

DEVELOPING STUDENT RESILIENCE: ENCOURAGING EFFORTFUL LEARNING IN THE CLASSROOM

FIRST LITERACY 2/8/2019

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TEACHER SHARE

- **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.

A



This work has value for me.

B



My ability grows with my effort.

C



I can succeed at this.

D

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 good teaching and persistence.”

Carol Dweck
effort,

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.

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

Mistakes are proof I can't learn.

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.

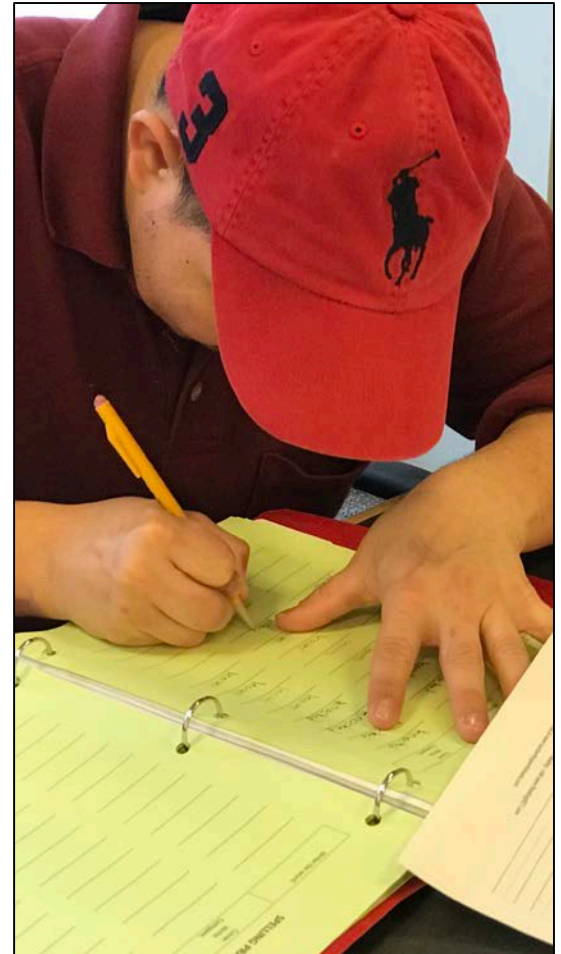


**Why does learning
require effort?**

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 it make a difference in learning?

3. Tell your partner about the article. Ask and answer the questions.

INFO GAP



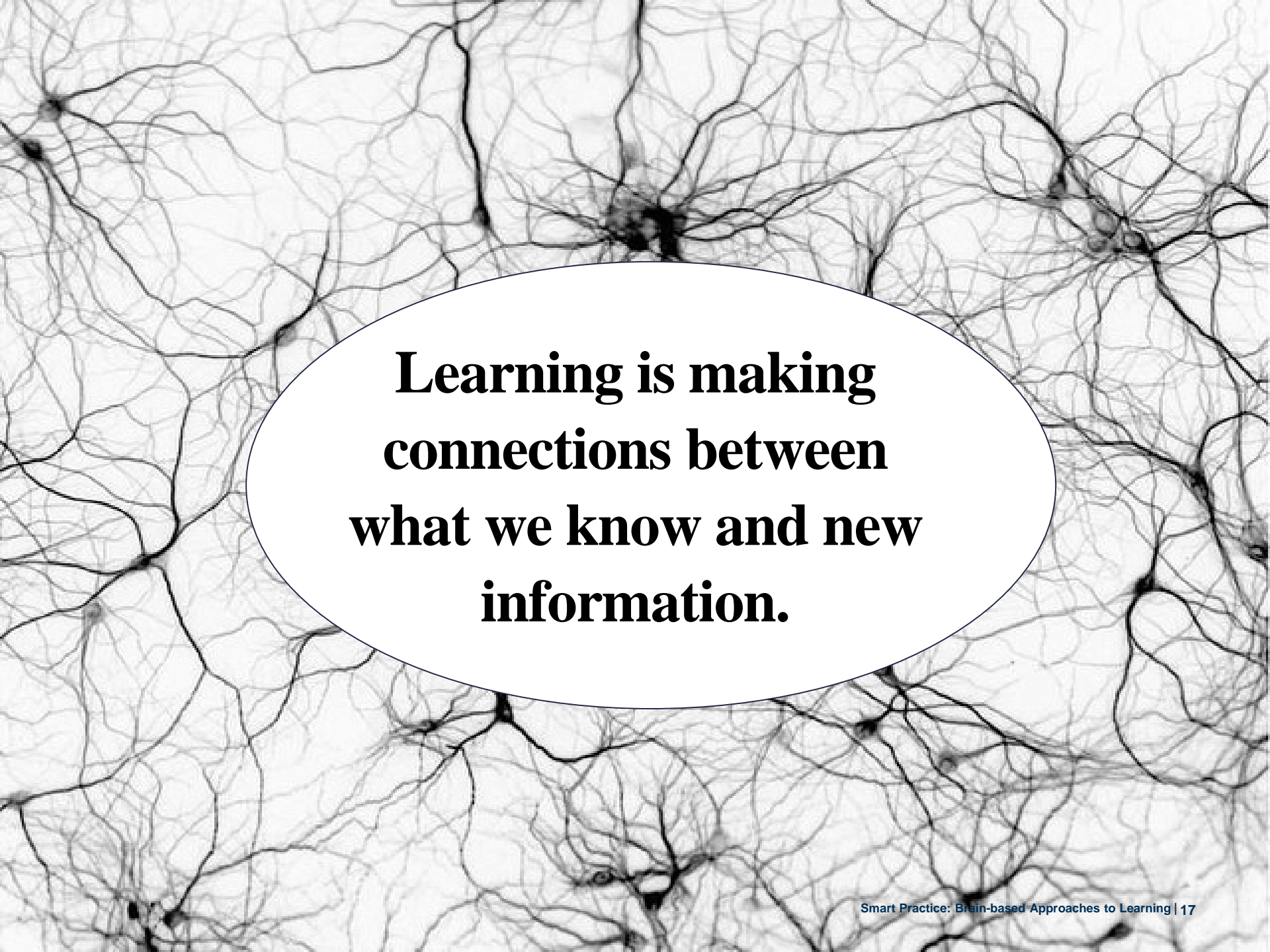
**How can we
encourage effort in
learning?**

