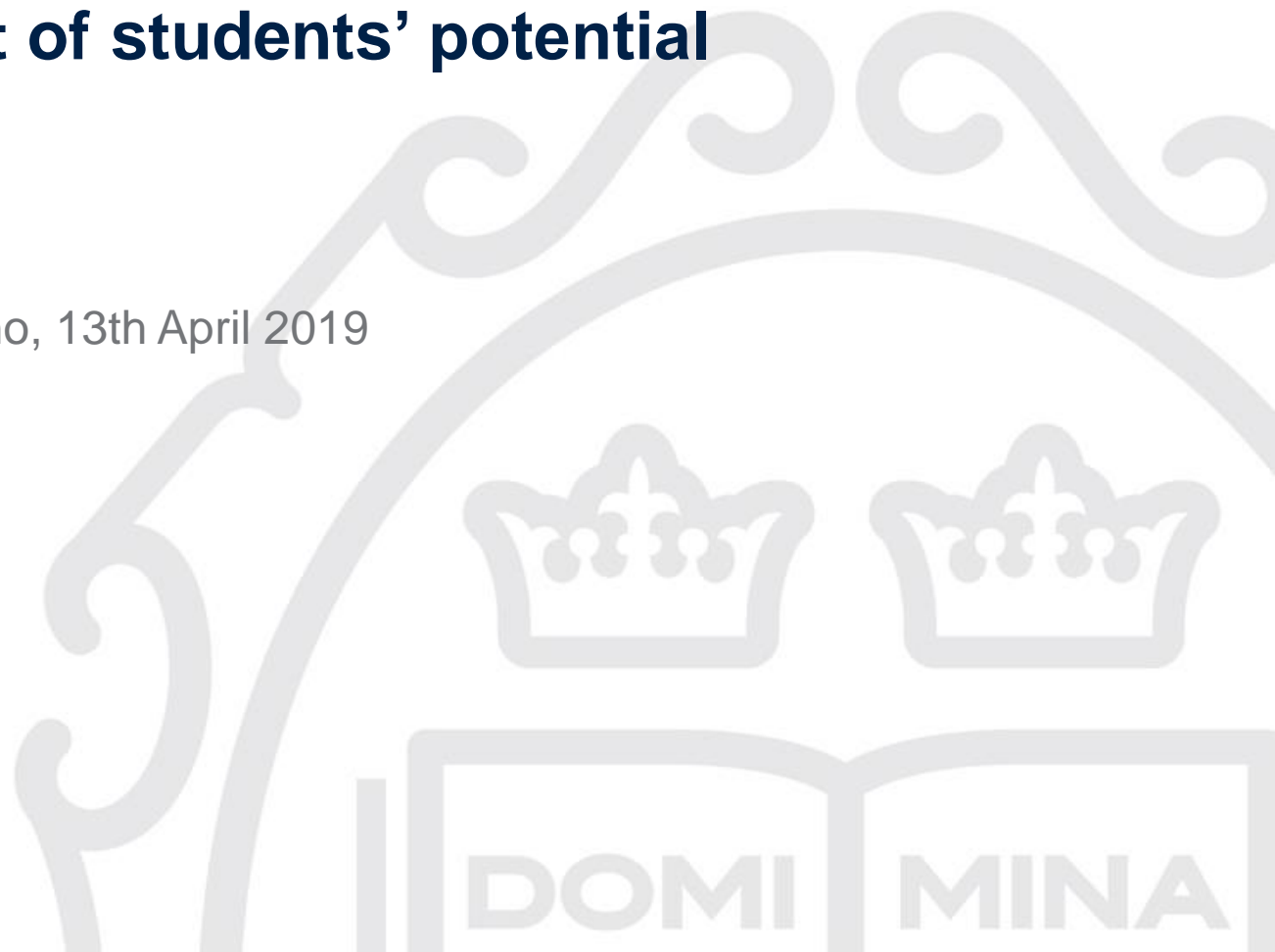


Making the most of students' potential

Edmund Dudley

P.A.R.K. Conference, Brno, 13th April 2019



In this talk

- Differentiation
- Collaboration and co-operation
- Non-cognitive skills
- Learning mindsets
- Putting **grit** all together

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Working with mixed-ability groups

There are no perfect materials

This text will be

- too challenging for some
- not challenging enough for others
- interesting for some
- boring for others

What can be done?

