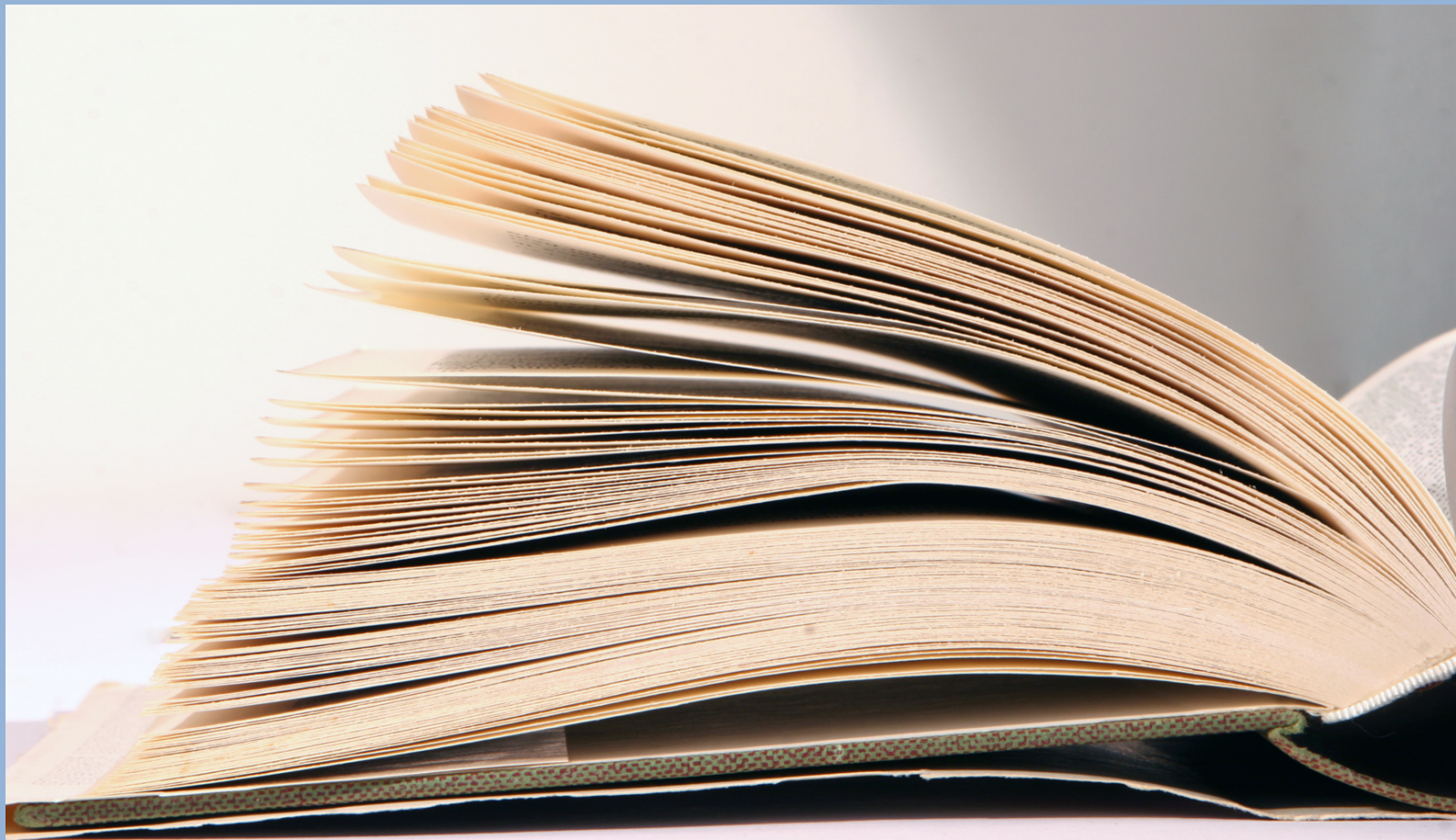


ENERGIA CONFERENCE



1. Curiosity, interest and attention increase learning

The interest can be innate or acquired

Curiosity: Need to know more

Attention: Focus mental concentration on a topic of interest



CHALLENGE: Identify the areas of interest of students and stimulate them

2. There are certain moments in the stages of growth in which the student is ready to learn

Psychological disposition

Teaching something for which the student is not prepared will be a failed attempt



