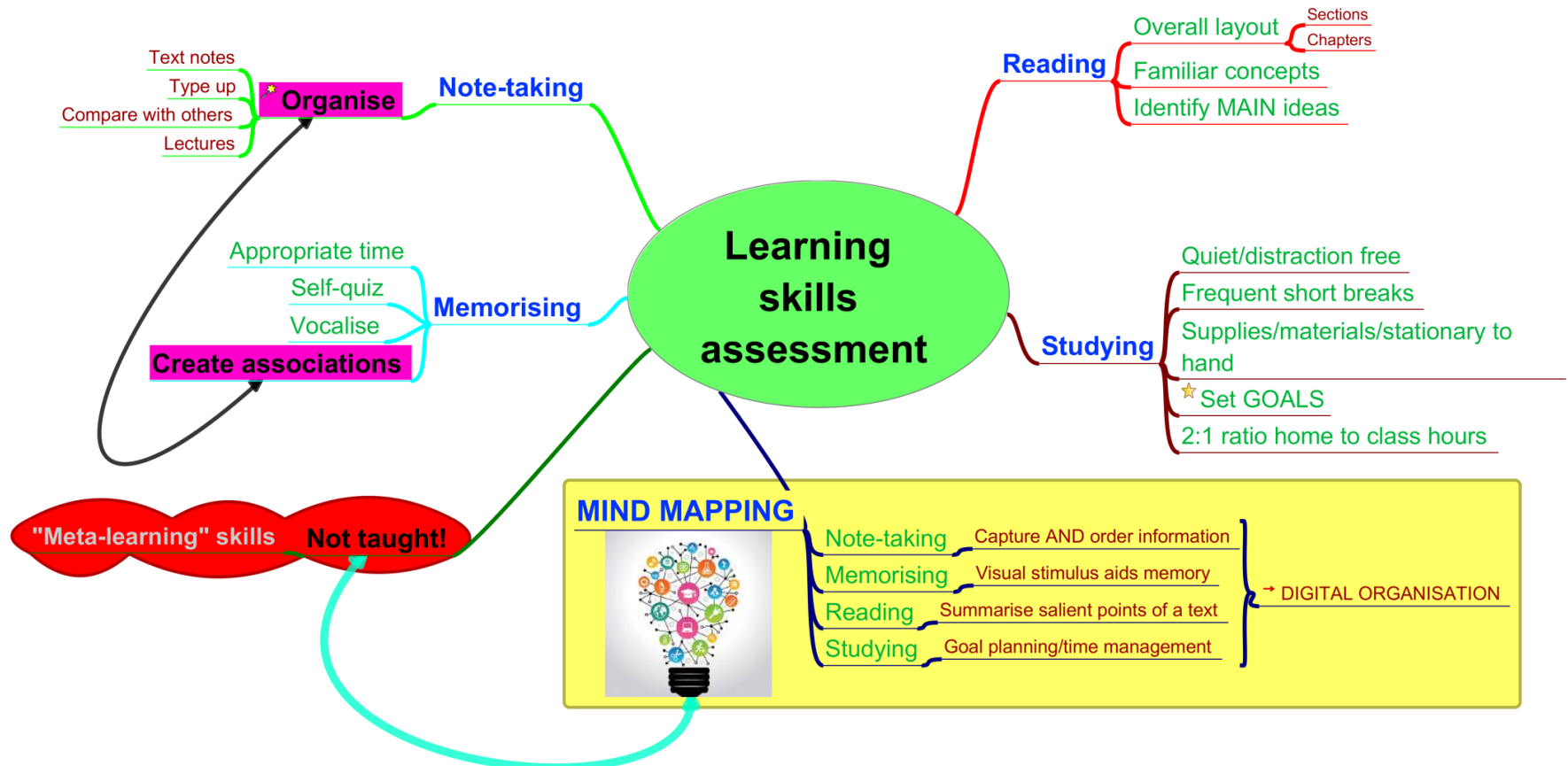
...Linear...

...Text...

...Has...

...Limitations...





# MIND-MAPPING



Note-taking

Capture AND order information



Memorising

Visual stimulus aids memory



Reading

Summarise salient points of a text



Studying

Goal planning/time management



→ DIGITAL ORGANISATION



# Mind mapping for Information processing:

Receptive...

AND...

Productive

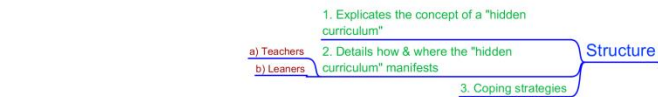


# What can you use mind-maps for?

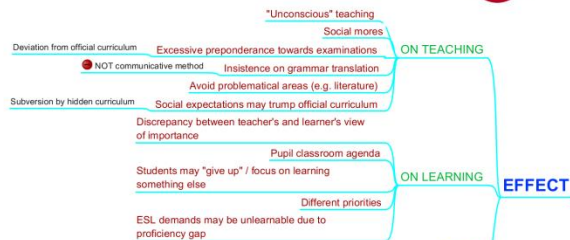
- Note-taking?
- Memorising?
- Summarising?
- Extensive and intensive thinking?
- Essay planning?
- Essay *writing*?



**ALL  
of  
these!**



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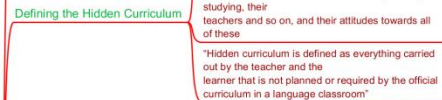
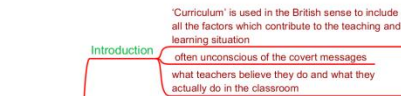


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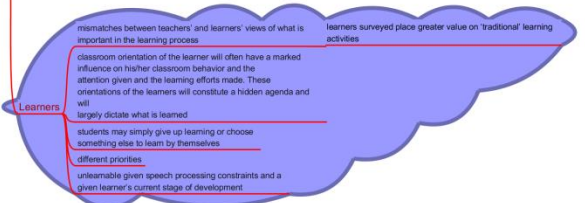
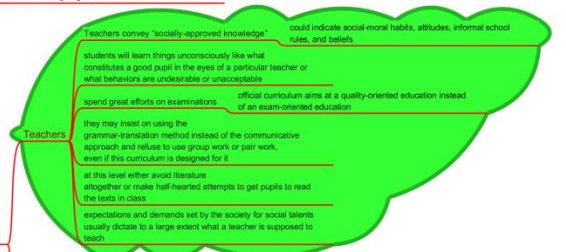


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# Hidden curriculum



## Manifestations of the Hidden Curriculum



## How Do Language Teachers Cope With the Hidden Curriculum?

