Acquiring Knowledge & Student
Engagement Part II

Welcome Back!

Dr. Tina Boogren
Marzano Research Laboratory

Question 3: What will I do to help
students practice and deepen their
understanding of new knowledge?

Wenatchee Criterion #2

True/False

- *People get better at multi-tasking if they practice.*

- True – to a point…

True/False

- *Women are better at multi-tasking than men.*

- False – sort of

True/False

- *Digital natives are better at multi-tasking than digital tourists.*

- False

True/False

- *People who multi-task have better memories.*

- False

True/False

- *People who multi-task are more efficient.*

- False

True/False

- *People who multi-task are more stressed.*

- True

Solo Activity:

Select an object from this room.

Be prepared to share how that object is like multi-tasking…

Homework:

Choose two hours between the times of 3:30pm and 10:30pm and keep track of when you're multi-tasking and when you're single-tasking.

(Create a chart.)

Exit Slip
- What is one thing you know NOW that you didn't know at the beginning of class?
- Any lingering questions you still have.
- Provide a self-rating of your understanding of the concept of 'multi-tasking' (*1-5, with 5 being the highest*) at this point.

What'd You See?
- Brief review of content
- Organize students to practice & deepen
- Homework
- Examine similarities and differences
- Examine errors in reasoning
- Practice skills, strategies, and processes
- Revise knowledge

Question 4: What will I do to help students generate and test hypotheses about new knowledge?

Wenatchee Criterion #2

If the segment involves hypothesis generating and testing tasks, what do you expect to see? (HO, pgs. 4-5)

- Organize students for cognitively complex tasks
- Engage students in cognitively complex tasks involving hypothesis generation and testing
- Provide resources and guidance

Divergent Thinking

- The sky is the limit—money and time are not limited as you begin planning your experiment. Just let the ideas flow…

Convergent Thinking

- You now have to choose something that you can do in the next ten minutes with the resources you have at the moment.

Your Questions to Answer:

- What is my question/prediction?
- How will I test my prediction?
- What do I expect to see if my prediction is correct?
- What actually happened?
- Did my prediction come true?
- How has my thinking changed?

Self-Audit

Elements #14-20, page 2
Elements #21-23, page 3

Dr. Marzano's Four Questions

- How Do I Feel?
- Am I Interested?
- Is This Important?
- Can I Do This?

Sir Ken Robinson

Question Three:

Is this important?

HO, pgs. 6-7

If students do not perceive classroom tasks as important, engagement will be muted or nonexistent.

Marzano, 2010,The Highly Engaged Classroom
Slides HO, page 3

Is This Important?

- Connecting to Students' Lives
  - Comparison tasks
  - Analogical reasoning tasks
- Connecting to Students' Life Ambitions
  - Personal projects
- Encouraging Application of Knowledge
  - Design cognitively challenging tasks
  - Provide choice
  - Present real-world applications

Connecting to Students' Lives

Elbow Partner Discussion:

When/how were you able to connect to your own life throughout the multi-tasking demo lesson?

How did this impact your own engagement?

Project-Based Learning

Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

Connecting to Students' Life Ambitions

Students may not automatically connect classroom content and activities to their life ambitions, but teachers can still integrate content and life ambitions through the personal project.

Slides HO, pg. 3

Personal Project

Students identify a personal goal of their choice and work on it throughout the quarter, the semester, or even the entire year.

The teacher facilitates the identification of the goal and the progress toward that goal.

The Personal Project

Personal projects entail seven phases, each of which begins with a question that fosters self-efficacy...

Phase 1: What do I want to accomplish?

In phase one, students identify personal aspirations of interest.

Typically, they don't share these with other students; rather, they record them in a journal that's accessible to the teacher only.

Phase 1: What do I want to accomplish?

To help students articulate their aspirations, a teacher might ask, "What would you do if you knew you wouldn't fail?"

A powerful addition to student projects is for the teacher to identify an aspiration and follow the same phases as the students.

Phase 2: Who else has accomplished the same goal, and who will support me?

During the second phase, students look for role models and mentors.

Role models could include parents.

Phase 3: What skills and resources will I need to accomplish my goal?

Whereas phase one encourages students to "dream big" without any limitations, phase three asks them to confront the realities of their aspirations.

Phase 4: What will I have to change about myself to achieve my goal?