CHALLENGE: Identify when the student is ready to learn

3. The student learns better by doing

The best learning arises from the activity and the exercise itself

For there to be learning, the student must actively participate in the process



CHALLENGE: Get students to participate in their own learning

Students learn up to

90%



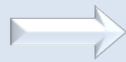
70%



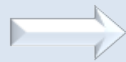
50%



30%



10%



4. Learning increases when students have satisfactory feelings about what they are doing

It occurs more spontaneously when accompanied by gratification.

Plan several activities
Give choice
Assess individual capacities

CHALLENGE: Generate feelings of satisfaction

1. Principles of learning

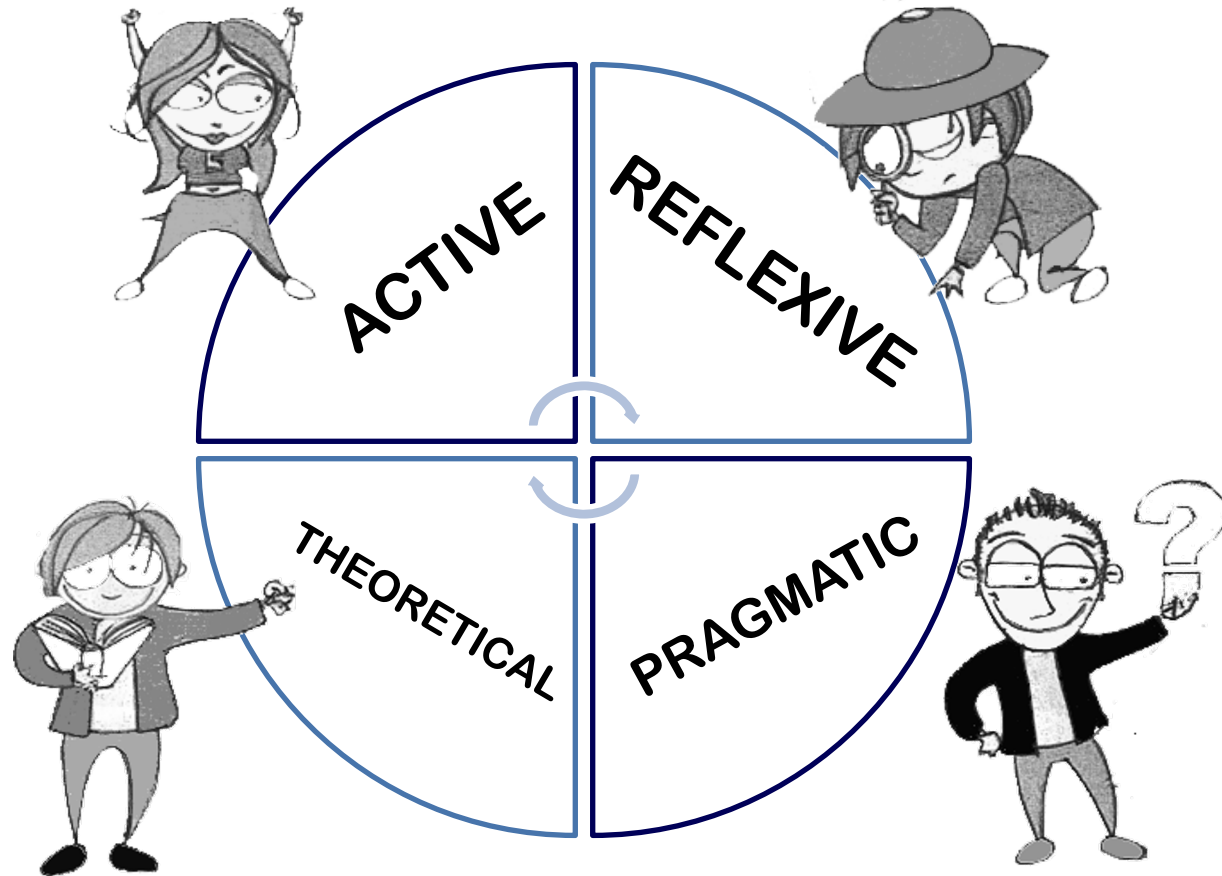


5. Memorization is essential for learning, because learning is built based on what one already knows

REQUIREMENT: Retain and remember previous learning



CHALLENGE: Use different techniques



Characteristics:

