‘Educational Psychology’ and ‘Effective Teaching and Learning’ for NAC

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Thank You

- For adding a lot of spice to life in SG
- For helping us express ourselves in so many different ways

Course Objectives

- Participants will be able to:
  - Describe some of the best known perspectives on human learning
  - Identify applications of these perspectives to their teaching and other areas of their lives

Background

- Doctorate in Educational Psych
- Singaporean, born in the U.S.
- In SG since 1993
- Taught at RELC till 2000
- Freelance with NIE, MOE, etc.
- Vegetarian Society

Special Interests

- Cooperative learning
- Reading and Writing
- Environmental education
- Humane education

Ideas I Believe About Education

1. We learn ideas and information better when we
   a. use the ideas and information
   b. put them into our own words
   c. think of our own examples
   d. communicate about them with others
   e. evaluate them
   a. compare them

2. Courses such as this are full of good ideas and information but those ideas only benefit our Ss when

a. the ideas and information are applied to real situations

b. are used repeatedly

Psychological Perspectives Addressed in the Course

1. Social Interdependence Theory
2. Behaviourism
3. Constructivism
4. Multiple Intelligences
5. Social Constructivist Theory
6. Humanistic Psychology

The Main Idea of These Modules

- These two modules present main terms, concepts, theories, researchers
- The success of the modules is not determined by how many of these you memorise
- Success is measured by how many useful ideas you use in your teaching

What Is Psychology

- Psychology is the study of the mind, how it works, how other factors influence it, and how the mind impacts behaviour and well being
- In these modules, we focus on how we can promote learning by using what we know about the mind

What Is *Learning?* Standard Definitions

From Macmillan Dictionary: http://www.macmillandictionary.com/dictionary/american/learn#learn_7

- to gain knowledge or experience of something, for example by being taught
- to gain knowledge or a skill that makes it possible for you to do something

What Is *Learning*: Another Definition

- Carl Rogers, Humanistic Psychologist 1983: 18-19.
- “I want to talk about learning.
- But not the lifeless, sterile, futile, quickly forgotten stuff that is crammed in to the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity!

- I am talking about LEARNING –
- the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about gasoline engines in order to improve the efficiency and speed of his ‘cruiser’.

- I am talking about the student who says, ‘I am discovering, drawing in from the outside and making that which is drawn in a real part of me. … what I need and what I want to know!’”

1. Social Interdependence Theory

‘One for All; All for One’

Cooperative Learning

Perceived Correlations

- Looks at the perceived correlations of outcomes. Outcomes can be seen to be:

a. positively correlated
b. negatively correlated
c. uncorrelated

Positive Interdependence

- In some situations, people feel positively interdependent with some other people
- What helps you helps me
- What hurts you hurts me
- We sink or swim together
- We feel like the Three Musketeers: All for one; one for all

Ubuntu: *I am because we are*

Ubuntu Explained

- A visitor played a game with Xhosa kids
- He put a basket of fruit under a far away tree and told the kids that whoever reached the basket first would win all the fruit
- When the start signal was sounded, instead of competing, the kids held hands and ran together to the tree

- They explained to the bewildered visitor, “How can one of us be happy if the others are sad?”

Circle of Speakers

- Students in 2s, 3s or 4s
- Each member takes a turn to speak
- Teacher calls a number
- Students with that number share their partner's ideas
- Can also be done as Circle of Writers

Let's Try Circle of Speakers

- Form a group of two. The person on your right is #1. The other group member is #2.
- Take turns to name a food or drink, e.g., #1 says papaya, and #2 says mango.
- Go back and forth 10 times = 20 foods or drinks.

Positive Interdependence - Examples

- You and I are badminton doubles partners
- You help me improve my backhand; that helps me and you
- I twist my ankle; that hurts me and you
- Via Circle of Speakers, give your own example of positive interdependence in your life

Negative Interdependence

- In some situations, people feel negatively interdependent with some other people
- Outcomes are thought to be negatively correlated
- What helps you hurts me
- What hurts you helps me
- “Looking out for #1”
- “Nice guys finish last”

Negative Interdependence - Examples

- You and I play badminton - Singles
- I improve my backhand; that helps me but hurts you
- I twist my ankle; that hurts me but helps you
- Give your own example of negative interdependence in your life

No Interdependence

- In some situations, people feel no interdependence with some other people
- Their outcomes are thought to not be correlated
- What helps you neither helps or hurts me
- What hurts you neither helps or hurts me
- “I am an island”

No Interdependence – Examples

- You train for marathon; I try to write a book
- If you run faster, it doesn't seem to impact how quickly I finish my book
- If I develop writer's block and never finish my book, it doesn't affect whether you finish the marathon
- Give your own example of no interdependence in a situation in your life

Interdependence Can Be Complicated (as are most concepts)

- People may feel two or more types of interdependence towards others in the same situation, e.g.,
- Playing badminton: you improve = you have a better chance to win; I am more likely to lose
- But, your improvement may push me to improve, which is good for me
- I enjoy a challenge

Social Interdependence Theory in Education

- Positive Interdepence promotes cooperation & helping
- Negative Interdependence leads to competition & sabo-ing
- No Interdependence leads to students ignoring others and doing their own thing

Your Own Example

- Think of one of your classes.
- Do students feel positive, negative or no interdependence with peers?
- What is the predominant feeling among your students?
- What's your evidence?

Educational Implications

- Cooperative learning is a method specifically developed to apply the concepts of Social Interdependence Theory.
- Also known as collaborative learning
- Taught to MOE teachers and at tertiary level, and internationally
- http://mazur.harvard.edu/research/detailspage.php?ed=1&rowid=8

Good CL

- Equal Opportunity To Participate
- Everyone Helps
- Lots of Peer Interaction
- Thinking Takes Place
- Groups strive towards greater independence

Thinking Skills

- “Going beyond the information given”
- What exam do students take at the end of P6?
- What is one idea to improve education in SG?
- Explain why it is a good idea

Task

- Remember what you teach. What is a thinking question or task you use/could use
- A question/task that might not involve thinking would be one where the answer has already been given

Task

- Take a piece of rough paper
- Make it into a ball
- Throw the ball around your foursome in different ways to demonstrate the presence or absence of the characteristics of good CL
- One of you can also play the role of T

Example

- Pass one ball around your group. Time how long it takes to pass the ball twice around your group
- Discuss a plan to do it faster; implement your plan; if it wasn't faster, try again.

Everyone Can Explain

- Each member has a #: 1,2,3,4
- T asks a question/gives a task
- Ss work together to respond
- Grp checks that everyone can give & explain the grp's response
- T calls a #; S with that # gives & explains their grp's answer

Task

- How does Everyone Can Explain promote
  - Equal Opportunity To Participate
  - Everyone Helps
  - Lots of Peer Interaction
  - Thinking Takes Place
  - Groups strive towards greater independence

Everyone Can Explain - Mobile

- Same as Everyone Can Explain except for the last step.
- Instead of 1 S at a time giving and explaining their group's answer, the S in each group whose number is called moves to an adjoining group.
- There they give and explain their group's answer and receive feedback and questions.

Appendix

1. Jigsaw
2. SUMMER
3. Everyone Can Explain Mobile
4. 7S

1. Jigsaw (for the official version: www.jigsaw.org)

- Heterogeneous groups of 4 – Home Teams
- Each S receives & reads a different piece of information – pieces can be color-coded or numbered to avoid confusion
- Ss leave Home Team and form Expert Teams with Ss who have the same piece
- Experts learn and prepare to teach their pieces
- In Home Teams, Ss take turns to teach
- Individual quiz on all the pieces

2. SUMMER

- Formerly known as MURDER
- Hythecker, V.I., Dansereau, D.F. and Rocklin, T.R. (1988) An analysis of the processes influencing the structured dyadic learning environment, *Educational Psychologist* 23: 23-37.
- Done in pairs using a text that has been divided into sections

- S = Set the mood = a bit of chit-chat before starting
- U = Understand by reading the section silently = each S reads the section alone
- M = Mention the Main ideas = one S summarizes without looking at the page
- M = Monitor the summary = partner checks for accuracy – roles rotate for next section

- E = Elaborate
  - connected ideas and experience
  - applications
  - questions: don’t understand & want to know more
  - additions to what is presented
  - agreements and disagreements
  - reactions
- R = Review = A summary of the entire text

Why SUMMER

- Ss focus on main ideas
- They connect these main ideas to what is already in their minds
- Increased comprehension and retention when SUMMER is used in a pair or alone
- Ss continue to use the SUMMER script even when reading alone

3. Everyone Can Explain - Mobile

- Same as Everyone Can Explain except for the last step.
- Instead of 1 S at a time giving and explaining their group's answer, the S in each group whose number is called moves to an adjoining group.
- There they give and explain their group's answer and receive feedback and questions.

4. 7S

- Example of adding physical activity

1. Stand – everyone stands
2. Slide – slide your chair under your table to have more room
3. Stretch – everyone stretches
4. Sip – everyone takes a sip of water

5. Stir – walk around the room on your own, not with your present groupmates
6. Stop – stop stirring when you hear “Stop”.
7. Speak – talk to the person standing nearest to you

Da Bao

- Imagine one of your colleagues missed this section on Social Interdependence Theory.
- What is one idea that they can apply to their teaching

2. Behaviourism

Operant Conditioning

Observational Learning

Behaviourism

- Learning = a change in overt behaviour
- Focus on what is observable
- Studies on other animals relevant to humans
- Studies on children relevant to adults and vice versa
- Universal laws of learning
- Downplays individual differences, such as Multiple Intelligences (explained later in this module)

Behaviourism

- 2 famous theorists
- Skinner – operant conditioning
- Bandura – observational learning
- All about connections / associations
- Again, the point of presenting you all this is to grow your bag of benevolent tricks

Operant Conditioning - Skinner

- Law of Effect
  - Behaviours followed by reinforcement are strengthened
  - Behaviours followed by punishment are weakened

Law of Effect

- Behaviours followed by reinforcement are strengthened
- Behaviours followed by punishment are weakened

Positive Reinforcement

- Pleasant stimulus added = positive reinforcement
- Give an example of when you use positive reinforcement with your students or with others

Implications of Behaviourism

- Positive reinforcement better than negative reinforcement or punishments: Catch Them Being Good, including approximations, e.g., holding a book, even if not reading it
- Ignore negative behaviours if possible

Question

- It’s very difficult to ignore negative behaviours
- Do you agree with the strategy of ignoring negative behaviours and waiting for positive behaviours or some approximation of a positive behaviour?