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

The background of the slide is a grayscale image of a neural network, showing a dense web of interconnected neurons and their axons. A large, white, horizontally-oriented oval is centered on the page, containing the main text. The text is in a bold, black, sans-serif font.

**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?

LONG TERM VS.
WORKING MEMORY

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

WHAT INCREASES
COGNITIVE LOAD?

Improve long term memory:

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

Reduce stress:

- Eliminate distractions
-
-
-

WHAT REDUCES
COGNITIVE LOAD?

Improve Long Term Memory:

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

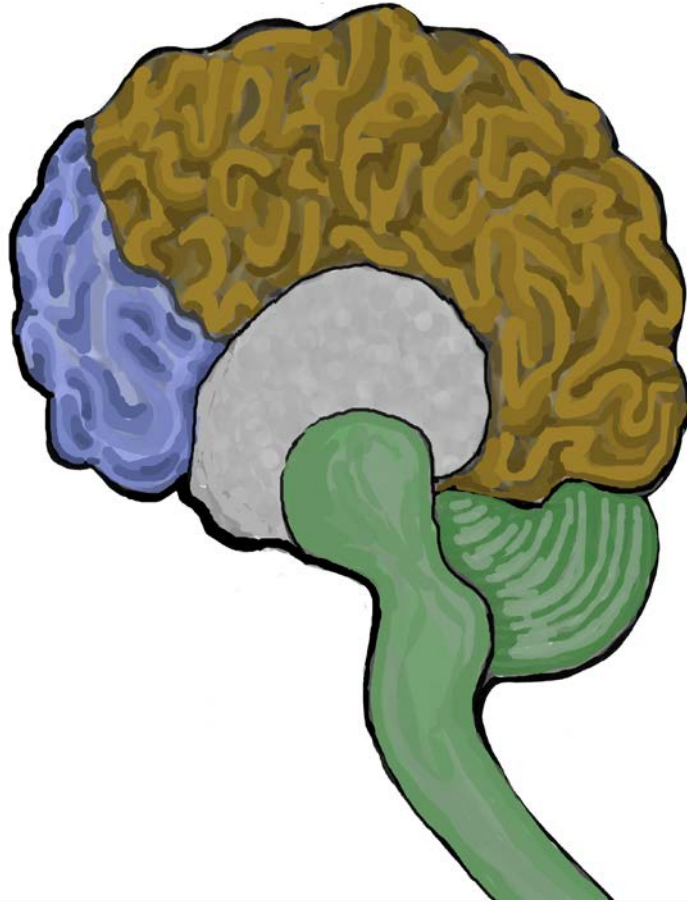
- 1. Think of activities for each category.**
- 2. Which activities are your favorites?**

MAKE CONNECTIONS

REDUCE STRESS



THE EVOLUTION OF THE BRAIN



Lizard. Mammal. Monkey. Porpoise.

