

# Making Sense of Teaching for Conceptual Understanding and Learning Transfer, Foundation Day (K-4)



PRESENTED BY

**Julie Stern**

SERIES SESSIONS

| Date         | Time              |
|--------------|-------------------|
| May 14, 2020 | 9:00 AM - 3:30 PM |



LOCATION

**Royal Hotel Calgary - 2828-23 Street NE**

FEE

**\$130.00**

QUESTIONS?

Contact Us:

[crc-register@arpcd.ab.ca](mailto:crc-register@arpcd.ab.ca)  
[403-291-0967](tel:403-291-0967)

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## Program

AUDIENCE: K-4 educators are encouraged to attend.

Innovators don't invent without a deep understanding of how the world works. With this foundation, they apply deep understanding to solve new problems.

In this REPEAT full day session, Julie will provide tools for how to help students uncover conceptual relationships and transfer them to new situations.

Learning Outcomes:

- select and apply strategies for introducing conceptual learning to students
- discuss lesson frameworks to help students uncover conceptual relationships
- Plan ways to foster meaning making of individual concepts
- Promote depth and breadth of understanding by intentionally transferring learning to new situations

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## Presenters

**Julie Stern**

is the author of *Tools for Teaching Conceptual Understanding*. She is a teacher trainer and instructional coach, supporting educators in breaking free of the longstanding industrial model of schooling. Julie is a certified trainer in Visible Learning and Concept-Based Curriculum and Instruction. She is a James Madison Constitutional Scholar and taught social studies for many years. She is a Verified Master Trainer and has Coaching and Change Management Certificates from the Association for Talent Development (ATD). Julie previously served as the director of Curriculum Innovation for a network of schools in Washington, DC.

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## Registration Notes

This session is a repeat of the *Making Sense of Teaching for Conceptual Understanding and Learning Transfer, Foundation Days* that Julie presented on June 4 & 5, 2019.



Providing Quality Professional Learning  
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