Task

- Carefully choose positive reinforcers
- They should be pro-learning reinforcers, e.g., “if you study hard, we’ll end class early” is not pro-learning
- What positive reinforcers would work for your students?
- I do not recommend the ones in this tv show! http://www.youtube.com/watch?v=Mt4N9GSBoMI

Using Praise Appropriately

- Be clear & systematic in giving praise
- Recognise genuine accomplishments
- Set standards for rewards based on individual abilities & limitations
- Attribute student success to effort & ability

Example of Clear, Specific, Genuine Praise

- Teacher calls #2 in a group to share and explain the group's answer to the question asked 2 slides earlier: What positive reinforcers would work for your students?
- #2: "My group thinks that allowing students to work in groups might be an effective positive reinforcer, because students prefer to usually work in groups, as groups provide support and a social element".

- Instructor: “Good job, #s 1, 3 and 4. You helped #2 to provide an answer with reasons.
- I also liked that you had a lot of discussion while you were arriving at your answer and explanation”.

Task

- Please do a skit in which the instructor catches students being good.
- Remember to include clear, specific praise
- The instructor can also ignore negative behaviour.

Bandura's Observational Learning Theory

a.k.a. – Vicarious Reinforcement

Vicarious Reinforcement

- We learn by observing
- The reinforcement or punishment that observers witness is similar to if they experienced it themselves
- Vicarious learning
- Those people whom students observe act as models of what to do and not to do

Withitness

- Withitness means that teachers are very aware of what happened, what is happening and what will happen all around the class
- How does this connect to Behaviourism?
- Before answering, please see the next slide

Read about Withitness

- http://rossieronline.usc.edu/teacher-withitness/
- http://www.education.com/reference/article/using-xray-vision-substitute-teacher/
- http://www.aaeteachers.org/index.php/blog/764-withitness-being-aware-of-whats-going-on-in-the-classroom

Educational Spielbergs

- Make your own very short video to demonstrate observational learning
- Include Attention, Retention, Production Process and Motivation/Incentive
- Show a simulated school example and include narration to explain the example

Extrinsic Motivation

- Motivation comes from outside
- Behaviour to obtain something
- Means to some other end
- Behaviourism uses this
- Try to wean Ss off of extrinsic motivators
- Use when Ss' interest low but activity is necessary to pave the way for intrinsic

Da Bao

- What is one simple idea to take away from each of these two Behaviourist concepts?
  - Operant Conditioning?
  - Vicarious Reinforcement?

3. Constructivism

Information Processing Model

Bloom's Taxonomy

Thinking Strategies

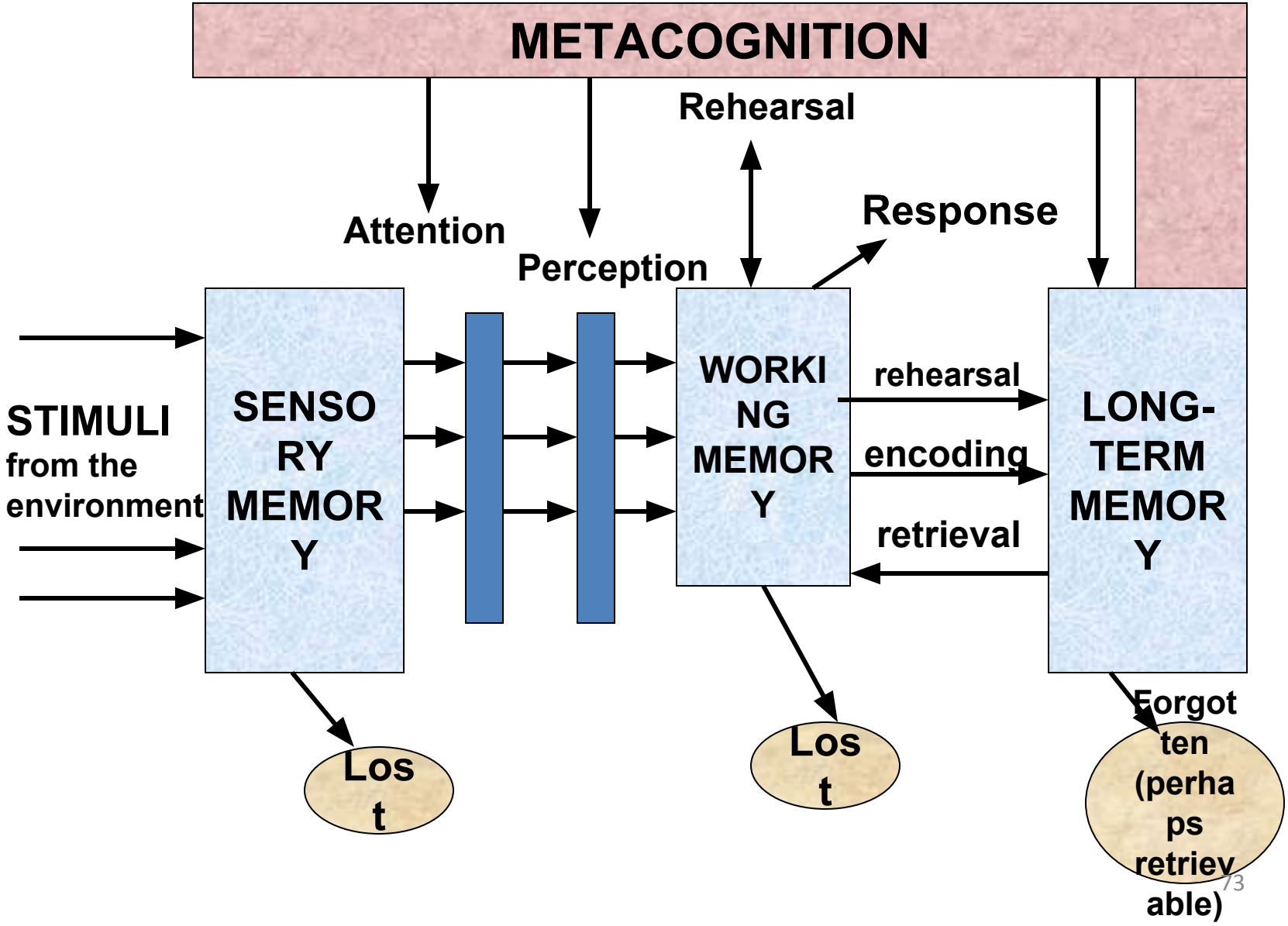
Information Processing Model

- How information is
  - Selected
  - Learned
  - Organised
  - Recalled

Information Processing

- 3 parts of the model
  - Sensory register – all the information from our senses – KP: help Ss focus and understand
  - Short-term/Working memory – what we choose to focus on from all the information collected by our senses and from long-term memory – KP: form meaningful chunks
  - Long-term memory – what we remember – KP: elaborate (connect to previous learning, give examples, apply); use strategies

METACOGNITION in the Information-Processing Model



Three Parts of the Information Processing Model - Recap

- Sensory Memory - temporary store for unprocessed material - environmental stimuli
- Working Memory – temporary store, contains info from Sensory Memory and Long Term Memory
- Long Term Memory – where information is stored and can later be retrieved

Constructivism

- Constructivism = each individual constructs their own understanding
- Key points: Everyone is different. We can't just tell information to Ss, we have to help Ss make information their own by:
  - Doing
  - Observing
  - Interacting with others

Learner-centred = Student-centred

- = Ss, the internal, are the key, not Ts and materials, the external, being key
- Ss' interests, preferences, prior knowledge, dispositions (style of learning, personality, intelligence profile) key to what is learned
- Ts have to adjust to Ss more than Ss adjusting to us, e.g., the same lesson may work well with some Ss and flop with others

Characteristics of Student-Centred Instruction

- Students are more active in learning: discussing, questioning, applying, debating, demonstrating, evaluating, explaining, creating.

- Different roles for teachers and for students.

- Students take more control of what they study and how they study it. They understand what they are doing and how it fits their lives and those of others.

- Students have a role in assessment of themselves, peers, teachers and the overall course.

- Instruction seeks to build students' ability to learn without continual teacher guidance. Teach students to grow rice.

- Students take part in higher order thinking and also reflect on what they have learned, how they have learned and what and how to learn in the future.

- Cooperation among students forms an important means of learning.
- Students consider how the curriculum can connect to their lives and to the needs of the wider society.
- Students learn in a diverse range of ways.
- Time is spent thinking about how to create a pleasant, supportive learning environment for students and teachers.