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?

BRAINSTORM

TTT + TT

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.**

SORTING ACTIVITY

WHEN STUDENTS ARE PRACTICING:

Mistakes are

- **expected.**
- **respected.**
- **investigated.**

IS THE FOCUS ON PRACTICE OR PERFORMANCE?

PERFORMANCE

Teacher: Number 4, Juan?

Juan: I don't know.

Teacher: Anyone else? Maria?

Maria: B.

Teacher: Good. Who wants to try number 5? David?

PRACTICE

Teacher: Number 4, Juan?

Juan: I don't know.

Teacher: Is the sentence in the past or present?

Juan: [silent]

Teacher: Can anyone help Juan? Maria? Is the sentence in the past or present?

Maria: The past.

Teacher: Correct. How do you know?

Maria: It says "yesterday".

Teacher: Ok. So, which answer is in the past?

Maria: B

Teacher: Thank you, Maria. Juan, please read the complete sentence with answer B.

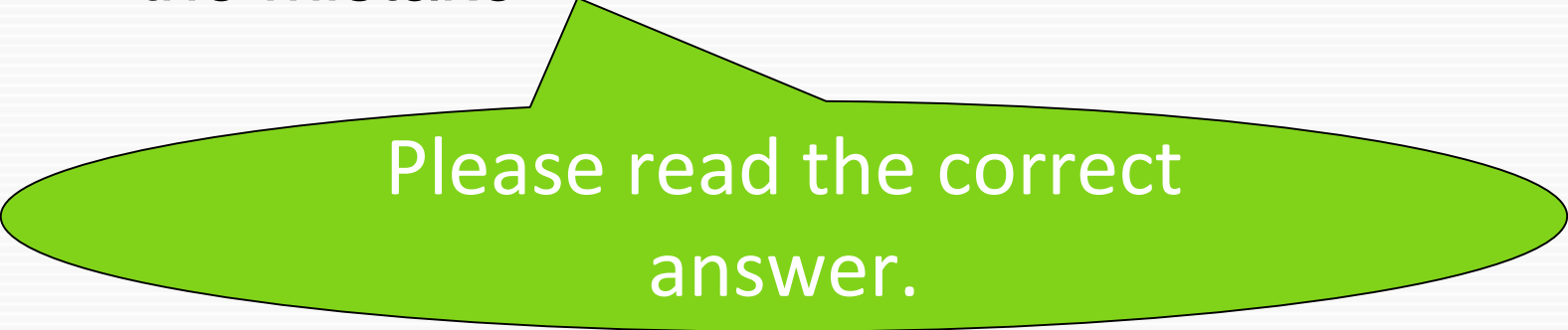
"NO OPTING OUT"

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)

KEY WORD
RETELL

EFFECTIVE FEEDBACK

effort 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

SELF-TESTING

**True wisdom is knowing
what you don't know.**

~ Confucius

NOTICING THE ERROR: SELF-TESTING

- **Total Recall**
- **Self-recording**
- **Answer Keys**

TOTAL RECALL

Remember your Learning!



1. Read.



2. Read again.



3. Close the book.



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?