- They get totally involved and enjoy what they do
- They are active and seek to participate in the experiences
- First, they do and then they reflect on what has been done
- Faced with a challenge they grow
- They try to be the center of attention

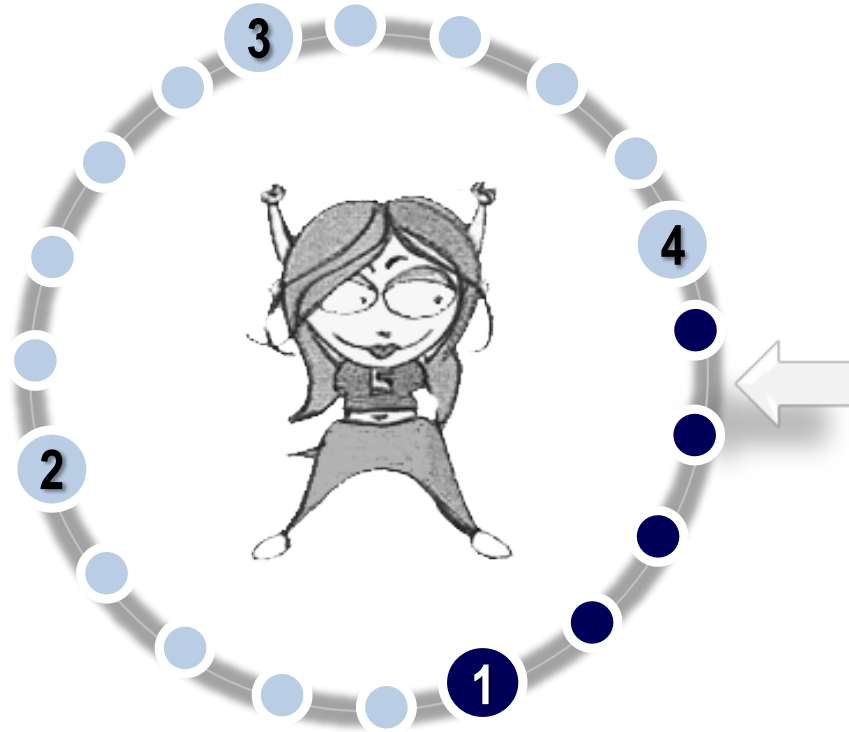
Phrases:

- Let me do
- I want to try

Resources:

- Examples
- Raise problems
- Field work
- Observe





ACTIVE STYLE

Live the experience

- Animator
- Improviser
- Discoverer
- Risky
- Spontaneous

Characteristics:

- They like to see things from multiple perspectives
- They collect all the data before deciding
- They are cautious and leave nothing to chance
- He doesn't know how to work under pressure
- In their work they incorporate aspects of the past and present, as well as other people's points of view.

Phrases:

- I need time to think
- First, I work it and then I say something

Resources:

- Discuss in group
- Brainstorming
- Comment news
- Think and discuss issues





REFLECTIVE STYLE

Reflection, thought

- Prudent
- Conscientious
- Receptive
- Analytical
- Exhaustive

Characteristics:

- Integrate what is observed in existing reference frameworks
- They reflect the problems step by step following a logical model
- Analyze and synthesize
- They don't like subjectivity