Intrinsic Motivation

- Internal
- The behaviour itself is the reward
- The activity as an end in itself
- Encouraged by feeling of competence, right level of challenge, internal locus of control, choice

Exchange-A-Question

- Ss work alone to write one or more T-specified questions/problems
- They write answers to their questions on another paper
- Ss exchange questions but not answers
- After Ss have answered their partner's questions, they compare answers

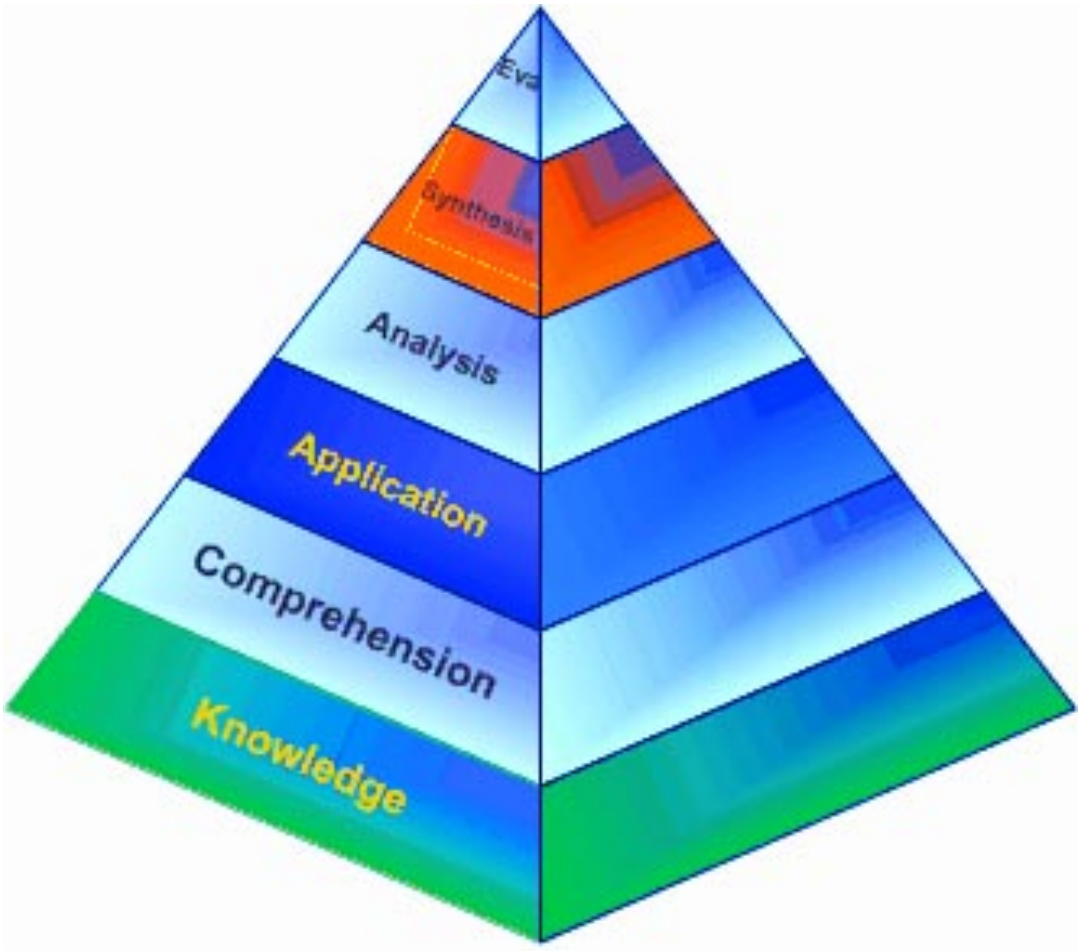
Hypothetical Questions

- Example: If you had been a man instead of a woman or a woman instead of a man, how might your life be different?
- Please tell your partner
- Please ask your own hypothetical question to your partner

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation
- All except Knowledge are thinking ?s

Bloom's Taxonomy



Knowledge

- Remembering
- Recognizing
- Useful for all other types of questions
- *recall, define, who, what, where, when*

Understanding

- Interpreting
- Translating from one medium to another
- Describing in one's own words
- *describe, illustrate, paraphrase, explain, summarize, identify the main ideas*

Application

- Problem solving
- Applying information to produce some result
- Use of facts, rules and principles
- *what would be a use of ___?, how could you apply _____?*

Analysis

- How the parts are put together
- Underlying structure
- Identifying reasons
- Classifying
- Comparing
- *compare, contrast, why, classify, outline*

Synthesis

- Creating something new
- Combining to form a new whole
- Predicting
- Solving
- *design, combine, plan, construct, predict, solve*

Evaluation

- Making decisions
- Giving opinions
- Making judgments
- Prioritizing
- Using and developing criteria
- *rate, evaluate, critique, agree/disagree*

Bloom’s Taxonomy is for *Everyone*

- Bloom's Taxonomy is not age specific. That is, it does not begin at primary school with knowledge and comprehension questions and move upward to the higher grades with synthesis and evaluation questions.

- The six levels of questions are appropriate for almost all ages.

Paraphrased from *The Complete Idiot's Guide to Success as a Teacher* © 2005 by Anthony D. Fredericks

Knowledge

Verbs
- tell
- list
- repeat
- locate
- copy
- find
- state
- name

Question Starters
- What happened after...?
- How many...?
- Who...?
- Name the...
- Describe what happened at...?
- Who spoke to...?
- Explain why...?
- Find the meaning of...?
- What is...?
- Which is true or false...?
- Make a list of the main events…
- List all of the ....

Comprehension

Verbs

- explain
- interpret
- outline
- discuss
- distinguish
- predict
- restate
- translate
- compare
- describe

Question Starters

- Write in your own words...
- Write a brief outline...
- What do you think could happened next...?
- Who do you think...?
- What was the main idea...?
- Who was the main character...?
- Can you distinguish between...?
- What differences exist between...?
- Provide an example of...
- Provide a definition for...

Application

Verbs
- solve
- show
- use
- illustrate
- construct
- complete
- examine
- classify

Question Starters
- Can you think of another instance where...?
- Could this have happened in...?
- Can you group based on these characteristics...?
- What factors would you change...?
- How could you apply this to an experience of your own...?
- What questions would you ask...?
- From this information, can you create a set of instructions about...?
- Would this information be useful in this situation ...?

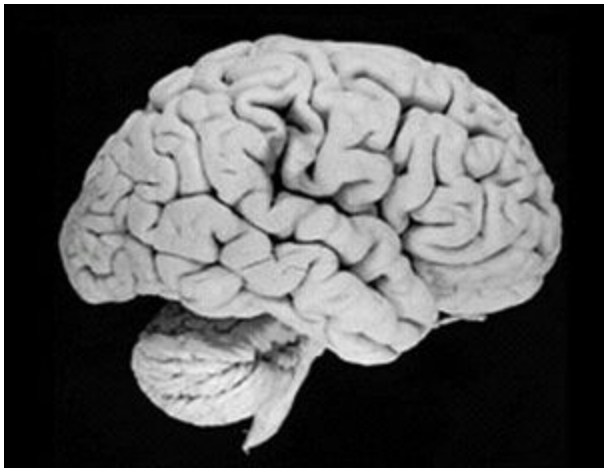
Analysis

Verbs

- analyze
- distinguish
- examine
- compare
- contrast
- investigate
- categorize
- identify
- explain
- separate
- advertise

Question Starters

- Which events could have happened...?
- What might the ending have been?
- How is this similar to...?
- What was the underlying theme of...?
- What are other possible outcomes?
- What changes occurred as a result of…?
- Compare... with that presented in...
- Explain what must have happened when...?
- How is ... similar to ...?
- What are some problems as a result of...?
- Distinguish between...?
- What were some of the motives behind...?
- What was the turning point?
- What was the problem with...?



Synthesis

Verbs

- create
- invent
- compose
- predict
- plan
- construct
- design
- imagine
- propose
- devise
- formulate

Starter Questions

- Design a ...
- Compose a song about...
- Can you see a possible solution to...?
- If any resource was available, how would you...?
- Devise your own way to solve...
- What would happen if...?
- How many ways can you...?
- Create new and unusual uses for...
- Develop a proposal which would...

Evaluation

Verbs

- judge
- select
- choose
- decide
- justify
- debate
- verify
- argue
- recommend
- assess
- discuss
- rate
- prioritize
- determine

Starter Questions

- Provide a better solution to...
- Judge the value of...
- Defend your position about...?
- Why is... is a positive or a negative outcome?
- How would you have handled...?
- What changes to ... would you recommend?
- Do you believe?
- How would you feel if...?
- How effective are...?
- Form an opinion about...?

Bloom's Taxonomy Conclusions

- Where on the taxonomy a question lies depends on what info Ss have
- Ex: What might seem like an Application question is actually a Knowledge question if the answer has already been provided
- Any question may involve multiple levels in the taxonomy

Task

- Make some questions of each of the types described above
- Specify the context, e.g., what info has been provided to Ss, what Ts know
- Ask your partner to classify your questions. Does their classification match yours?
- Many questions will be of more than one type

Source of Questions

- T or course materials
  - typical
- Ss
  - Encourages Ss to be engaged
  - Ss take responsibility for learning
  - Helps T gauge Ss' thinking
  - Ss can answer their own or peers' questions

Display & Referential

Display

- T already knows the answer
- Purpose is for Ss to display their knowledge
- Ex: What day is it today?
- Likely to produce short answers
- Not common in real life

Referential

- T doesn’t already know answer
- Purpose is hear what Ss think; to learn from Ss
- Ex: What day is best for our test?
- Likely to produce longer answers
- Common in real life

Da Bao

- Imagine one of your colleagues missed this section on Constructivist Theory.
- What is one idea that they can apply to their teaching

Factors Affecting Student Learning

- Parents' education
- Genetics
- Home environment, including money
- Peers
- Teachers
- School environment, administrators
- Time
- Affective variables – confidence, motivation, interest
- Personality, learning styles
- Materials, equipment, technology

Multiple Intelligences – Two Key Optimistic Points

- Intelligence is not unitary – there are many ways to be smart – everyone is smart, but in different ways
- Intelligence is not fixed – we can become smarter is all the different ways

- http://www.youtube.com/watch?v=iYgO8jZTFuQ&feature=relmfu
- Professor Howard Gardner, the person who helped popularise Multiple Intelligences

The Originator of MI

- Howard Gardner developed MI theory in the 1980s and continues to work on it
- Gardner is a cognitive psychologist
- Currently, he talks about there being at least 8 different intelligences
- Initially, he talked about 7 and then added an 8th intelligence
- Try this MI survey: http://www.lauracandler.com/free/misurvey

Howard Gardner

- http://www.howardgardner.com
- The question is not “Are students smart?”
- The question is “How are students smart?”
- Beware the Deficit Paradigm, which focuses on what students cannot do
- Instead, promote the Growth Paradigm, which focuses on what students can do and builds on that

More Points about MI

- Intelligence is not fully measured by IQ tests – and it isn't important to measure intelligence
- Most school only taps two intelligences:

1) verbal/linguistic and
2) logical/mathematical

Skin
(to the tune of ‘Three Blind Mice’)

Skin so nice, skin so nice.