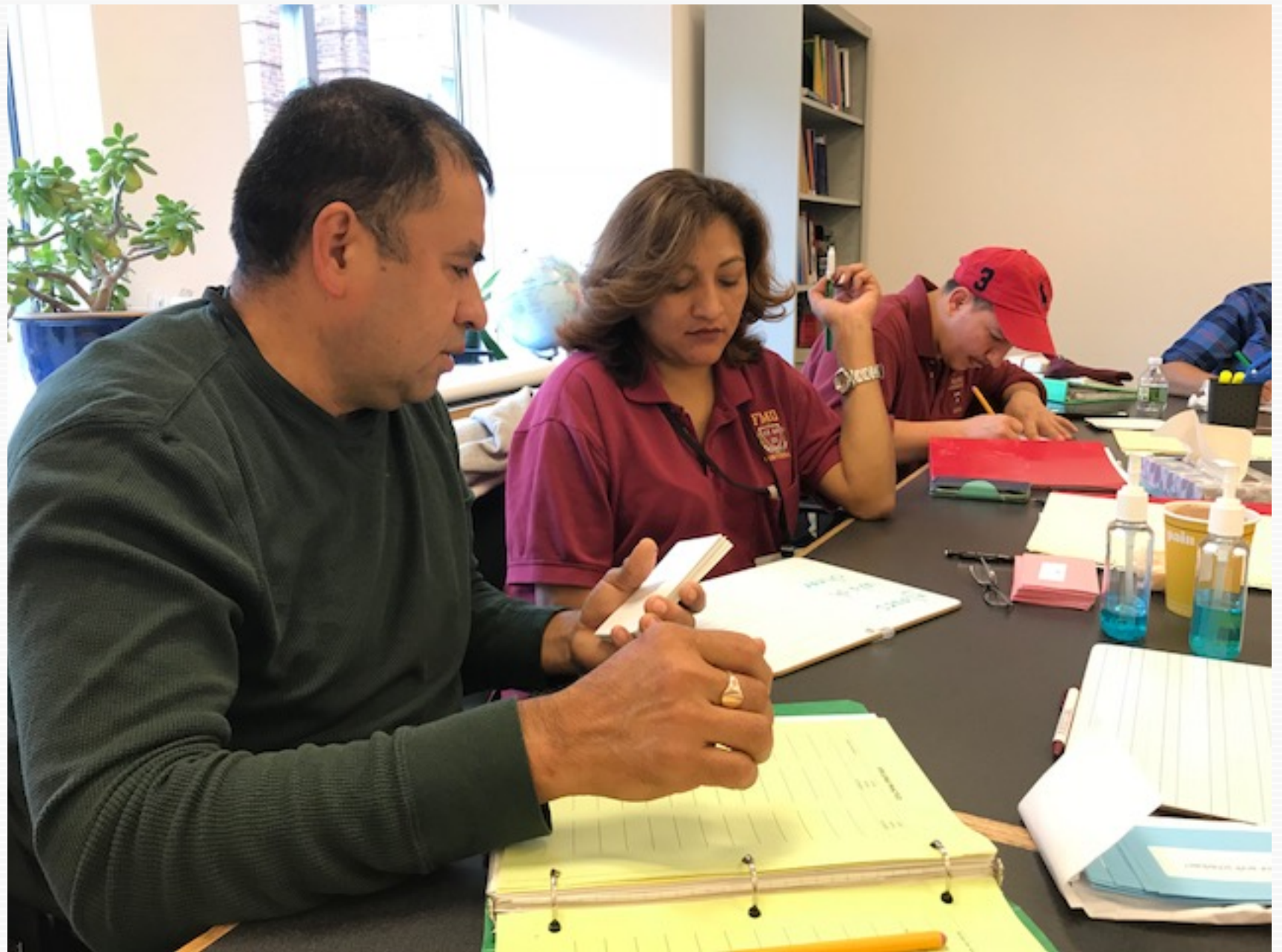
PAIR TESTING: VOCABULARY FLASHCARDS

- **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: WITH ERROR CORRECTION

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

TEACHER
SHARE

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. Im from El Salvador.
2. Sh'es from haiti.
3. Theyare 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

Number of Errors	Type of Error	Example
111 111	Spelling	profectly. → perfectly ispani → Spanish
11	Past Tense	goed → went
1	Prepositions	I stay in home. → I stay at home.
111	Capital letters	I want to learn english. → English
111	Punctuation	Where are you from. → ?

CORRECTING ERRORS

STEP 3.

CORRECT ERRORS

PRACTICE MAKES PERFECT

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



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?

**THINK-PAIR-
SHARE**

**Read through the activities
for error correction.**

✓ I understand

? I don't understand

**MARK THE
MARGINS**

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?