This phase directly addresses the ability to identify personal beliefs and habits that get in the way of accomplishing one's goals.

It's probably the most confrontational of all the phases.

Phase 5: What is my plan for achieving my goal, and how hard will it be?

This phase directly addresses the ability to set concrete long- and short-term goals.
Students develop written plans that detail the steps they will take to accomplish their goals.

Phase 6: What small steps can I take right now?

This phase partially addresses the ability to monitor one's progress. Teachers might ask students to identify something they can accomplish within the next month or two that would be a small step toward their ultimate goal.

Phase 6: What small steps can I take right now?

An effective addition to this phase is for the teacher to ask students to write their small step on a piece of paper and put it in a self-addressed envelope.
The teacher then mails these envelopes to students after two months.

Phase 7: How have I been doing, and what have I learned about myself?

In the last phase, students evaluate their overall progress and draw conclusions regarding what they have learned about themselves.

This phase is also a time when students can make adjustments in their efforts or time lines. Such changes in direction are a natural consequence of exercising self-efficacy and are also to be celebrated.
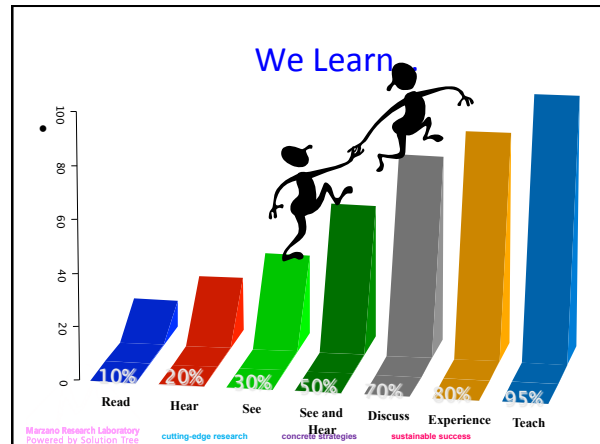
To Think About…

Technology isn't technology if it already existed when you were born.

You need one computer:

- Go to fakebook:
  http://classtools.net/fb/home/page
- Make a "fakebook" listing for the famous person.
  - List 2-3 "friends" this person would likely have.
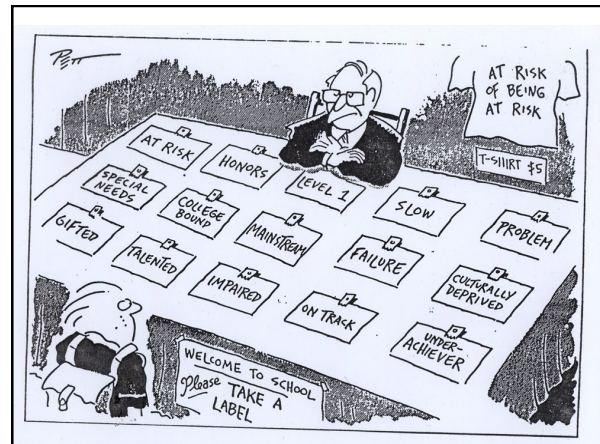 - Post some "comments" that this person would make.

Question Four:

Can I do this?

HO, pgs. 8-10

Four strategies can enhance students' sense of self-efficacy.

- Using effective praise and verbal FEEDBACK
- Tracking and studying PROGRESS
- Providing EXAMPLES of efficacy
- Teaching about EFFICACY

When parents, teachers and coaches label a child, they tell the child that he or she is the label and is judged for this label, not for his actual capabilities.

The child becomes risk-averse and doesn't want to chance messing up and being labeled "dumb."

In other words, a "smart" child often believes that expending effort is something only "dumb" kids have to do.

Dweck, Mindset: The New Psychology of Success, 2007
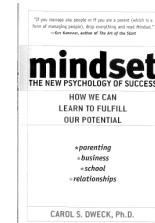
Fixed mindset:
talents are unchanging/fixed, or carved in stone
"This is all I can be."

Growth mindset:
qualities are things to be cultivated through effort and can change through application and experience
"If I try hard, I can do it!"

Dweck, Mindset: The New Psychology of Success,2007

Reflection

- In what areas of your life do you display a fixed-mindset?

- In what areas of your life do you display a growth-mindset?

