DEVELOPING STUDENT RESILIENCE: ENCOURAGING EFFORTFUL LEARNING IN THE CLASSROOM

FIRST LITERACY 2/8/2019
SARAH LYNN
• Is there anything you tried in your classroom and would like to share with the group?
“It’s not that I’m so smart, it’s just that I stay with problems longer.”

Albert Einstein
RESILIENCE

Part One: What does resilience look like in a learner? Why is it important?

Part Two: How can we encourage effortful learning?
What is resilience?
What does resilience look like in a learner?

(What are the behaviors of a resilient learner?)
Resilient students believe...

I belong here.

This work has value for me.

My ability grows with my effort.

I can succeed at this.

Camille A. Farrington et. al. (2012), *Teaching Adolescents to Become Learners*
MINDSET: FIXED OR GROWTH?

1. “In a _______ mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence.”  

   Carol Dweck

b. "In a _______ mindset students believe their basic abilities, their intelligence, _______ their talents, are just fixed traits. They have a certain amount, and that’s it.”.
MINDSET: FIXED OR GROWTH?

Some people are smart, and some people are not.

Mistakes are part of learning.

Mistakes are proof I can’t learn.

I’m a good student because I have good learning strategies.

I’m a good student because I’m smart.
MINDSET: FIXED OR GROWTH

Which students make more progress? Why?

- They take risks.
- They believe effort makes a difference.
- They expect difficulty.
Why does learning require effort?
The Role of Effort in Learning

“When we work hard to understand information, we recall it better; the extra effort signals to the brain that this knowledge is worth keeping.”

~ Anne Murphy Paul, Time Magazine, 2011
Learn about two examples of the role of effort in learning.

1. Read your section.

2. Answer these questions:
   a. What is the article about?
   b. What is desirable difficulty?
   c. Why does it make a difference in learning?

3. Tell your partner about the article. Ask and answer the questions.
How can we encourage effort in learning?
EFFORT IN LEARNING

1. Provide desirably difficult tasks
2. Create a practice zone
3. Provide effective feedback
4. Explicitly teach learning strategies
HOW TO ENCOURAGE EFFORT IN LEARNING:

DESIRABLE DIFFICULTY
Learning is making connections between what we know and new information.
1. What is working memory? What is its capacity?
2. What is long term memory? What is its capacity?
3. Which memory system takes more cognitive energy?
4. What is cognitive load?
Examples of tasks that tax your working memory and create undesirable difficulty:

- Long and complex verbal instructions
- Dissonant information: splitting attention
- Explaining before students have time to consider the question
Improve long term memory:
  • Activate prior knowledge & make connections
  • Spaced practice
  • Retrieval practice
  • Student speak

Reduce stress:
  • Eliminate distractions
Improve Long Term Memory:

- Activate prior knowledge & make connections
- Spaced practice
- Retrieval practice
- Student speak

1. Think of activities for each category.
2. Which activities are your favorites?
REDUCE STRESS
THE EVOLUTION OF THE BRAIN

STRESS AND THINKING

1. What is the body’s response to stress?
2. Why is it so hard to think when we feel stress?
How can you reduce student stress in your classroom?
RESILIENCE

How can we encourage effortful learning?

1. Provide desirably difficult tasks:
2. Create a practice zone
HOW TO ENCOURAGE EFFORT IN LEARNING:

CREATE A PRACTICE ZONE
PRACTICE VS. PERFORMANCE

Eduardo Briceño
What is the difference between practice & performance?

1. Take turns reading each strip aloud to your group.
2. Together decide which category it belongs to. Discuss why.
3. A group member will be called on to explain one answer to the whole class.
WHEN STUDENTS ARE PRACTICING:

Mistakes are

• expected.
• respected.
• investigated.
### IS THE FOCUS ON PRACTICE OR PERFORMANCE?