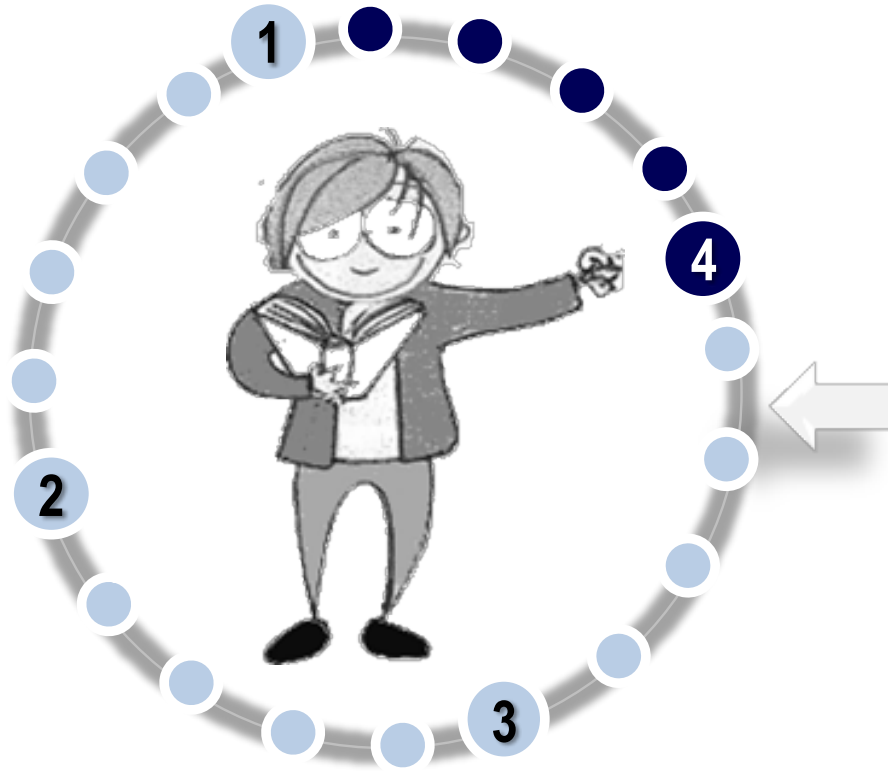
Phrases:

- This makes sense?
- How do you fit with ...?
- What is the basic principle?

Resources:

- Conferences
- Analogies
- Simulations
- Projects





THEORETICAL STYLE

Generalization,
hypothesis elaboration

- Methodical
- Logical
- objective
- Critical
- Structured

Characteristics:

- They like to try new things, ideas, theories.
- They investigate if it is possible to do things differently.
- They learn when they face real problems or when they have to modify previous knowledge

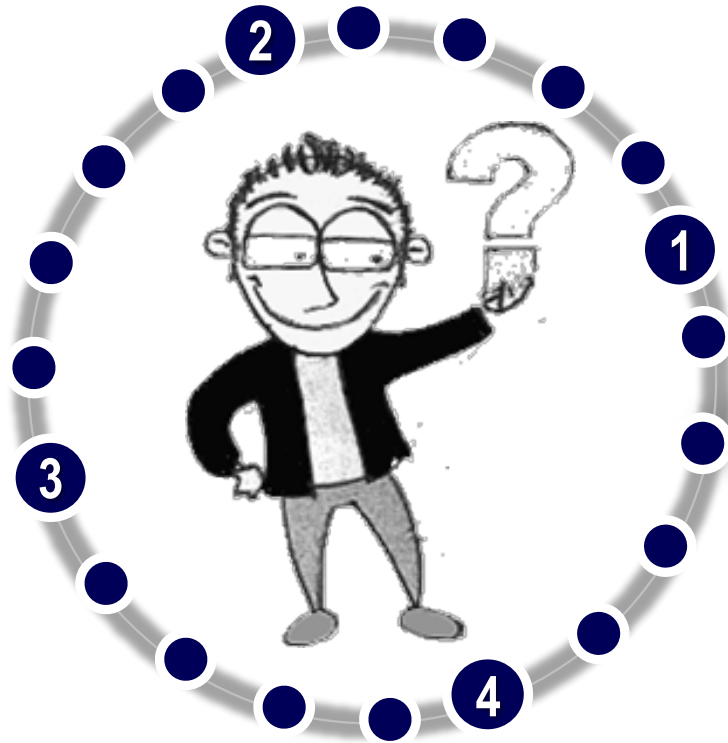
Phrases:

- Words are unnecessary
- You can always do something

Resources:

- Fieldworks
- Study of cases
- Projects





PRAGMATIC STYLE

Application

- Experimenter
- Practical
- Direct
- Effective
- Realistic