Blind Date

Each week we organize a blind date between two of our readers. Then they answer questions about how it went.

This week:
Kitty Ferry, 22, festival organizer meets **Ross Mayo, 31, carpenter**.
They met in the **Oyster Shack** restaurant in Bigbury-on-Sea, Devon.
Will they ever meet again?

Kitty talking about Ross

First impressions He had a kind face with a beard ... of course! Every guy has a beard these days! He laughed out loud when he saw me on my bike.

What did you talk about? Music, travel, jobs. I love my job – I get to travel a lot, but only in the UK. I'd love to see more of the world. I love that Ross left a well-paid job in London to be a carpenter. Oh, and me being a 'veggie' – he was surprised that I still eat fish.

Any difficult moments? It was really hot in the restaurant and I had a big woolly jumper on. I was worried that I looked red!

Best thing about him? He was chatty and funny. He tried to teach me how to wink! We laughed so much people were looking at us! He enjoys life and his work to the full.

Would your friends like him? Oh yes! They would love him.

Describe him in three words. Funny, kind, intelligent.

Did you go on somewhere? Yes, we went for a walk by the sea ... in the rain. I love rain – I ran into the sea and fell over. Ross rescued me.

Did you kiss? Well, he rescued me, didn't he? So, what do you think?

Marks out of 10? The more we talked, the more I liked him: 8.

Would you like to meet again? We are going to meet again. He's going to make a wardrobe for my new flat.

Ross talking about Kitty

First impressions We both arrived on bikes. I liked that – I couldn't help laughing. And I loved her big smile and crazy clothes. She was so 'bubbly'.

What did you talk about? Music, our jobs – why I left my city job as a journalist and moved here. Kitty wants to travel the world. I did that, when I was 21. I'm happy now, living and working by the sea. She's 'veggie' – sad news, but ... she eats fish – surprising! We were in a great fish restaurant.

Any difficult moments? I think I said something that embarrassed her – she went very red. I don't know what it was.

Best thing about her? Her laugh! We both laughed a lot. I loved hearing about her job. She doesn't earn much, but money doesn't matter to Kitty. I'm the same.

Would your friends like her? Very much. My flatmate, Mark, would really love her.

Describe her in three words. Funny, interesting, very pretty – sorry, that's four!

Did you go on somewhere? Well, we didn't go far, just down to the beach. I rescued Kitty when a wave knocked her over.

Did you kiss? Well, when I picked her up from the water, she said, 'Are you going to kiss me?' So I did.

Marks out of 10? She can't wink, but I like her: 9.

Would you like to meet again? Definitely – but I'm not going to introduce her to Mark!



Differentiation: a conventional view

Modify the text

For example:

- Take an extract from the text
- create three gapped versions of it

Kitty talking about Ross

First impressions He had a kind face with a beard ... of course! Every guy has a beard these days! He laughed out loud when he saw me on my bike.

What did you talk about? Music, travel, jobs. I love my job – I get to travel a lot, but only in the UK. I'd love to see more of the world. I love that Ross left a well-paid job in London to be a carpenter. Oh, and me being a 'veggie' – he was surprised that I still eat fish.

Differentiating the input

Jigsaw reading / Peer dictation

Kitty talking about Ross. First impressions: _____ had a kind face with a _____...of course! Every guy has a _____ these days! He laughed out loud _____ he saw me on my bike. _____ **did you talk about?** Music, travel, _____. I love my job – I get _____ travel a lot, but only in _____ UK. I'd love to see more _____ the world. I love that Ross _____ a well-paid job in London to _____ a carpenter. Oh, and me being _____ 'veggie' – he was surprised that I _____ eat fish.

Every 7th word gapped

Kitty talking about Ross. First impressions: He had _____ kind face with a beard...of course! Every _____ has a beard these days! He laughed out _____ when he saw me on my bike. **What** _____ **you talk about?** Music, travel, jobs. I love _____ job – I get to travel a lot, but _____ in the UK. I'd love to see more _____ the world. I love that Ross left a _____ job in London to be a carpenter. Oh, _____ me being a 'veggie' – he was surprised that _____ still eat fish.