Full of pores, full of pores.

The epidermis is found on top.

The dermis is next after it stops.

Skin so nice, skin so nice.

Intelligence
(same tune)

- In-telli-gence, In-telli-gence.
- There are many kinds. There are many kinds.
- Most schools only tap on some.
- If we tap ‘em all, school’s more fun.
- In-telli-gence, In-telli-gence

Music as Content Carrier

(Jensen, 1998, Teaching with the Brain in Mind)

- Students brainstorm key ideas about the content they are studying
- Students choose a popular tune, either an oldie or a current hit
- Fit the content to the tune and perform the song for others

Verbal/Linguistic Intelligence

- Enjoy
  - Putting ideas into words
  - Reading
  - Playing word games
  - Thinking about how to use language, e.g., advertising
  - Listening to poems, puns

Logical/Mathematical Intelligence

- Enjoy
  - Thinking about the workings of objects and phenomena
  - Doing arithmetic problems in their heads
  - Dealing with measurements
  - Considering abstract issues
  - Looking for logical explanations
  - Exploring cause and effect relations

Musical/Rhythmic Intelligence

- Enjoy
  - Playing musical instruments
  - Singing, humming, tapping
  - Listening to music, even in their heads
  - Differentiating sounds
  - Keeping time to music

Bodily/Kinaesthetic Intelligence

- Can use the whole body or parts of the body to:
  - solve a problem
  - make something
  - put on some kind of a production

Visual/Spatial Intelligence

- Representing the spatial world internally in our minds
- Pilots navigating, artists drawing, biologists understanding anatomy, soldier following maps, chess players thinking about pieces on the board

Chess Players

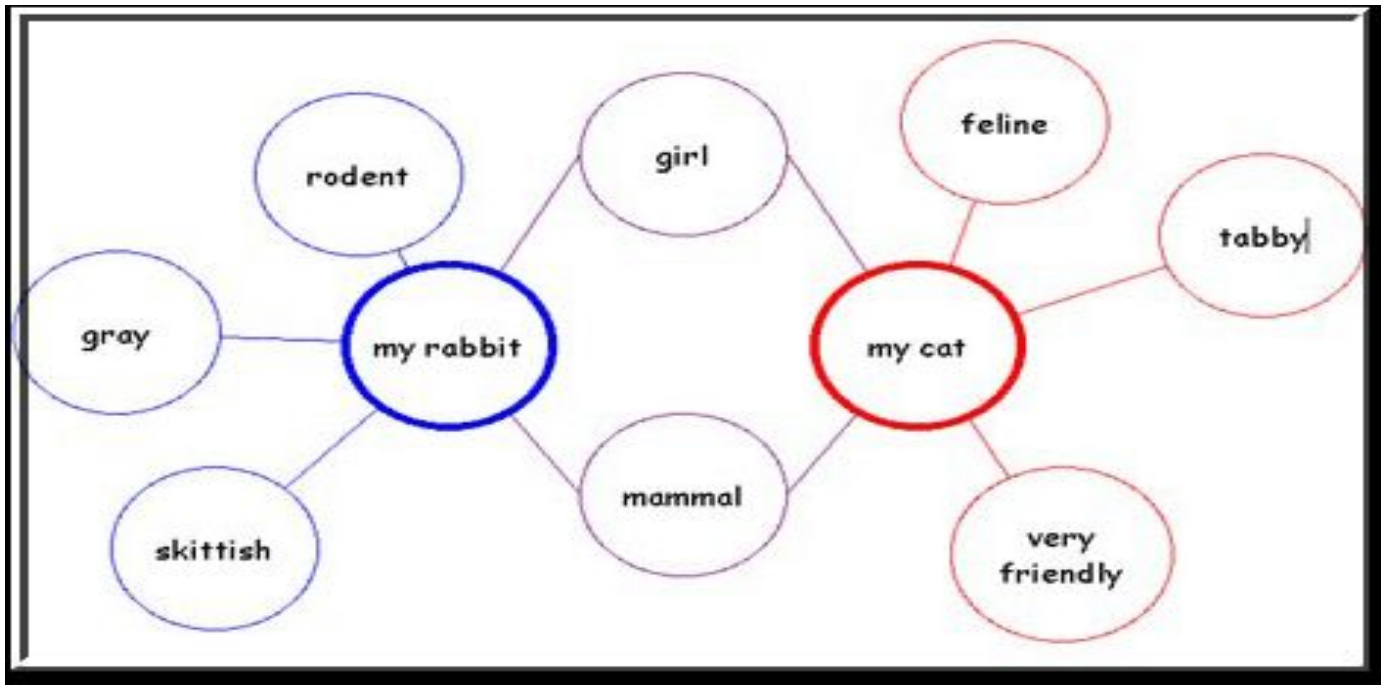
Biologists Studying Anatomy

Pilots Navigating

Graphic Organizers

- Ladders
- Venn Diagrams
- Time Lines
- Cycle Graphs
- Pyramids
- Pie Charts
- Flow Charts
- Mind Maps
- Story Maps
- Cause & Effect Charts
- Double Bubble Maps

A Double Bubble Map



Naturalist Intelligence

People High in Naturalist Intelligence Enjoy

- Being outdoors
- Caring for the environment and animals
- Learning about their surrounding via careful observation
- Categorising living organisms and non-living things, e.g., shoes

Shoe Buyers

Interpersonal Intelligence

- Enjoy
  - Socializing - making friends and getting to know friends better
  - Taking part in group activities [Note: a group is two or more]
  - Trying to understand people
  - Debating: “An enemy will agree, but a friend will argue”
  - Explaining: “You do not really understand something unless you can explain it to a 7-yr-old”

Intrapersonal

- Time for Ss to assess their own strengths and weaknesses
- Time to make their own plans
- A chance to choose
- A chance to reflect on experiences and feelings

Windows on the World

- Intelligences are not just about ability; they are also about what we like to do
- Ex: 8 people waiting for a bus or train
- Verbal/Linguistic (Word Smart) - *Reads the ads: Are they are well worded*
- Logical/Mathematical (Logic/Maths Smart) – *Calculates how much commuting costs each month and how to reduce the cost*

- Naturalist (Nature Smart) – *Notes patterns as to how people wait and develops categories: sleepers, worriers, readers, walkers, technos*
- Visual/Spatial (Visual Smart) – *Thinks about what could be done to make the bus stop/train station more attractive*

- Bodily/Kinaesthetic (Body Smart) - *Thinks about the badminton game they played last night, and how to improve their backhand*
- Intrapersonal (Self Smart) – *Reflects on the dream they had last night and what it means for their state of mind*

- Interpersonal (People Smart) – *Looks at two people talking and tries to figure out what their relationship is*
- Musical/Rhythmic (Music Smart) - *Listens to music while waiting, either electronically and just playing in their mind*

What About You?

- Tell your partner what are three intelligences on which you are relatively high
- What is your evidence?
- How do you use those three intelligences in your teaching?

Points to Remember

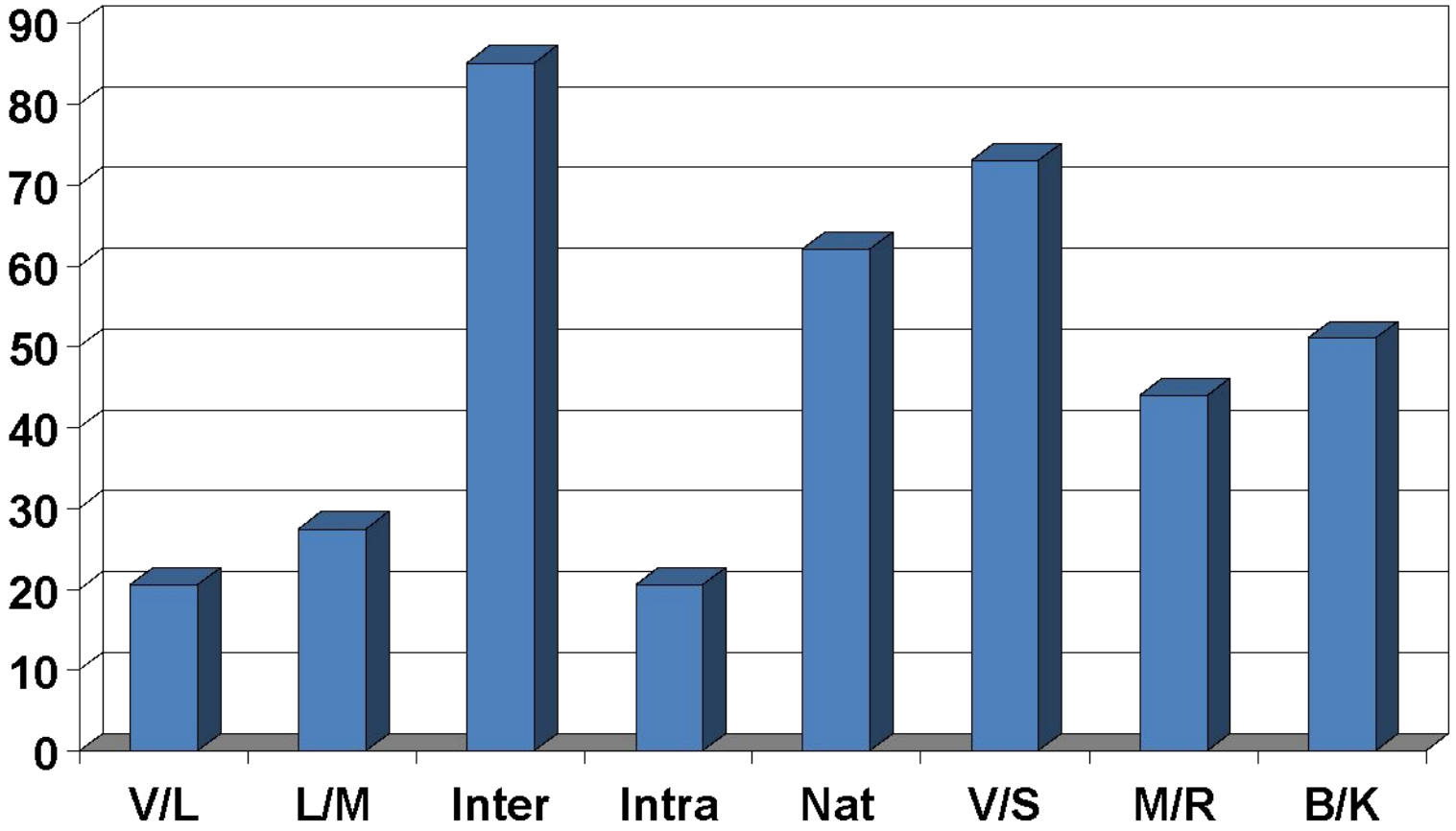
1. There are not eight, but many ways to be smart. Gardner's list is tentative
2. Other ways to view individual differences, e.g., aptitude, learning styles, motivation, MBTI; related but not the same

Points to Remember (cont.)