#### PERFORMANCE

<table>
<thead>
<tr>
<th>Teacher: Number 4, Juan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan: I don’t know.</td>
</tr>
<tr>
<td>Teacher: Anyone else? Maria?</td>
</tr>
<tr>
<td>Maria: B.</td>
</tr>
<tr>
<td>Teacher: Good. Who wants to try number 5? David?</td>
</tr>
</tbody>
</table>

#### PRACTICE

<table>
<thead>
<tr>
<th>Teacher: Number 4, Juan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan: I don’t know.</td>
</tr>
<tr>
<td>Teacher: Is the sentence in the past or present?</td>
</tr>
<tr>
<td>Juan: [silent]</td>
</tr>
<tr>
<td>Teacher: Can anyone help Juan? Maria? Is the sentence in the past or present?</td>
</tr>
<tr>
<td>Maria: The past.</td>
</tr>
<tr>
<td>Teacher: Correct. How do you know?</td>
</tr>
<tr>
<td>Maria: It says “yesterday”.</td>
</tr>
<tr>
<td>Teacher: Ok. So, which answer is in the past?</td>
</tr>
<tr>
<td>Maria: B</td>
</tr>
<tr>
<td>Teacher: Thank you, Maria. Juan, please read the complete sentence with answer B.</td>
</tr>
</tbody>
</table>
“NO OPTING OUT”

**Scaffold**: Bring the task within reach.

Is it [past] or [present]?

**Circle back**: Always let the student correct the mistake.

Please read the correct answer.
ASK STUDENTS TO HELP EACH OTHER.

Does everyone agree?

Can anyone help?

How do you know? Please explain.
RESILIENCE

How can we encourage effortful learning?

1. Provide desirably difficult tasks. ✓
2. Create a practice zone ✓
3. Provide effective feedback: Error correction
HOW TO ENCOURAGE EFFORT IN LEARNING:

PROVIDE EFFECTIVE FEEDBACK
CORRECTIVE FEEDBACK

- Students want feedback. Often teachers give it but students don’t recognize it as feedback.
- Lower level students are less likely to recognize implicit feedback.
“Effective feedback is essential to acquiring new knowledge and skills. Good feedback is specific and clear, focused on the task rather than the student, explanatory, and directed toward improvement rather than merely verifying performance.”

The Science of Learning
by Deans for Impact (2015)
EFFECTIVE FEEDBACK

effect  improvement  character  strategy

1. Focus on student behavior not student ______________.
2. Focus on the student’s thinking ____________.
3. Recognize the student’s ____________ in learning material.
4. Focus on steps to take towards ______________.
THE PROCESS OF CORRECTING ERRORS

1. Notice the error
2. Understand the error
3. Correct the error
4. Monitor progress
CORRECTING ERRORS

STEP 1. NOTICE THE ERROR
True wisdom is knowing what you don’t know.

~ Confucius
NOTICING THE ERROR: SELF-TESTING

- Total Recall
- Self-recording
- Answer Keys
Remember your Learning!

1. Read.
2. Read again.
4. Write what you remember.
5. Open the book.
6. Check your work
DIALOGUE: TOTAL RECALL

A: What are you doing?
B: I’m cooking dinner. How about you?
A: I’m waiting for the kids at their school.

A: What you doin?
B: Cook the dinner. How but you?
A: I wait my kids at the school.
SELF-RECORDING

1. Students record themselves reading a short passage.

2. Once they are satisfied with their recording they send it to you.
USING AN ANSWER
KEY RESPONSIBLY

What does that look like?
PAIR TESTING: VOCABULARY FLASHCARDS

• Students quiz one another with the flashcards.

How do you spell [word]?
MAKING THE ERROR SALIENT

Students:

- use highlighters, colored ink, post-its
- maintain an error inventory: spelling sheet
Dictation: The Dining Hall Strike

Date

1. _________________________________________________________________________________________________

1. The workers wanted better pay.

2. _________________________________________________________________________________________________

2. They went on strike.

3. _________________________________________________________________________________________________

3. Harvard students stood with the workers.

4. _________________________________________________________________________________________________

4. On Tuesday the strike ended.
MAKING THE ERROR SALIENT

Teacher:

• repeats orally
• uses gesture
• uses props
• marks up student writing
How do you use self-testing with your students?

