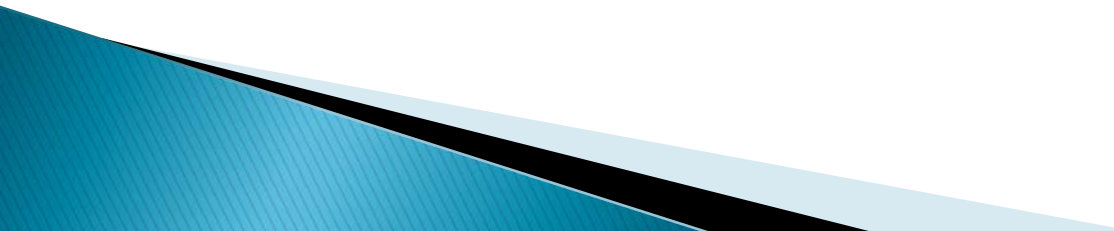




Appalachian Higher Ed Workshop

Facilitating Student Success
Prior to Matriculation

Questions

- ▶ How would most K–12 students today define “learn”?
 - ▶ What does it look like?
 - ▶ How do they determine when they’ve accomplished it?
 - ▶ Is this determination arrived at externally, internally, or by a combination thereof?
- 



Surface, Strategic, and Deep Learners

▶ Surface learners:

- ▶ Concentrate on memorizing discrete facts and words in anticipation of test questions
- ▶ Focus mostly on grades; less on content and understanding
- ▶ Want to apply minimal effort and receive maximum benefit
- ▶ Ends justify the means, including inappropriate academic risk-taking, like cheating, plagiarism



Surface, Strategic, and Deep Learners

▶ Strategic learners:

- ▶ Desire making good grades
- ▶ Use in-class and out-of-class learning energy to figure out what teacher/test wants
- ▶ Can often follow steps and procedures, but knowledge doesn't often transfer to other contexts – example
- ▶ May be expert at the routine, but rarely show inventiveness, improvisation, problem-solving
- ▶ Major objective is the final outcome – the report card



Surface, Strategic, and Deep Learners

- ▶ Surface and strategic learners:
 - ▶ Are usually averse to taking intellectual risks
 - ▶ Approach their education with a check–list mentality
 - ▶ Exhibit little wonder or curiosity; gravitate toward the definitive
 - ▶ More prone toward boredom
 - ▶ Self–messages include: “I’m not very good at (e.g., math).” Or, “I hate (e.g., history).”

Surface, Strategic, and Deep Learners

▶ Deep Learners:

- ▶ Want to understand, want to make meaning, want to consider implications of information
- ▶ Look for connections between new information and what they already know
- ▶ Enthusiastic and excited about learning
- ▶ View failures and mistakes as opportunities for self-correction and to learn and grow, not an indictment of their intelligence
- ▶ Self messages include: “I don’t yet understand _.” Or “I am learning about _.”
- ▶ Grades are a natural outcome of understanding



Questions

- ▶ What type/s of learner do you think are currently in most of your classes?
- ▶ What are the multiple factors that might contribute to Surface learning? Strategic learning? Deep learning?
- ▶ Are there any factors over which we have any degree of control?



Facilitating Deep Learning

- ▶ Grit
- ▶ Mindset
- ▶ Reflection



Grit

- ▶ Factors that affect human performance include aptitude, attitude, and situations
- ▶ When IQs are equal, better predictor of success is one's Emotional Intelligence
- ▶ How does one develop coping strategies?
- ▶ What factors inhibit today's learners from developing a broad repertoire of coping strategies?
- ▶ Grittiness comprised of internal & external attributes and academic skills



Grit – Internal Attributes

Can be predicted based on:

- ▶ Personal motivation
- ▶ Tendency toward procrastination or not
- ▶ Time- and Task-management
- ▶ Appropriate help-seeking behaviors
- ▶ Locus of control
- ▶ Learning Style

The internal attributes of Grit affect student success most



Grit – External Attributes

Can be predicted based on:

- ▶ Family support
- ▶ Where, when, and how one studies
 - Food for thought: When we say “study,” what does that look like in today’s learners’ minds?