3. Each **I** has many facets. We can't say one person is strong or weak in an **I**
4. Using a variety of **I**s helps give each group member a chance to be the star of the group

5. The best way to teach is to use a variety of intelligences in each lesson
6. But, no need to have all 8 in every lesson
7. Each class will have students with a wide range of intelligence profiles
8. Everyone has all 8 intelligences

Sample MI Profile



9. Don’t take MI as just fun (although fun is good), focus on KEY points in whatever is done

10. Students who are best at a skill shouldn’t do that aspect of a task. Instead, they should teach others how to do

- Not like in a company

Revised Slogan

- “The more ways we teach, the more students we reach, AND
- The more ways we reach each”
- Students learn better and remember better when they learn the same content in multiple ways

How MI Can Help Low Achievers

- MI says that everyone is smart but in different ways
- This encourages teachers, students, etc. to look for how low achievers are smart
- Low achievers can be praised for what they can do well, instead of almost always being criticized for what they do not do well

Low Achievers Boleh

- They can learn better when the same content is presented in multiple ways
- Success generates success
- Low achievers can help peers, even teachers, in the areas in which the low achievers might be better
- Thus, they can be helpers, not always those receiving help

Da Bao

- Imagine one of your colleagues missed this section on MI.
- What is one idea that they can apply to their teaching

5. Social Constructivist Theory

Vygotsky

Zone of Proximal Development

Scaffolding

Definition of Learning

- “Learning is not only a process that occurs in the mind of the learner, but it is negotiated through interaction with others” (von Glasserfield, 1988)

Vygotsky - ZPD

- Like Goldielocks and the 3 Bears
  - Zone of Actual D – Ss can do on their own – too cold – Boring Zone
  - Zone of Potential D – Ss can't do even w/ help – too hot – Panic Zone
  - ZPD – juuust nice – yum yum – Challenge Zone
  - Key Point – We need to think in which zone the tasks we give are

Videos about the 3 Zones

- http://www.youtube.com/watch?v=I9CnZoFUlT0
- What does the third teacher do to scaffold for students?
- Notice how the teacher thinks aloud

Zone of Proximal Development (ZPD):

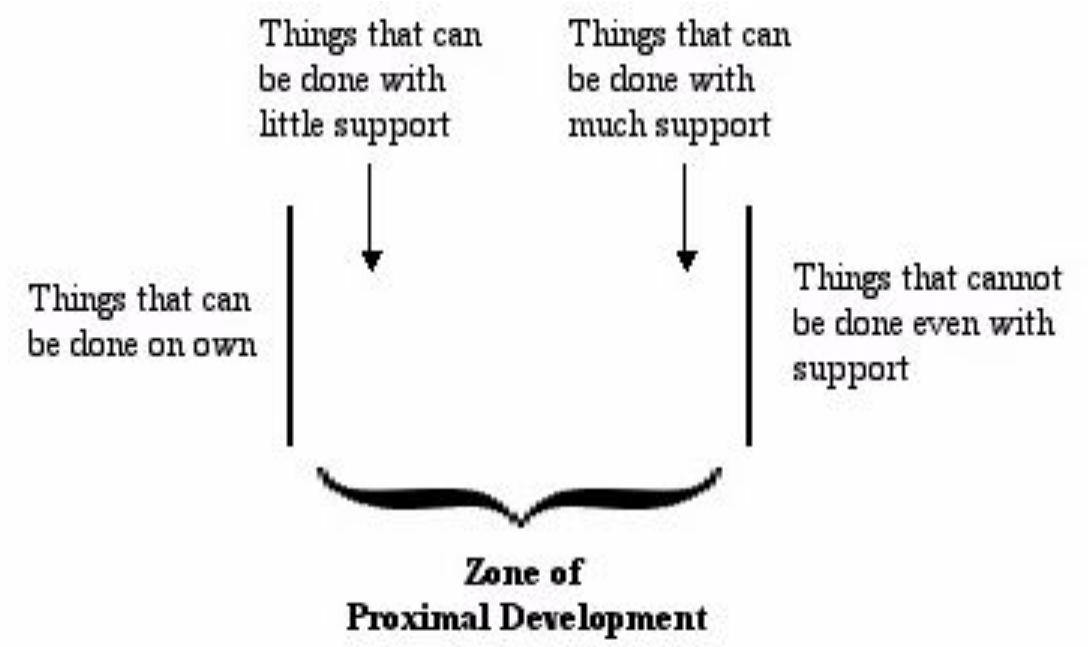


Figure taken from: http://it.coe.uga.edu/~morey/epltt/vygotsky.html

It Is Tempting To Fly with the Eagles

- When a few students understand and can answer correctly, it is tempting to go on to the next topic or activity
- But, we should not leave the others behind
- Scaffolding helps the other students
- And, the eagles can learn by helping their LA classmates

Vygotsky - Scaffolding

- Scaffolding = Help from adults, more expert peers, peers at same level
- Help removed when Ss become more capable
- Key points: Help, but don't help too much; peers are one form of help; other help includes models, rubrics, demos
- Scaffolding keeps us focused on the ultimate goal of teaching: Hearing students say, "Look! We did it all by ourselves."

Scaffolding

- Support for learning, such as given by a teacher or a textbook
- Analogy to the support a scaffold provides to a building
- Support gradually lessened as the bldg/S can stand on their own
- examples, demos, clues, ?s, explanations
- Main point: **let Ss do as much as possible on their own** – Group Autonomy

What Do You Notice in This Series of 4 Images?

- What forms of support are given?
  - Cognitive
  - Affective
  - Material
  - How is language used
- How are approximations praised?
- How is support gradually removed?
- Any support in the final photo?

Notice How the Adults Gradually Do Less

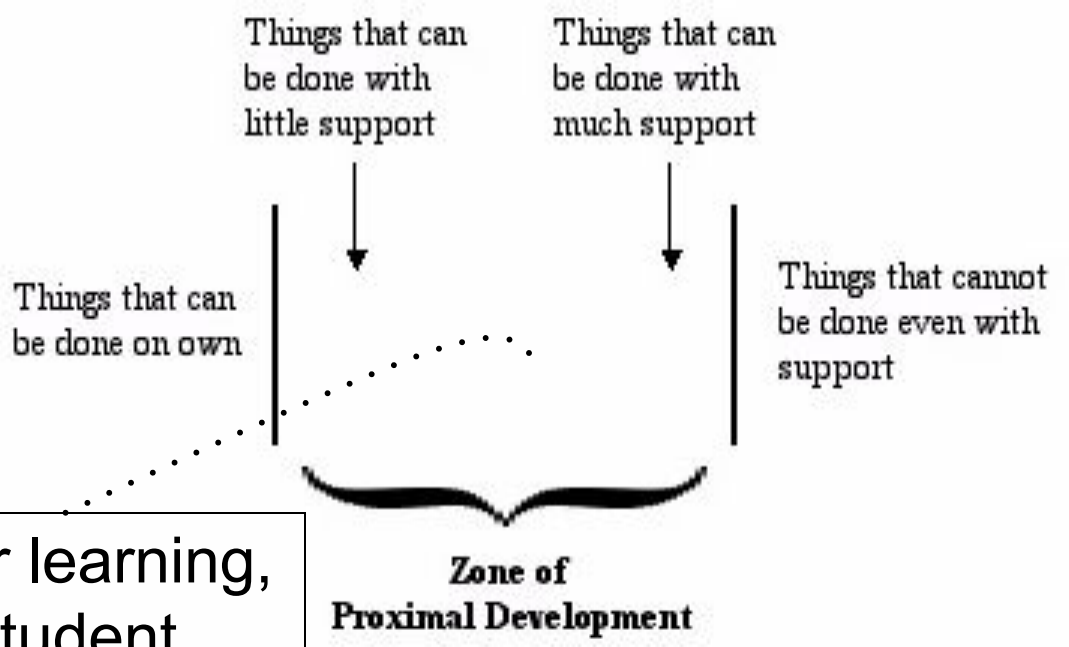
But the Adult Is Still Monitoring

And, Providing Positive Feedback

Question

- How do adults scaffold for very young children?
- How is the support removed?
- Please give an example, e.g., teaching children to walk or tie their shoes
- In your example, include the various types of support, including language, and how they are removed

Zone of Proximal Development (ZPD):



In peer learning, each student acts as a "scaffolding tool" to one another.

→ "Scaffoldings" removed as competence increases

Figure taken from: http://it.coe.uga.edu/~morey/epltt/vygotsky.html

- Our goal is not to solve Ss' problems. Goal to help Ss become **one notch more capable** of solving on their own.
- Knowledge lives in communities of knowledge, not in individuals. We need to help Ss join the community, learning the terms, skills, habits of mind (e.g., scientific method)

- Never do something for Ss that they can do for themselves.
- E.g., Don't take the keyboard or the mouse. Let them do all the typing, **even if it's slower that way**, and even if you have to point them to each and every key they need to type.
- Then, ask them to do it again with less help from you.