Every 9th word gapped

Kitty talking about Ross. First impressions: He had a kind _____ with a beard...of course! Every guy has a beard _____ days! He laughed out loud when he saw me on _____ bike. **What did you talk about?** Music, travel, jobs. I _____ my job – I get to travel a lot, but only _____ the UK. I'd love to see more of the world. _____ love that Ross left a well-paid job in London to _____ a carpenter. Oh, and me being a 'veggie' – he was _____ that I still eat fish.

Every 11th word gapped

Differentiating the input

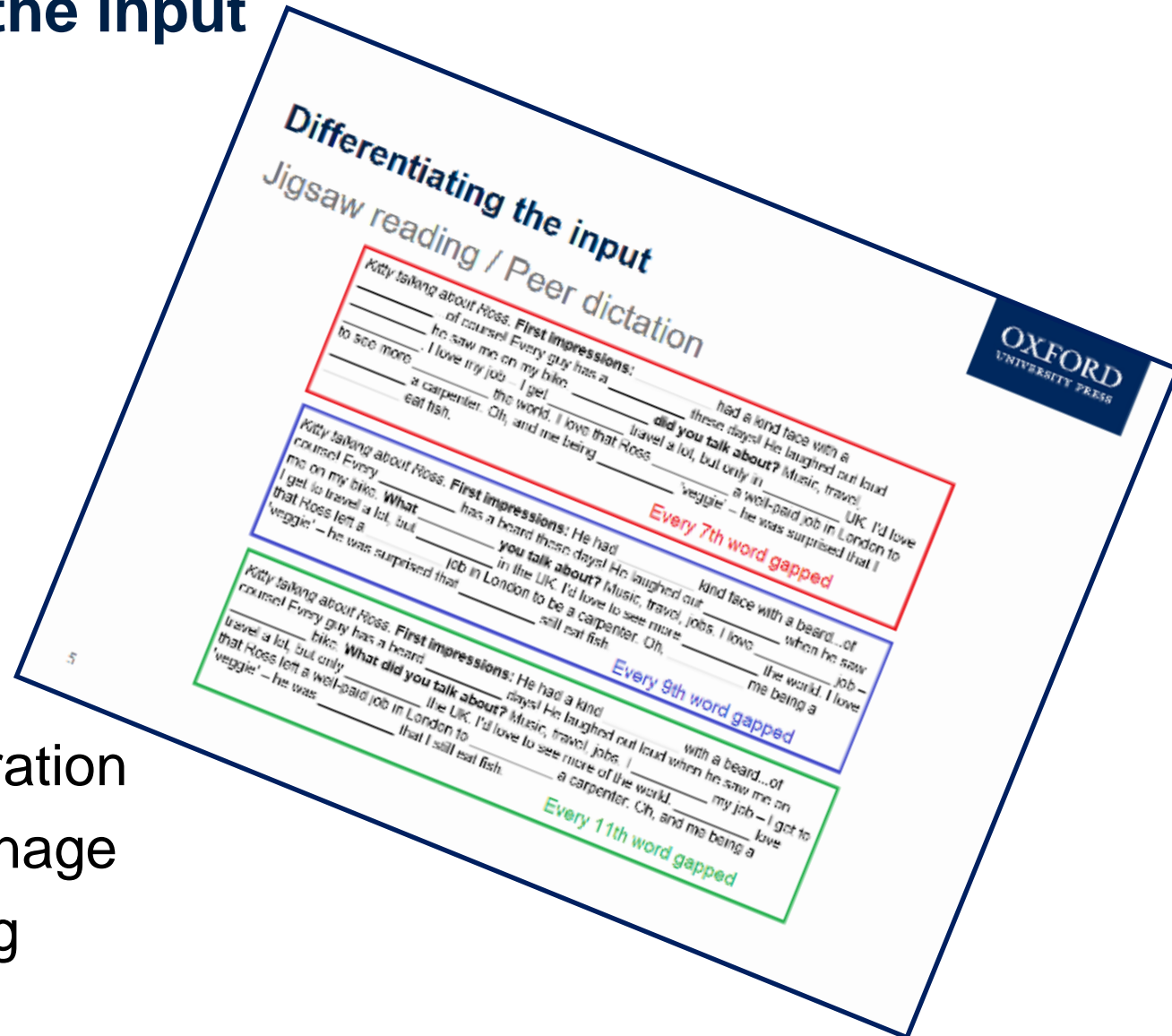
Pros and cons

Pros

- interactive
- co-operative
- multi-skilled

Cons

- requires preparation
- not easy to manage
- time-consuming



Differentiating process and outcome

Instead of trying to improve the input materials

- accept their imperfections
- formulate a variety of possible goals
- look for open-ended prompts
- get students collaborating and co-operating