The external attributes of Grit are the second greatest factor affecting student success

- Anyone notice I haven’t mentioned intelligence as one of the top two predictors of student success?



Grit – Academic Skills

Can be predicted based on:

- ▶ Academic technological skill (which differs from being “tech savvy” – – how?)
- ▶ Rate and accuracy of typing and writing
- ▶ Ability to accurately recall what is read


So, Grit is less about aptitude, most about attitude, and then about individual contexts/situations



Fixed Mindset

- ▶ A fixed mindset believes that one's cognitive ability is a pre-set quantity
- ▶ Learners with a fixed mindset approach learning tasks as measurement minded (how smart one is), and intelligence as something one demonstrates
- ▶ Fixed mindset views intellectually demanding work as threatening, resulting in searching for the “easy way” out
- ▶ Fixed mindset gives up more easily rather than risk looking foolish

Growth Mindset

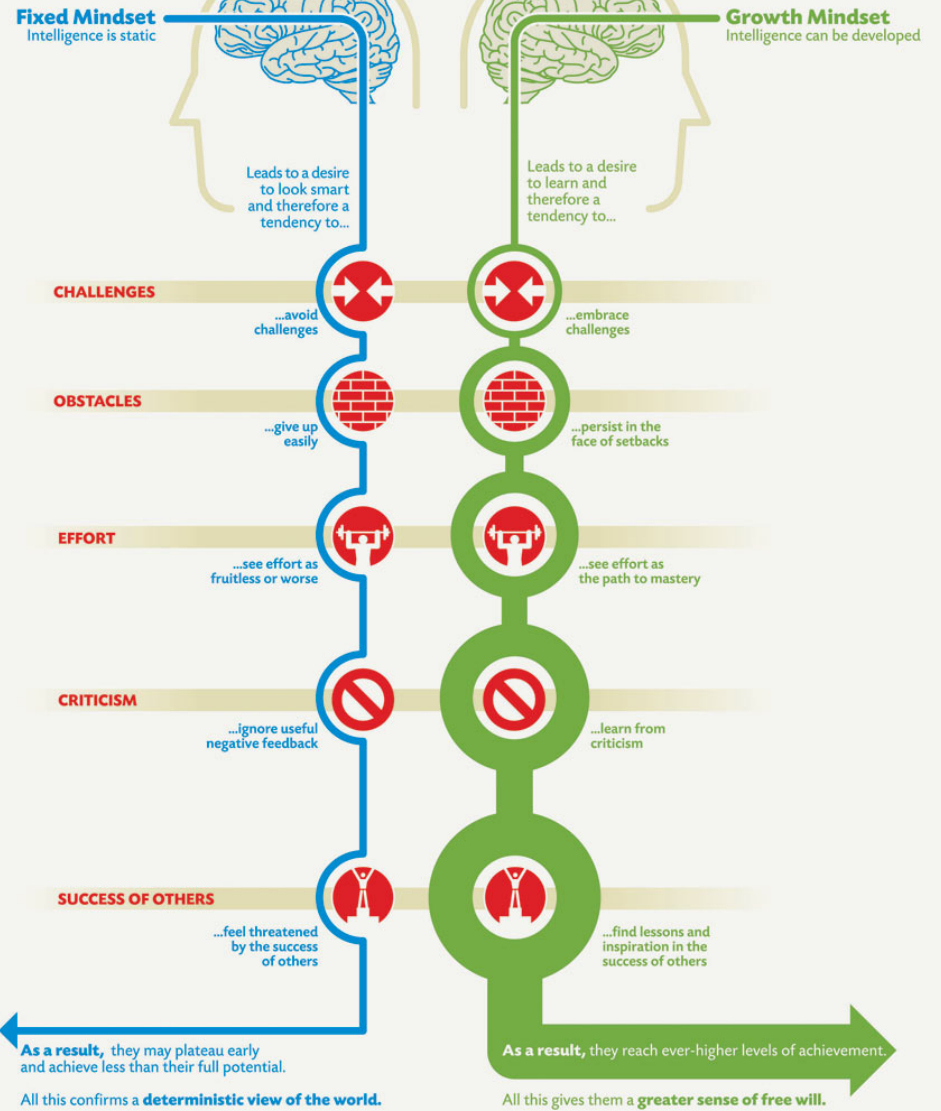
- ▶ Growth mindset believes cognitive ability is flexible, expandable, adaptable
- ▶ Learners with a growth mindset approach learning tasks as opportunities to grow, and intelligence as something one **develops** (vs. demonstrates) 
- ▶ Growth mindset views intellectually challenging work as mostly positive experiences, opportunities to grow smarter
- ▶ Growth mindset tends to persevere, engage in struggle, put forth effort, work hard



TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes





Reflection

- ▶ Creating opportunities to think about their thinking, learn from their learning
- ▶ Includes your feedback and guidance, their intentional engagement in revisiting academic efforts
- ▶ One example: Exam Wrapper
- ▶ One aim of reflection is for motivation to become intrinsic
- ▶ Another aim of reflection is for more self-efficacious academic behavior, better self-correction



What's a Beleaguered Teacher to Do???

- ▶ Bloom's Taxonomy
- ▶ Fink's Taxonomy of Significant Learning
- ▶ Rigor
- ▶ Show the relevance/application to career/college
- ▶ Alignment and Articulated pathways – GA is working on these!
- ▶ Create realistic expectations, but high ones
- ▶ Provide support



Fink's Taxonomy of Significant Learning

Fink's Taxonomy

- ▶ Foundational: basic understanding
- ▶ Application: learning becomes useful
- ▶ Integration: making connections gives learners a new form of power, esp. intellectual, the aha's
- ▶ Human Dimension: informs students about the human significance of what they're learning
- ▶ Caring: results in energy for learning more and making it part of their lives
- ▶ Learning How to Learn: enables students to continue learning and with greater effectiveness



Backward Design

- ▶ If you were to explain to your students the difference between memorizing and knowing, what would you say?
- ▶ And the difference between knowledge and understanding?
- ▶ So, articulating the understandings I wish my students to take with them into the world, I **start** with those desired results, **then** I determine what constitutes acceptable evidence that they've achieved those results, and only then can I plan their learning experiences



Questions?

- ▶ Comments?
- ▶ Rotten fruit?
- ▶ Conclusions?

Thank you!

Resource Guide:

1. 12-Item Grit Scale:
<http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf>
2. Grit Video:
<https://www.youtube.com/watch?v=H14bBuluwB8>
3. Transitions from HS to College:
<http://www.rpgroup.org/sites/default/files/High-School-Transition-Full-Report.pdf>
4. How High School and College are Different:
<http://ced.ncsu.edu/different-from-high-school>
5. Grow Your Brain article:
<http://www.brainology.us/websitemedia/youcangrowyourintelligence.pdf>

Resource Guide continued

6. [Eight Ways of Looking at Intelligence:](http://www.pbs.org/wgbh/nova/blogs/secretlife/blogposts/the-science-of-smart-eight-ways-of-looking-at-intelligence/)
<http://www.pbs.org/wgbh/nova/blogs/secretlife/blogposts/the-science-of-smart-eight-ways-of-looking-at-intelligence/>
7. [Incorporating Bloom's Taxonomy in the classroom:](http://www.learnnc.org/lp/pages/4719?style)
<http://www.learnnc.org/lp/pages/4719?style>
[e](http://www.learnnc.org/lp/pages/4719?style)
8. [Fink's Taxonomy of Significant Learning:](http://www.flickr.com/photos/lauradahl/2874063663/)
<http://www.flickr.com/photos/lauradahl/2874063663/>

Resource Guide continued

9. How Learning Works: 7 Research-Based Principles for Smart Teaching; Ambrose et al.; Jossey-Bass; ISBN: 9780470484104
10. What the Best College Students Do; Bain; Belknap Press of Harvard University Press; ISBN: 9780674066649
11. Understanding by Design, expanded 2nd Edition; Wiggins and McTighe; Pearson; ISBN: 0131950843
12. Email Dede deLaughter for Multiple Intelligence resources: dede.dellaughter@ung.edu