How To Scaffold

Do not forget to gradually remove the scaffolding

Many Ways To Scaffold

1. Use models / give demonstrations
   - Think out loud while using models and demonstrating
   - Highlight key steps and features for students to notice
   - Give reasons for the steps / features
   - Involve students thinking during the processes – engage them!

2. Modify the Difficulty Level of Materials

- Start with simplified materials
- This may mean modifying the materials that regular Ss use
- Simplifying is extra work, but if teachers at the same level share the work, it becomes a lighter burden
- Also, materials from lower levels can be used

Making the Complicated Simple

- Anybody can make the simple complicated. Creativity is making the complicated simple.
  Charles Mingus, jazz musician
  http://www.youtube.com/watch?v=ZqWLSe0FS0I

3. Modify the Difficulty Level of Tasks

- Break the task into parts
- Break the parts into smaller parts
- Give partially completed tasks
- Give many tasks at the same level instead of rapidly increasing the difficulty level
- Understand that only “perfect practice makes perfect”, i.e., don’t rush to more difficult tasks just to complete the syllabus

Create Momentum

- Short, doable activities create momentum
- As the saying goes, “Success breeds success”
- Ss build background knowledge and skills, which are put to immediate use
- Confidence grows, but years of failure make confidence fragile

4. Make Sure Directions Are Clear

- Scaffolding provides structure to Ss
- Low achievers often are in particular need of this
- They need repeated exposure to what to do and also why they are being asked to do it
- Repetition offers security, familiarity and comfort

Giving Instructions

- When students try something for the first time, a certain amount of confusion is normal
- Students should understand the objectives of the lesson and how a particular task fits into the overall plan for the course
- Ss should know how their work will be evaluated and what the criteria are

- Think through instructions from Ss' perspective
- Wait until you have the students' attention before giving instructions
- Before Ss begin the activity, ask a S to repeat the procedure to the whole class
- Ex: "Fred, you're number 1 in your group, right? What is going to happen after you finish interviewing Rosa who is number 4?

- Ask a member of each group to repeat the procedure to their groupmates
- Involve students in formulating the instructions
- Let students read the instructions aloud, either as a class or in their groups
- Give students a chance to ask questions, clarify doubts and suggest changes to the instructions

- Put the instructions on the board, a piece of poster paper, overhead projector, data projector, or a handout
- All students should be able to clearly see us, any written directions or graphics, or any students involved in explaining the directions
- It may be that for some of our students, more complicated techniques can only be understood after experiencing them once

- Give instructions in stages; Ss have less to remember
- As Ss become more familiar with a technique, we can explain the whole technique at one go
- Eventually, all we need to do is to say the name of the technique
- When first using a new technique, especially one that may be a bit complicated, use content that is familiar and not too difficult
- Students should understand not to begin a task until the T has finished explaining

- Demonstrate the technique by joining a group
- Ask a group of Ss who understand the instructions to demonstrate for the class
- Monitor groups to see how they are conducting the activity appropriately
- Keep an eye on groups that experience shows often have difficulties
- If more than a few groups are confused, stop the class to re-explain

- Just as with understanding content, give students a chance to figure things out for themselves before intervening
- Tolerate different procedures, as long as everyone in the group is learning
- When we use the same technique many times, students become familiar with it
- This reduces the need for detailed instructions
- This familiarity occurs faster when our colleagues use the same techniques

- Stop the class to highlight one group that is working together particularly well
- This could involve someone helping the low achievers in their group
- Ask them to demonstrate or explain what they have done to work together successfully

Task

- Think of an activity your students do
- How can you give instructions in such a way that all Ss, including low achievers, can follow the instructions?
- Take turns to try this with your partner
- Give each other feedback
- Would low achievers be able to follow?

Task

- Do a skit demo-ing one of the ways to give instructions
- Other groups will guess which way you are demo-ing

5. Provide Task Help

- Complete part of the task for lower achieving Ss
- Use colours, italics, bolding, larger fonts, etc. to highlight key points
- How does your textbook already do this?
- What else could be done?

- Anticipate student errors and areas of difficulty and have help ready
- Please give your own example of this
- What kind of help do you could you provide?
- Arrange for low achievers to work with higher achieving peers

- Allow low achievers to use resources that others do not
  - They can look in the textbook
  - They can use dictionaries or other reference materials
  - They can check the answer key
  - They can go to the computer

6. Provide Feedback

- Give frequent, specific, positive feedback
- Look for positives; if you can’t find them, look again
- Do not limit feedback to negatives
- Questions can be a kind of feedback

Feedback Sandwiches

- A sandwich has three parts: bottom piece of bread to start, hummus in the middle and another piece of bread on top to finish
- A feedback sandwich also has 3 parts: first praise, then an idea for improvement, finally praise again
- Low achievers need lots of praise, as they often have low school self-esteem

Self and Peer Feedback - Why

- Ss can give themselves and peers more on-the-spot feedback because they are working side by side, i.e., more scaffolding
- One T cannot provide such individualised, quick feedback
- Low achievers need lots of feedback to encourage them and to keep them on track
- Self and peer feedback is part of student-centred instruction, with Ss taking more responsibility

- Ss can learn from their own and peers' positive examples
- Ss learn to evaluate their own work and internalize performance criteria
- Self and peer feedback should focus on the positive, rather than mainly being about errors
- Ss may be more likely to repeat the good aspects of their work that have been highlighted by themselves and peers

Peer Feedback: How?

- Provide checklists for self and peer feedback
- Ss make reference to checklists and model work when giving feedback
- Ts need to clarify assessment criteria, make them public and help Ss gain skill in use of the criteria

- Ss can also take part in developing the criteria that they will use in giving feedback
- Self and peer feedback should be doable, i.e., we cannot expect Ss to give the same quality and quantity of feedback given by Ts
- Ex: For a presentation, 1 S can give feedback on the use of gestures, another on fluency, another on eye contact with the audience and another on use of transitions in the presentation

Involving
Low Achievers in Feedback

- By emphasizing the positive, low achievers can be more involved in feedback, because they needn't find errors; they find what is correct
- By narrowing the areas in which peer/self feedback is given, we make the task more specific for low achievers; they can apply what they've learned even if it isn't much

- When HAs and MAs help LAs, the LAs and others can give feedback on the quality of the help
- For example, was the MA's example a good example of the concept being explained?

Task

- Think of a task your students do
- How can you narrow the areas in which Ss give feedback so that low achievers will more likely be able to participate?
- Demonstrate this to your partner, and let your partner try giving feedback

7. Gradually Increase Student Responsibility

- Remember the diagrams of the Zone of Proximal Development
- The amount of help decreases as learners move closer to being able to do the task on their own
- For low achievers, this journey may require more time, but we are not doing them a favour by keeping them dependent on us

- Diminish T and peer support
- Gradually increase complexity and difficulty levels
- Add steps. Ask Ss to put all the steps together
- Ask Ss to explain what they are doing and why they are doing it as they do the task
- Teach for understanding and mastery

Transfer

- Ss have not really understood something unless they can transfer that understanding to a different context
- Ex: they do not understand multiplication, unless they can use multiplication to solve a word problem

8. Aim for Real Tasks

- Low achievers often learn best with concrete tasks
- Connect new concepts to familiar settings
- This also helps Ss see the relevance of what we are teaching them
- Plus, it gives Ss chances to apply what they learn outside the classroom

The Letter That Never Arrived

- *Told by Lyn Wilkinson, a lecturer in a teacher training college in Australia*

- Lyn is a lecturer in a teacher training college in Australia.
- When her niece, Melanie, who lives 300km away, was 11, Melanie's teacher gave her class the assignment of reading a book and then writing a letter to the book's author.

- Lyn has a colleague, Mem Fox, who is a well-known author of children's books,
- and Melanie had read and liked Mem's work;
- so Melanie called her Aunt Lyn to ask for Mem's postal address (this was in the days before kids had email).

- A couple months passed and Mem had never said anything to Lyn about receiving a letter from Melanie:
- so, one day when Lyn was speaking to Melanie's mom, she asked, "What happened with Melanie's letter to Mem?"
- Her sister sadly replied, "Oh, Lyn, you wouldn't believe it. Melanie had tears in her eyes when she told me.

- When she showed her letter to the teacher, the teacher thanked her for the letter and then kept it for marking.
- When Melanie asked about posting her letter to Mem, the teacher looked surprised at such a foolish question and stated,
- ‘But Melanie, you didn’t really think we were going to post the letters’”.

9. Teach Thinking Aloud

- Ss say what they are thinking as they go about a task
- Clarifies Ss' own thinking
- Allows peers to learn from each other and assist each other
- Provides T a window onto Ss' minds
- Can be part of most teaching techniques

- We should model thinking aloud
- We should teach Ss the language the need to think aloud, such as ‘quotient’, ‘dividend’, ‘divisor’
- We can even give the sentences to use as they think aloud
- These sentence would be more like gap-filling as each setting is similar and different

An Example of Thinking Aloud

- The next 3 slides show an example of thinking aloud to teach students how to form plural of singular nouns
- Start by selecting one noun from the next slide
- The second slide provide rules to refer to as you follow the script on the third slide

Singular Nouns

- dish
- battery
- tomato
- brush
- boy
- country
- zero
- day
- box
- party

Rules for Forming Plurals

- #1 - Ends vowel + Y - add -s = monkeys
- #2 - Ends in s, ss, sh, ch, x, z - add -es = witches
- #3 - Ends in consonant + o - add -es = mangoes
- #4 - Ends in consonant + y - drop y & add -ies = berries

Script

- Say the noun and identify its ending: ‘Watch’ ends in ‘ch’
- State the rule: So, I use Rule #2
- State the operation: I add -es
- Spell the plural: w-a-t-c-h-e-s
- Pronounce the plural: watches
- Use the plural in a sentence: Many students in my class wear watches.

