

NEWBUBBLES - Experts in Further Education

THE LEARNING REVOLUTION

A National Further Education Conference



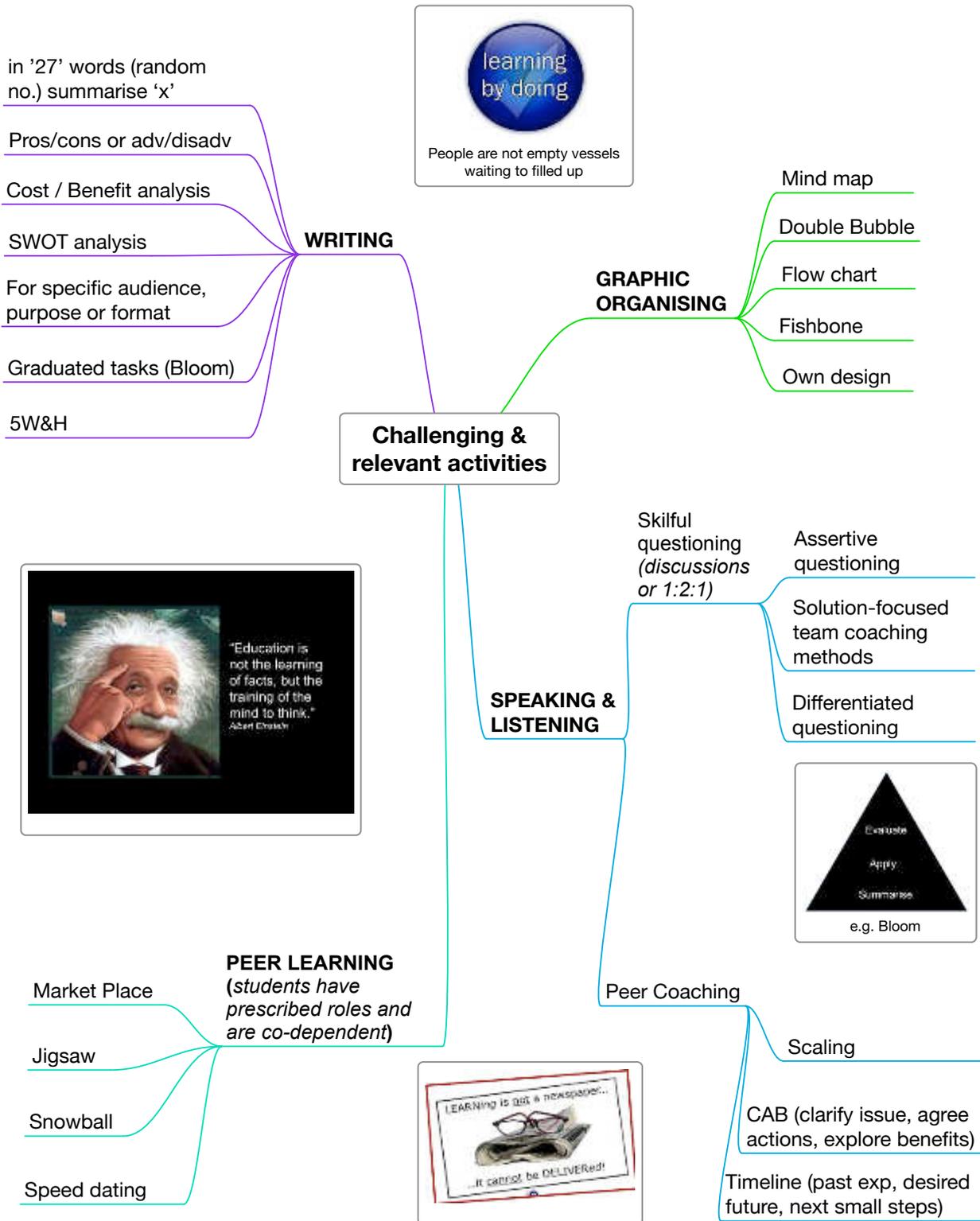
Outstanding Peer Assessment

Delegate's name:

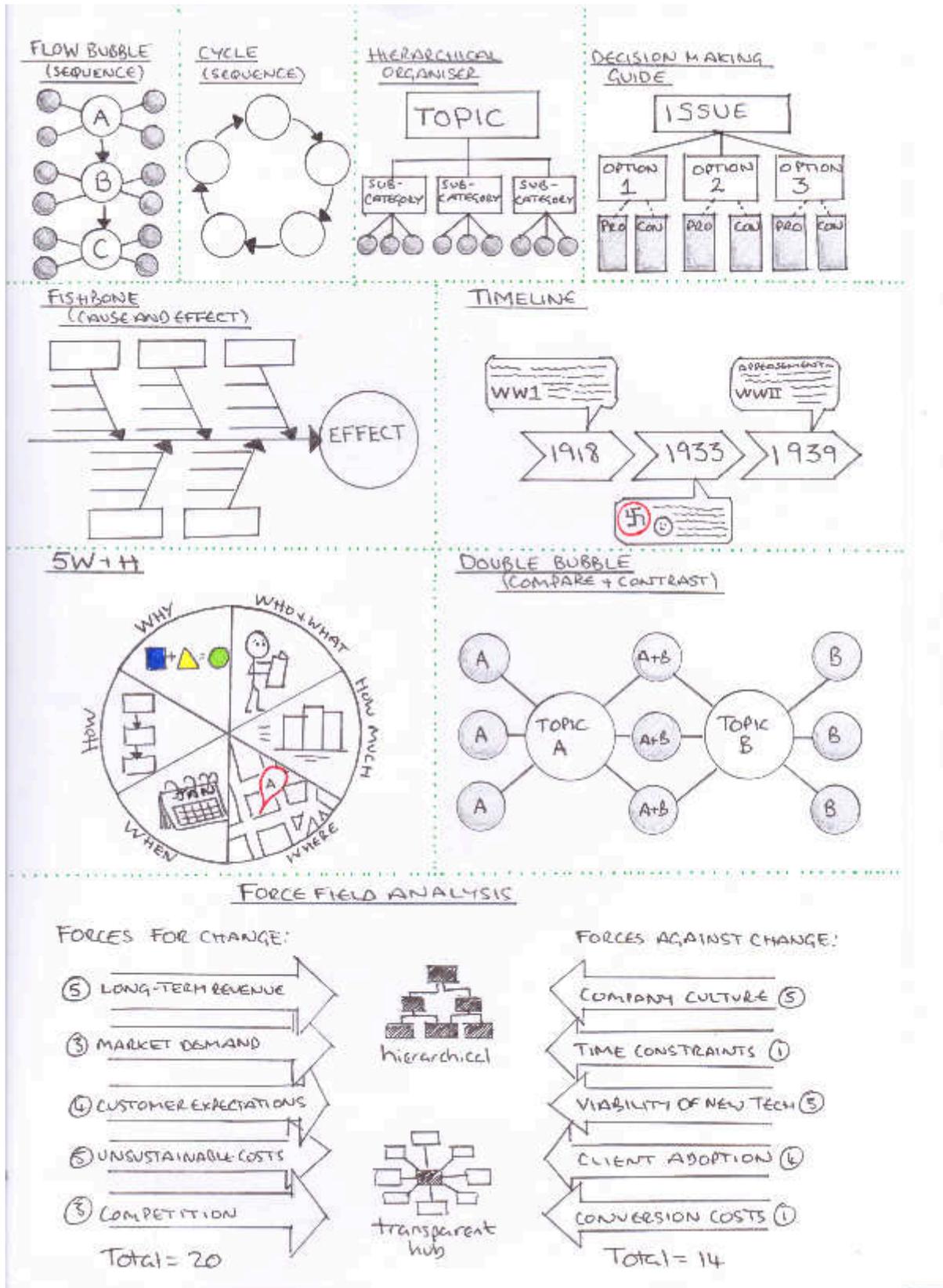
Bob Craip
Learning & Development

www.bobcraig.co.uk
bobcraig66@gmail.com

📄 **Notes relating to the 'Emaze' slides:**



Graphic Organisers



CHECKING AND EVALUATING LEARNING

3:2:1

3 things you learned.
2 things you are still unsure about.
1 approach or resource that helped

Plenaries & reviewing objectives:

- * Students mind-map or in some way note down, organise and structure the key learning points (KLPs). They can then circulate and critique each other's work.
- * Allocate one objective per group. Students set questions for each other to answer.
- * Teacher facilitates Q&A and notes the KLPs. Students make notes or responses saved on iwb and available on VLE.

One Minute Paper: Two questions: (i) one thing they have learned and found useful and (ii) something they have found hard or are unsure about.

Students write on a scrap of paper and teacher uses this for next recap. Examples:

What was the most useful thing you have learned today?
How are you going to apply what you've learned today?
What will you use after you complete the course?

What question(s) do you have about the material covered today?
What are you still unsure about?
What is the least helpful activity or teaching method we did today?

Learning strategies: Teacher asks one or two questions to encourage reflection on learning strategies: e.g. how did you approach that task; what did you find challenging and how did you react to the challenge; if you had more time what else would you have done; how will you approach this sort of task in the future; what have you learned about how you learn.

The most ...

Students state or write down the most: interesting / useful / difficult thing they learned today.

