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:**
  - 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 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

Fixed Mindset
Intelligence is static

Growth Mindset
Intelligence can be developed

- Leads to a desire to look smart and therefore a tendency to...
- Leads to a desire to learn and therefore a tendency to...

CHALLENGES
- avoid challenges
- embrace challenges

OBSTACLES
- give up easily
- persist in the face of setbacks

EFFORT
- see effort as fruitless or worse
- see effort as the path to mastery

CRITICISM
- ignore useful negative feedback
- learn from criticism

SUCCESS OF OTHERS
- feel threatened by the success of others
- find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.
All this confirms a deterministic view of the world.

As a result, they reach even higher levels of achievement.
All this gives them a greater sense of free will.
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
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:  

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


12. Email Dede deLaughter for Multiple Intelligence resources: dede.delaughter@ung.edu