When To Think Aloud

- Using a resource, e.g., looking up information in a dictionary.
- Following a procedure, e.g., developing a hypothesis, shooting a free throw
- While solving a mathematics problem
- While reading
- While writing
- While doing a worksheet
- pls add more examples

What To Think Aloud About

- Think aloud about affective, not just cognitive
- Ss can also verbalize about other matters
  - their feelings as they do a task
  - their concerns and
  - connections to other tasks they have done
  - what they have learned
  - What else they still need to learn

How to Teach Thinking Aloud

- We should model thinking aloud
- We should teach Ss the language they need to think aloud
- Scripts give Ss sentences to use as they think aloud
- These sentences could be more like gap-filling as each setting is similar and different

Teaching Thinking Aloud

- What Ts say as they think aloud can be written out to aid comprehension and retention
- Drawings and videos of various steps can be used
- Steps can be included in songs, raps, chants

Using Think Aloud

- You can develop a think aloud script for many tasks
- To develop a script, do the task yourself, slow down and think about what you are doing at each step
- Also, you can make a script based on the marks for a particular exam item
- Everything for which points are awarded should be in the script

Trialing a Script

- Trial your script on a colleague and then with a low achieving S
- Revise and retrial
- Are all the words in the script understandable?
- Don’t remove technical terms; instead, pre-teach them

Revising

- If a script is too long, teach one half first
- Ask: should visuals be added to the script?
- Can gestures be added to symbolise various steps in the script?

Ss Thinking Aloud in 2s

- Ss are in groups of two. #1 thinks aloud, while #2 listens, watches, and coaches. They alternate roles.
- Instead of #1 thinks aloud while #2 just listens, #1 thinks aloud and #2 does the procedure.
- Ss fold fingers as partner does each step.

Some Forms of Scripts

- Procedure script
- Procedure script with rules
- Flow chart
- Fill in the blanks
- Brackets

Brackets

- I want to change the denominator of fraction () to denominator shown (12).
- I multiply the denominator by number (4), and I multiply the numerator by number (4) as well.
- Finally, the equivalent fraction of fraction () is answer ()

- With visuals
- Animation
- Song, rap, chant
- Point form

Other Uses of Scripts

- Jumbled sequence of the steps in thinking aloud. Ss explain why as they unjumble the sequence.
- Ss answer questions about the rationale for one or more of the steps or the order of the steps.

Example of Jumbled Script
Choosing Between ‘A’ and ‘An’

Rule #1: ‘An’ goes before nouns that start with a vowel sound

Rule #2: ‘A’ goes before nouns that start with a consonant sound

Directions: Put this script into the correct order

- Use the article and the noun in a sentence, e.g., ‘I need a uniform for my job in the hotel’.
- Identify the initial sound of the noun, e.g., ‘The initial sound of ‘uniform’ is ‘yu’

10. Scaffolding Via Questions

- Rather than telling students they are wrong, we ask questions to help them discover their errors
- When students have the right answer, we ask them questions to explain their answer and how they arrived at the answer
- We can also ask about how they like the topic, the task, etc.

Example

- Instructions: Choose the correct verb
- One of my favourite places is/are East Coast Park

Questions

- How did you go about doing the task?
- What is the subject of the sentence?
- What is the function of “of my favourite places”?
- Do you think grammar points like this are important?
- Would you rather do grammar or have root canal surgery?

11. Teachers' and Peers' Attitudes When Helping Low Achievers

- Teachers and peers can easily become impatient when working with low achievers
- The task / concept seems so easy to those who have already mastered it
- Losing our patience is not how to scaffold; it may poison the atmosphere and make scaffolding more difficult

What To Tell Ourselves

- Nobody is born knowing this stuff
- We have forgotten how it feels to be a beginner
- We should remind ourselves how we felt trying to learn something that we did not do well
- We should tell ourselves that if the task / concept is not obvious to the S, it's not obvious

- Our goal must not be to solve the problem for the low achievers
- Our goal must be to help them become one notch more capable of solving their problem on their own
- As the saying goes, ‘Give someone a bowl of rice, they eat for a day.
- Teach them to grow rice, they eat for a lifetime’.

- Never do something for someone that they are capable of doing for themselves
- Ex: when teaching something on the computer, do not take the keyboard
- Let them do all the typing, even if it's slower that way, and even if you have to point them to each and every key they need to type
- This is the only way they will learn from the interaction

Which Way Is Usually Best?

OR

- Ask yourself if the learners can understand the words you are using
- Continue to adjust your language until you are using words they understand
- Visual cues may help
- At the same time, Ss do need to learn specialist vocabulary for the field you are teaching
- Help them learn this vocabulary gradually

- Pay attention to the symbolism of how you interact with low achievers
- Ex: are you standing up high above them?
- Would it be possible and culturally appropriate to be at about the same level as Ss?
- Are you tapping your foot or otherwise looking impatient while they do a task?

- Find out what the low achievers are really trying to say and do; encourage them to think aloud
- This point is illustrated in the following story

Teachers:
Listen To Your Students

- Once a rather stern teacher in a Primary 4 class asked a student to make a sentence beginning with the word ‘I’.
- The student started with, “I is …”, but before she could finish the sentence, the teacher, with a disappointed look on his face, interrupted the student: “No, no, no. The correct grammar is ‘I am’”.

- The quivering but determined student attempted to start again with, “I is …”, but again, the teacher, his face reddening, quickly interrupted before the student could finish.
- “How many times do I have to tell you? *I* is first person singular.
- Thus, the correct form of the verb *to be* is *am*. Are we clear?”

- With a defeated look on her face, the dutiful student mechanically stated,
- “I am the ninth letter of the English alphabet”.

- If they start to blame themselves, e.g., “I’ll never do it. I’m just stupid”, place the blame elsewhere
- Say that the task is a very difficult one or blame the textbook or yourself for not explaining well enough and ask for a chance to try again

Pay Attention to the Words We Use

- Notice in this video that the same message communicated in different words can have a very different effect
- http://www.youtube.com/watch?v=Hzgzim5m7oU

Questions

- It sounds like we are going to be spending a great deal of time to teach one task / concept with all this scaffolding
- Can we justify the use of so much time when there is so much else to cover?
- Will the faster learners become bored?

Da Bao

- Imagine one of your colleagues missed this section on Socio-Cultural Theory.
- What is one idea that they can apply to their teaching

Guidelines for Wednesday Presentations

- Tasks are in our ZPDs and that you have sufficient materials for everyone to participate
- At least one group activity (2 is also a group) Groups of approximately 4, not 6
- Incorporate ideas from Mon n Tue
- Everyone needs a speaking part
- Who are the Ss; what they already learned
- Lead a post-lesson reflection about the characteristics of the lesson and alternatives
- You can announce upcoming events

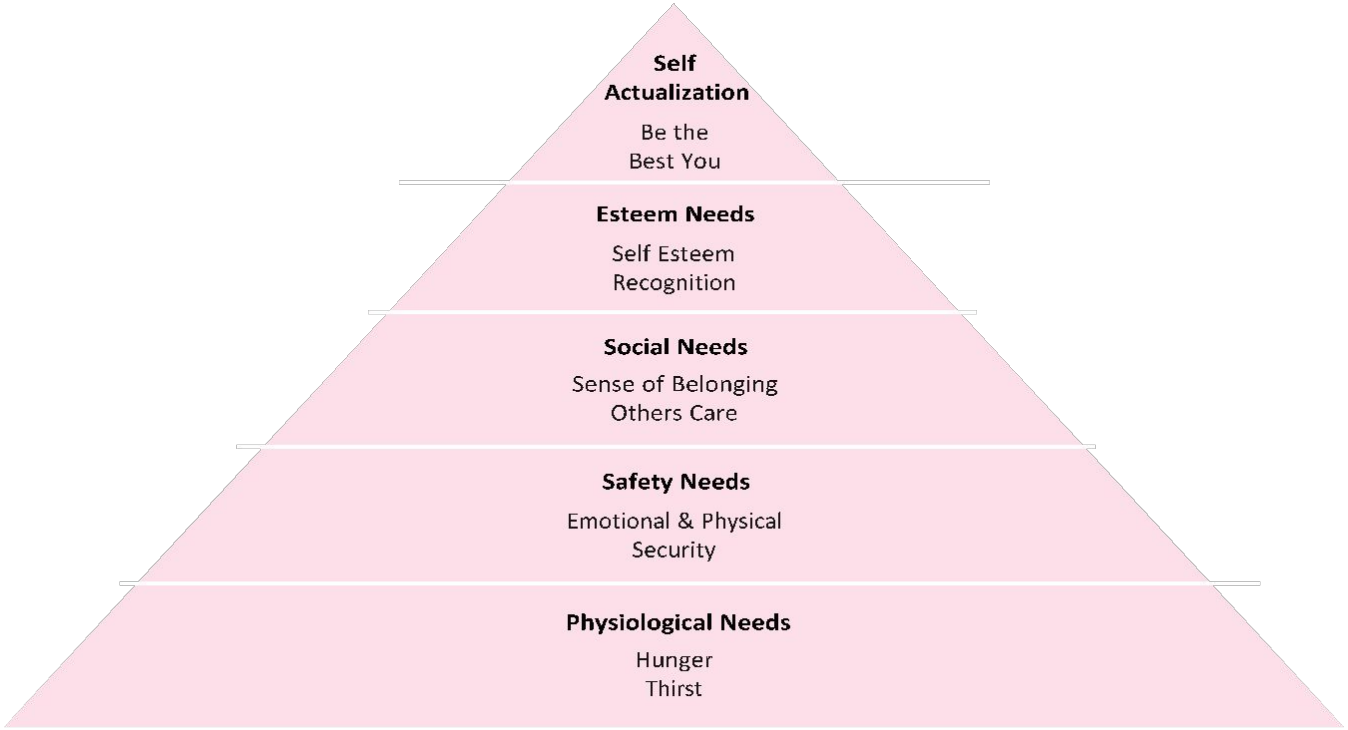
6. Humanistic Theory

Maslow; Rogers

Social & Affective Needs

Student Centred

Maslow's Hierarchy of Needs



Humanistic Psychology & CL

- CL helps meet safety and social needs by providing a support network – via Positive Interdependence
- Also, esteem needs can be addressed when students cooperate and appreciate each other's strengths