• Total Recall
• Self-recording
• Answer Keys

What ways do you get students to notice their errors?

• Highlighters, post-its, colored ink
• Creative feedback
CORRECTING ERRORS

STEP 2. UNDERSTAND THE ERROR
UNDERSTANDING ERRORS: TOOLS & TECHNIQUES

Students name the error.

Students use an Error Index.
NAME THE ERROR

What language do students need to explain the error?

1. I'm from El Salvador.
2. She's from Haiti.
3. They are from Brazil.
4. You're students at SCALE
NAME THE ERROR: A CORRECTION KEY

sp.    spelling
^     missing something
vt    verb tense
wc    word choice
# ERROR INDEX

<table>
<thead>
<tr>
<th>Number of Errors</th>
<th>Type of Error</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>Spelling</td>
<td>profectly. → perfectly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ispani → Spanish</td>
</tr>
<tr>
<td>11</td>
<td>Past Tense</td>
<td>goed → went</td>
</tr>
<tr>
<td>1</td>
<td>Prepositions</td>
<td>I stay in home. → I stay at home.</td>
</tr>
<tr>
<td>111</td>
<td>Capital letters</td>
<td>I want to learn english. → English</td>
</tr>
<tr>
<td>111</td>
<td>Punctuation</td>
<td>Where are you from. → ?</td>
</tr>
</tbody>
</table>
CORRECTING ERRORS

STEP 3. CORRECT ERRORS
If practice is all we need, why have my typing skills not improved in the last 15 years?

PRACTICE MAKES PERFECT
DELIBERATE PRACTICE

- Evaluate what needs improvement
- Identify one error you want to correct
- Identify a strategy for correcting it
- Practice (perform)
- Check your performance
- Practice again

Anders Ericsson
How would you use deliberate practice with your students?
Read through the activities for error correction.

✓ I understand

? I don’t understand
RESILIENCE

How can we encourage effortful learning?

1. Provide desirably difficult tasks. ✓
2. Create a practice zone ✓
3. Provide effective feedback: Error correction ✓
4. Explicitly teach learning strategies
HOW TO ENCOURAGE EFFORT IN LEARNING:

EXPLICITLY TEACH LEARNING STRATEGIES
What’s the difference?

Can I do this?

How can I do this?
GALLERY WALK

Put up questions:

• How can you improve your pronunciation?

• How do you practice new vocabulary?

• How do you improve your reading skills?
2. Students walk around room and write answers on the wall while in informal conversation.

3. Class reviews all the ideas.

4. Students choose a few practices they like. They commit with a contract.
# STUDENT LEARNING CONTRACT

<table>
<thead>
<tr>
<th>This month I will __________________________.   _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This month I will ______________________________.   _____</td>
</tr>
<tr>
<td>This month I will ______________________________.   _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Signature _____________________________ Date <strong>/</strong>/__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signature _____________________________ Date <strong>/</strong>/__</td>
</tr>
</tbody>
</table>
EXPLICITLY TEACH LEARNING STRATEGIES

1. Name them.
2. Write them in your agenda.
3. At the end of class, ask students to name one learning strategy that was especially important for them today. (asterisks)
Today in class we did:

• ____________________________________
• ____________________________________
• ____________________________________
• ____________________________________
• ____________________________________

I liked ____________________________________.
I want to practice more______________________.
PAIR SHARE

1. What learning strategies do you teach your students?
2. Have you given them a name?
3. Do you write them into your class agenda?
4. Do students talk about how they use them outside of class?
RESILIENCE

Part One: What does resilience look like in a learner? Why is it important?

Part Two: How can we encourage effortful learning?

1. Provide tasks with desirable difficulty.
2. Create a practice zone
3. Provide effective feedback: Error correction
4. Focus on learner understanding
5. Explicitly teach learning strategies
1. Review the activities in your handout.
2. Review your notes.
3. Do the goal implementation sheet.
“It’s not that I’m so smart, it’s just that I stay with problems longer.”

Albert Einstein