Mindset

Dweck found that children's performance worsens if they always hear how smart they are.

Kids who get too much praise are less likely to take risks, are highly sensitive to failure, and are more likely to give up when faced with a challenge.

"Parents (and teachers)should take away the fact that they are not giving their children a gift when they tell them how brilliant and talented they are," Dweck says. "They are making them believe they are valued only for being intelligent, and it makes them not want to learn."
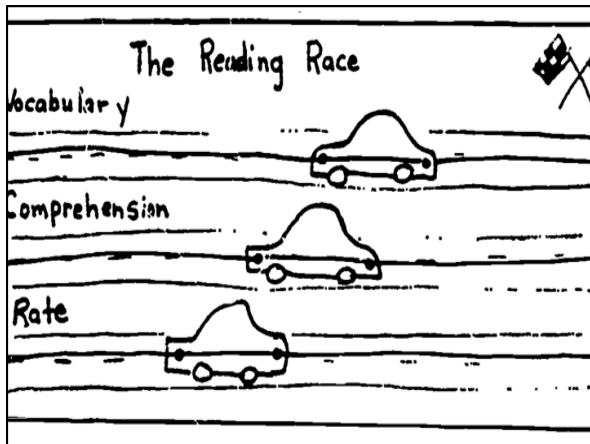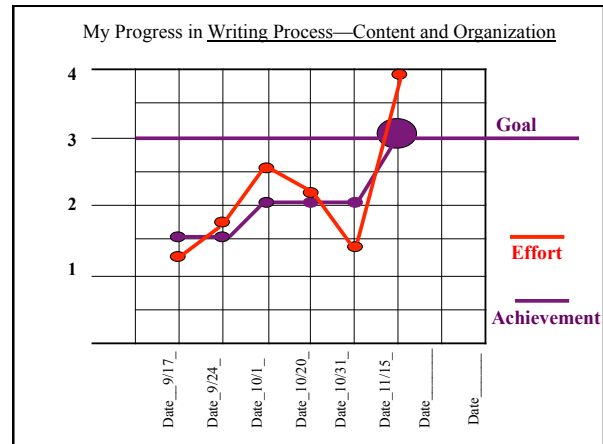
Feedback and Mindset

	Successful Student Performance	Unsuccessful Student Performance
Specific Aspects of the Task	Teacher points out aspects of the task that were done well.	Teacher points out aspects of the task tat were done well and aspects of the task that were done poorly.
Student Effort and Preparation	Teacher comments on student's obvious effort and preparation.	Teacher comments positively about student's effort and preparation or questions student about his or her lack of effort and preparation.

Bottom Line:

I CAN GET BETTER IF I WORK HARD

Slide 1

Four strategies can enhance students' sense of self-efficacy.

- ~~Using effective praise and verbal~~ FEEDBACK
- Tracking and studying PROGRESS
- Providing EXAMPLES of efficacy
- Teaching about EFFICACY

Slide 2

My Progress in <u>Writing Process—Content and Organization</u>

Goal

Effort

Achievement

Date__9/17__ Date__9/24__ Date__10/1__ Date__10/20__ Date__10/31__ Date__11/15__ Date_____ Date_____

Slide 3

The Reading Race
Vocabulary
Comprehension
Rate

Slide 4

Four strategies can enhance students' sense of self-efficacy.

- ~~Using effective praise and verbal~~ ~~FEEDBACK~~
- ~~Tracking and studying~~ ~~PROGRESS~~
- Providing EXAMPLES of efficacy
- Teaching about EFFICACY

It is significant for students to discuss self-efficacy and study it firsthand through correlating their effort and preparation with achievement; however, everyone needs a reminder of just how powerful a strong sense of self-efficacy can be in terms of shaping one's future…

Quotes

"The man on the top of the mountain did not fall there," –Anonymous

"It's not whether you get knocked down; it's whether you get up," –Vince Lombardi

"Genius is 99% perspiration and 1% inspiration," --Thomas Edison

More Quotes…

- "If you want to truly understand something, try to change it," –Kurt Lewin

- "If you done it, it ain't bragging," –Walt Whitman

Self-Audit

Elements #24-32, page 3

Thank You!

Evaluations

Dr. Tina H. Boogren

tinaboogren@live.com

THBoogren (Twitter)—Blog

Marzano Research Laboratory
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