More Humanistic

- Carl Rogers – Client-centred therapy
- The Education equivalent is learner-centred instruction
  - Empowering students
  - Attending to their feelings, interests
  - Appreciating each Ss' uniqueness

Rogers' Principles of Learning

- Humans like to learn
- Subject matter needs to be important to Ss' purposes
- Ss need to understand what their purposes are
- Ss learn best by doing

- Ss' ownership & responsibility increase learning
- Emotions need to be taken into account
- Self-initiated learning
- Self-reliance
- Self-evaluation
- Peers serve as learning resources

Question

- How do Rogers' principles fit other concepts in this module?
- It could be any of the previous 5 sections of this ppt

The Pygmalion Effect – Related to Troubles with Streaming

- The Pygmalion Effect refers to students performing better than previously, due to high expectations that others have for them
- The term derives from a study in which the researchers misinformed teachers about one group of Ss' previous achievement level

Teachers Were Misinformed

- Teachers were told a rating for each S, such as “excellent prospect” and “unlikely to do well”
- These ratings were randomly assigned, not based on Ss’ real previous achievement
- At the end of the year, the researchers compared Ss’ performance with their fictitious ratings
- They were highly correlated

Origins of Pygmalion

- The term Pygmalion originated from a story by the ancient Greek writer, Ovid
- Pygmalion was a sculptor and prince
- He created a statue of an ideal woman and fell in love with the statue

An Ancient Greek Tale

- The goddess Aphrodite brought the statue to life
- The woman was ideal not just in appearance but in all ways
- She and Pygmalion married and lived happily ever after
- <u>The image became reality</u>

Two Sides to the Pygmalian Effect

- How others – teachers, peers, family members - treat the students
- How students see themselves and how they treat themselves, such as their self talk

Pygmalian Effect: Examples

- A student seen as a high achiever does poorly on a quiz. How does the teacher react?
- A student seen as a low achiever does poorly on a quiz. Teacher's reaction??

Pygmalion Effect = Self Fulfilling Prophesies

- Ts communicate expectations via various cues
- Ss respond to these cues by adjusting their behaviour to match them.
- As a result, the original expectation is fulfilled

Cues

- What are some cues that teachers might give to students that communicate that the students will do well?
- What are some cues that teachers might give to students that communicate that the students will not do well?

Teacher Cues Signaling High or Low Expectations

	High Expectations	Low Expectation
Eye Contact	Normal eye contact with students	Little eye contact with students
Seating	Seated near teacher	Seated away from teacher
Smiling	Smiling at students	Frowning at students
Explanations	Explaining the when, why and what of activities	Not explaining, just ordering
Calling on	Frequently calling on students	Only calling on students for very easy questions or to punish them for not paying attention
Encouragement	Frequent	Seldom

More Cues

	High Expectations	Low Expectations
Wait time	Providing long wait time after asking questions	Short wait time after asking questions
After errors made	Providing sufficient help when errors are made	Little or no help provided when errors are made
Praise 1	More praising	Less praising
Praise 2	Praising for significant accomplishments	Praising for very easy accomplishments
Punishment 1	Seldom	More frequent
Punishment 2	Less severe	More severe
Assignments	Choosing for high status assignments	Choosing for low status assignments

Still More Cues

	High Expectations	Low Expectations
Criticism	Less criticising	More criticising
Interruptions	Seldom interrupting	Often interrupting
Opinions	Asking for opinions	Not asking for opinions
Out of class contact	Greeting outside class	Trying to ignore outside class
??		

Role Play about Cues

- Do a role play to demonstrate the use of cues
- Your role play should last about one minute
- All group members should have speaking parts
- Audience will watch and at the end, point out the cues and their meanings

Doing Role Plays

- Role plays are another form of CL
- They can be done in all subjects
- In your foursome, develop a role play for one person's class
- E.g., Maths – pretending to be particular shapes; pretending to be professionals who use the operations Ss are learning

Pygmalion Effect - Conclusion

- Goethe was a famous 18th-19th century philosopher who stated
- “Treat people as they are and they will remain as they are. Treat people as they can and should be and they will become as they can and should be.”

Side Point

- The Pygmalion Effect also works the other way, i.e., students' view of their teachers affects learning
- Researchers arbitrarily told one group of students their teacher was rated as effective
- Researchers arbitrarily told another group their teacher was rated as incompetent

- Ss who had been told their teacher was effective:
- Scored higher
- Interacted more positively with the teacher
- Believed their lessons were higher quality

How To Increase Students' Expectations of Us

- Appearance: physically fit; proper attire
- Tasks we give: doable tasks show we know how to teach
- Explanations: show we know how to explain concepts clearly
- Establish knowledge of (w/o exaggerating) and interest in topics taught
- Show we are approachable, can smile

See the Positive

- Why not try and see positive things, to just touch those things and make them bloom?
  Thich Nhat Hanh
- Positive Psychology looks mostly for strengths and seeks to build on those
- Rather than looking mostly for weaknesses and seeking to overcome those
- http://www.youtube.com/watch?v=fXIeFJCqsPs

Feedback Sandwiches

- A sandwich has three parts: bottom piece of bread to start, hummus in the middle and another piece of bread on top to finish
- A feedback sandwich also has 3 parts: first praise, then an idea for improvement, finally praise again
- Slow learners need lots of praise, as they often have low school self-esteem

Happiness

Helping Ourselves and
Others Feel Happier

Benefits of Happiness: Enjoy the 'Happiness Advantage'

- Less negative stress
- More focus
- Enhanced creativity
- Higher energy
- Greater productivity
- More learning
- More friendliness and extraversion

Why the Happiness Advantage

- Happiness produces chemicals that help us feel good, physically and emotionally, and that enhance our brain functioning
- Also, most people prefer to be around happy people; thus, when we are happy, we have more opportunities to learn from others and cooperate with them

Happiness & Reality

- Part of our happiness depends on reality on the objective world
- For example, it is easier to be happy after we receive an ‘A’ on an exam than when we receive an F

The Subjective Side of Happiness

- However, an important factor in our happiness is subjective, i.e., how we look at the world
- Some people receive an A but are still not happy, whereas others are happy even though they receive an F

Main Point:
Happiness Is a Choice

- Yes, let's try hard to score As on our exams and, in general, to do well at all we do
- However, the main point of this presentation is that **we can be happy**, and help others feel happy, even when reality (the objective world) is not the way we want it to be

Reverse the Happiness Formula

- The current view: Work harder, faster and smarter = Success → Happiness
- Trouble is that this view of happiness is based on external feedback
- We need to please others; we compare ourselves with others

Start with Happiness

- An alternative view: Be happy → work harder, faster, smarter = Success
- Use internal criteria to define whether you are happy
- Choose to be happy and you will be more successful

Bunk Bed

G.I. Joe Dolls

Calvary Charge

Sniper

Unicorn

Positive Psychology

- A fairly new branch of psychology that focuses on what is happy in people's lives, not on what is sad in people's lives
- Positive Psychology looks at what people do well, not at people's weaknesses

Random Acts of Kindness

This 12min Video
Provides Useful Background

- http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work.html
- Please note the transcript button to the right below the video
- The speaker talks fairly fast

Training Ourselves To Be Happier

- Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work.* New York, NY: Broadway Books.

Every Day for 21 Days

- Write three things you are **grateful** for (3 new things each day)
- Describe one **positive** experience that you have had in the past 24 hours
- Send one email or sms, etc. to **thank** or **praise** someone
- The above three ideas concentrate our minds on what is **positive** in our lives

Every Day for 21 Days

1. Write three things you are **grateful** for (3 new things each day)

I Am Grateful for: Examples

1. I am grateful for the hotspot on my handphone, because it allows me to send attached files when I am riding the MRT, for example, I sent this file to the mates.
2. I am grateful to Bek, because he started the JCU Hiking Club, and he helps me when I have an IT task, e.g., he showed me how to edit a video from CNN.

Another Example of Gratefulness

3. I am grateful to JCU for giving me a job that I enjoy doing, i.e., I enjoy helping people with their writing and thinking, for example, when I help JCU students with their writing assignments.

Your Turn:
3 Gratefulness Examples

- Please write about three things, people, places, organisations, events, etc. for which you are grateful
- Please remember to elaborate
- Also, please remember the checklist
- Thanks
- Ask your partner a question about one of their grateful examples

Every Day for 21 Days

- Describe one positive experience that you have had in the past 24 hours

Your Turn:
Describe a Positive Experience

- Explain what happened in your positive experience and why you feel the experience was positive
- Read your partner's experience and say whether you have had a similar experience

Every Day for 21 Days

- Send one email or sms, etc. to **thank** or **praise** someone

Your Turn:
Praise or Thank Someone

- Give specific praise or thanks
- Tell the person what they did and why you liked it
- Please send the sms, email, etc. now
- After you send the message, please show and explain it to your partner

Every Day for 21 Days Also – Our Actions Can Be Powerful

- Focus just on your breathing for two minutes – to quiet our minds
- Exercise at least a little
- Perform a random act of kindness, such as pick up litter on an MRT train, compliment someone, thank someone who is seldom thanked, such as a bus driver, or do a household chore that someone else normally does

Internal Control

- The above three actions show that we have control over what we think and do
- We are not fallen leaves with no control over where we are blown by the winds of fortune

We Can Actually Rewire Our Brains

- By focusing on positive thoughts and actions via the activities described above, we can rewire our brains
- We can change our perspective on the world
- As a result, we can become happier, and we (and those around us) can enjoy the benefits of that happiness