Group quizzes: Students set each other questions, using Bloom's Taxonomy (describe, summarise, pros & cons, similarities and differences) or 5W&H (who, where, what, why, when & how)

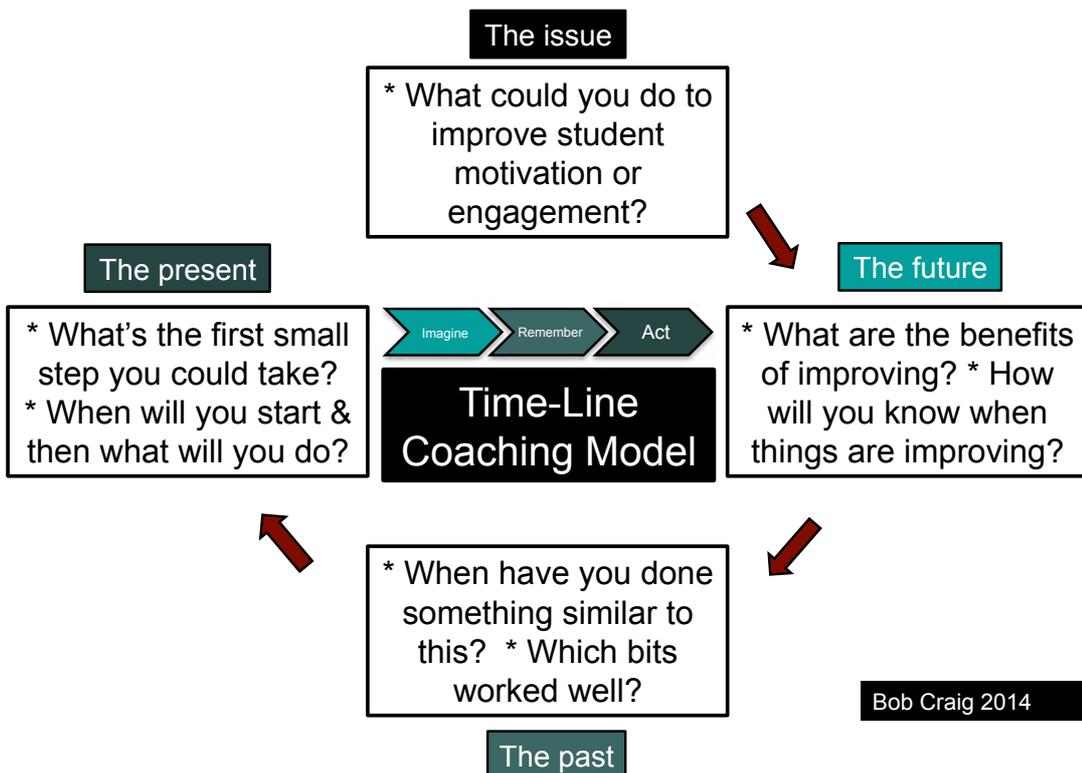
CAB coaching

Clarify	Action	Benefits
<ul style="list-style-type: none"> ★ What would you like to improve? ★ What have you done so far? 	<ul style="list-style-type: none"> ★ What options do you have? ★ What small step can you take first? 	<ul style="list-style-type: none"> ★ What are the benefits of doing this? ★ How is it useful and relevant?

- ☑ Help the other person to learn, rather than tell them what to do.
- ☑ Ask thought provoking questions and hold back on giving advice.
- ☑ Clarify the benefits of action and focus on next steps

Stop – Start – Continue

Stop		<ul style="list-style-type: none"> ★ What's not working? ★ What could you stop doing? ★ What's a poor use of your time?
Start		<ul style="list-style-type: none"> ★ What have you seen or heard about? ★ What first step could you take? ★ When will you start
Continue		<ul style="list-style-type: none"> ★ What are you currently doing well? ★ How can you do more of this? ★ In what other contexts?



Future-orientated questions:

- ☞ In 6 months time when things are working more effectively than they are now, what differences will you notice?
- ☞ Going forward 3 months, what things might your [*boss / friends / employer*] say about these improvements?
- ☞ Imagine there are no limitations of time and money. What would an ideal [*working environment / sports centre / creche*] look like to you?
- ☞ Suppose your idea for improvement works, what will the impact for you and others?
- ☞ What will be the first signs of improvement?
- ☞ What would be a good outcome to this situation?
- ☞ If you could wave a magic wand?

Past experiences:

- ☞ What's the best you've ever done at this thing? What went well on that occasion?
- ☞ When have things been better than they are now? What was happening then? What were you doing? What were other people doing?
- ☞ Who do you know that does this well? What do they do? What would you need to do differently to make this work for you?

Present situation:

- ◎ What's the first step you will take in order to ...?
- ◎ What's the smallest step you could take now to make a start?
- ◎ On a scale of 1:10 how much of a priority is this for you at this time?