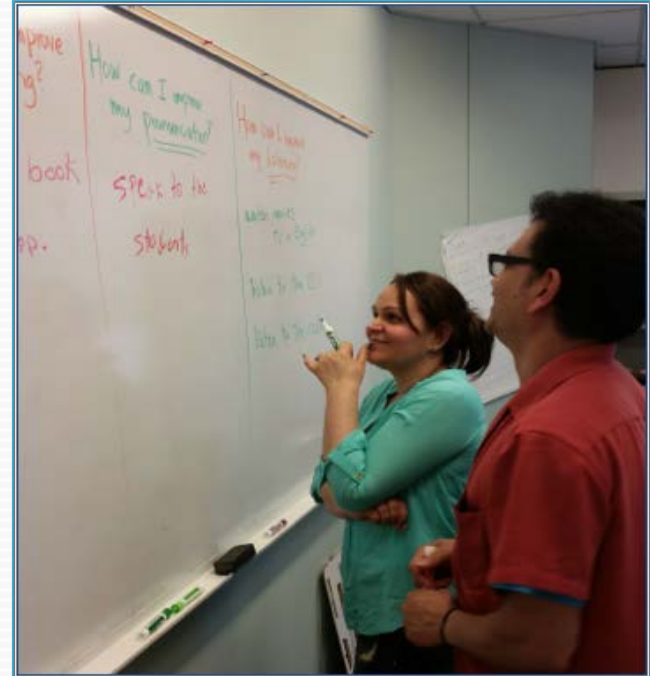


How can I do this?

GALLERY WALK

Put up questions:

- How can you improve your pronunciation?
- How do you practice new vocabulary?
- How do you improve your reading skills?



GALLERY WALK

- 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

Check

This month I will _____.

This month I will _____.

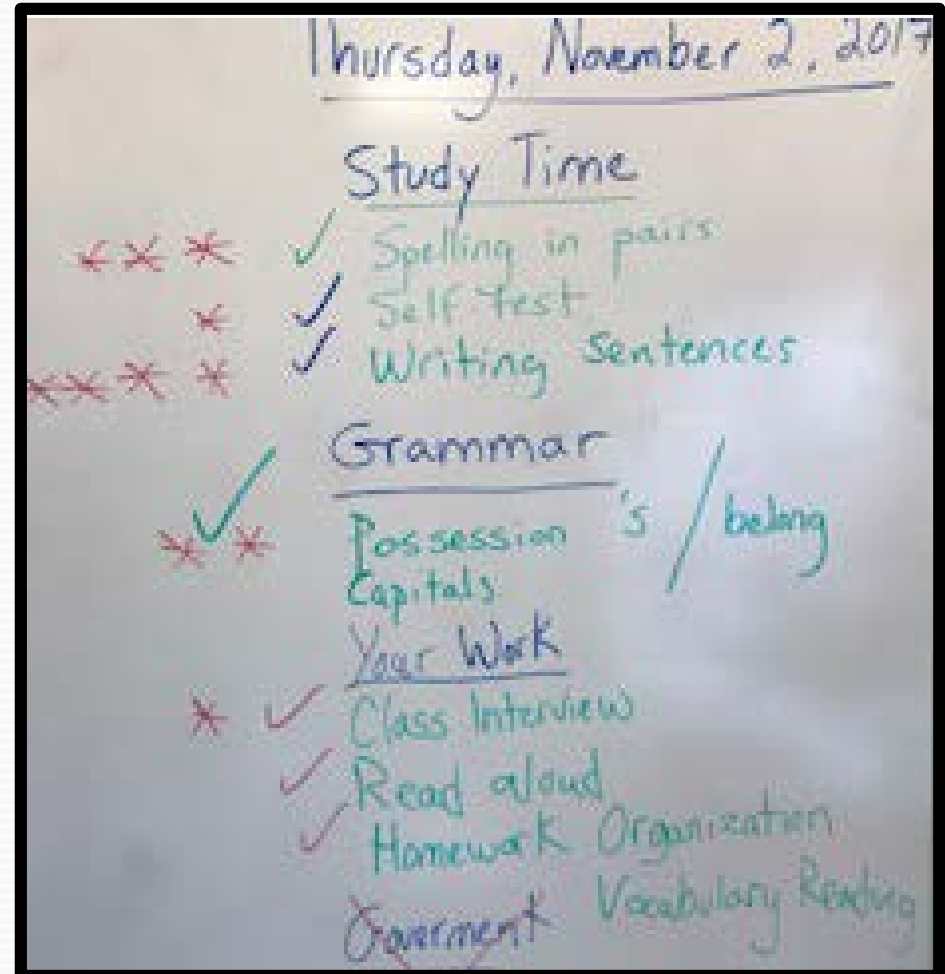
This month I will _____.

Student Signature _____ Date __/__/__

Teacher Signature _____ Date __/__/__

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)



CLASS RECAP & REFLECTION

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.**

**GOAL
IMPLEMENTATION**

“It’s not that I’m so smart, it’s just that I stay with problems longer.”

Albert Einstein