Framing of questions to differentiate according to level of skill, commitment and personality

Type of Frame	Typical questions	Who this might work with
Outcome frame	What specifically do you want?	<ul style="list-style-type: none"> ➤ People who know what they don't want, but are not yet clear of what they do want. ➤ People who want something that is too broad or unattainable and need to be more specific.
Consequence frame	<p>What was the impact of 'x' on 'y'?</p> <p>What were the consequences for ... [the other person] [the employer]?</p>	<ul style="list-style-type: none"> ➤ People who do not consider the consequences of their actions or someone else's actions. ➤ People who are very much in the here and now but may benefit from anticipating consequences.
Evidence frame	<p>What's the evidence?</p> <p>Is that your opinion or is it a fact?</p>	<ul style="list-style-type: none"> ➤ People who make assumptions or over-generalisations about the results of something, without having thought it through.
Action frame	What's the first small step you will take?	<ul style="list-style-type: none"> ➤ People who have ideas and vision but are not always good at committing to action.
Commitment frame	How important is this to you at this time?	<ul style="list-style-type: none"> ➤ People who are busy or are not always good at time management and prioritising.
Context frame	How could your obvious skills and passion for ' <i>this</i> ' be used in ' <i>that</i> ' context?	<ul style="list-style-type: none"> ➤ People who have a tendency to complain, even if there is positive intent behind their moaning or ranting.
'What if' frame	<p>What if ...?;</p> <p>Let's assume ...?</p> <p>If these barriers didn't exist, what would ...?</p>	<ul style="list-style-type: none"> ➤ People who are working within their comfort zone and would benefit from being challenged by stepping into a new context.

Solution Focused Team Coaching

Beachball conversation format:

The group is organised into a semi-circle. The issue-holder explains what they would like help with.

Others can question, seek clarification or ask for more information.

Each person in turn is invited to offer a suggestion, express an opinion or share a relevant experience. Contributions are to be concise (under 1 min) and solution focused.

After each contribution, the issue holder notes down the jist of the idea. There is to be no comment in between or in response to each comment. People can 'pass' at their turn.

At the end, the issue-holder thanks the contributors and summarises each point. The discussion can take on a more open format by expanding on some of the earlier points.

Notes: (1) This exercise works best if people come to the meeting having given some thought to the issue. (2) If applicable and desirable, you can invite 'experts' to this part of the meeting (e.g. someone from HR, IT, Estates etc.)

Mindsets for learning and life

“What we believe is what we become”

Fear & stasis

If I believe my abilities and my intelligence are more or less fixed, then I'll avoid stepping out of my comfort zone. If the voice inside my head is telling me: "what's the point in trying, I'm bound to fail," then I won't try, or if I do, I'll give up at the first sign of difficulty.

Learning & growth

Conversely, if I believe it is good to stretch and challenge myself, to struggle a little, to get some things wrong and aim to learn from mistakes, then I am more likely to learn, develop and realise my potential.

Holding rational beliefs and having a positive mindset will not magically create the life we want, but they are *at least* half the picture and they are what activate, inspire and sustain us.



“I realised there was a ceiling that I couldn't crack through unless I studied this idea that things are just fixed is proven not to be the case you can get better at things and you can grow.”

Growth Mindsets (GM)

The growth mindset is based on the belief that your basic qualities are things you can cultivate through your own efforts. The GM perspective is that the hand you are dealt is just a starting point. Though people may differ in each and every way, in their initial talents, aptitudes, interests and temperaments, everyone can change and grow through application and experience.

The evidence base over 4 decades and countless studies, by Carol Dweck and other mindset researchers have provided empirical evidence that people with GMs are more:

- open to challenges and constructively critical feedback
- resilient in the face of obstacles and initial failure
- convinced that individual effort makes a difference
- likely to attribute success and failure to their own efforts rather than innate abilities
- able to learn with and from others

Fixed Mindset

- Effort is pointless: either you can do something or you can't
- Give up easily
- Don't risk failing
- Stick to what you know
- It's all about the end result and looking smart

Self-imposed limits and restrictions

Growth Mindset

- Effort is essential for learning, developing skills and achieving goals
- Persevere & try again
- Learn from mistakes & errors
- Take on a challenge
- Learning from mistakes will improve the end result

Free will and personal freedom

Summary

For those with a GM, challenges are ideal learning opportunities; a chance to extend their knowledge and skills beyond their current levels. What's more, emphasising effort, resilience and mindset as the key to 'success' and goal-achievement, gives people variables they can control.

Do people with a growth mindset believe that anyone can be anything? That anyone with motivation or education can become Einstein or Beethoven? No, but they believe that a **person's true potential is unknown and unknowable**; that it's impossible to see what can be achieved with passion, toil and training.

A-Ha moments, notes and actions