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Collaborative and co-operative skills

What is the difference?

collaboration

- a way of working together
- involves pair work and group work
- can be project work

co-operation

- a way of learning together
- can result from pair work and group work
- students learn from each other



Collaboration and co-operation

Why do everything yourself?

- give students options; let them choose what to answer
- there is no need for each student to answer all the questions
- gaps create opportunities for peer-learning



3 Work in two groups.

.....
Group A Read what **Kitty** says about **Ross**.
.....

.....
Group B Read what **Ross** says about **Kitty**.
.....

Answer the questions about your person. Which *one* question can't you answer?

- 1 Why did they laugh as soon as they met?
- 2 How does he/she describe her/him?
- 3 Who is a 'veggie' (vegetarian)? Who isn't?
- 4 What did she/he say about travel?
- 5 Why did Kitty go red?
- 6 What did Ross teach Kitty?
- 7 Who is Mark? Is Kitty going to meet him?
- 8 How did the evening end? What did they do?



Collaboration and co-operation

Getting on with others



- teachers can facilitate peer learning by staying out of the way
- let students learn from each other
- review how effective it is

4 Compare answers with someone from the other group. What do Kitty and Ross have in common? What don't they have in common?



Collaboration and co-operation

Mediation activities with L1

Try this:

Student A: asks the questions in English

Student B: translates

Student C: answers the questions in Czech



What happened next?

5 Do you think Kitty and Ross will become boyfriend and girlfriend? Why? Can you see any problems? Discuss.

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The limitations of talent and ability

In addition to IQ, we also need **soft skills**:

- Emotional intelligence (EQ)
- Social skills
- Life skills
- Non-cognitive skills
(curiosity, determination, courage, growth mindset...)

Do you recognise this person?



Chris Langan

What makes Chris Langan extraordinary?

Talk to your partner.

Complete the sentence below:

Chris Langan has one of the highest IQs in the world.



Christopher Langan

From Wikipedia, the free encyclopedia

Christopher Michael Langan (born March 25, 1952) is an American whose IQ was reportedly believed to be "between 190 and 210".^[1]

Christopher Langan

Born

March 25, 1952 (age 65)



What was his job for 20 years?

Blue collar?

Construction worker

Farmer

Taxi driver

Firefighter

Bouncer in a bar

White collar?

Teacher

Doctor

Physicist

Tech company CEO

Neuroscientist

I ♥ Brno

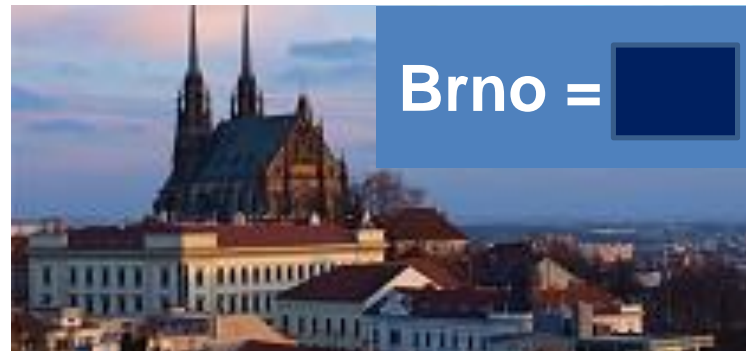
The Top Student Cities in 2018 – According to Students

Based on ratings of more than 50,000 uni students worldwide

Factors include:

arts and culture
affordability
nightlife
employment opportunities
diversity
tolerance and inclusion
ease of getting around
friendliness

Choose what to see next: the cities ranked just **above** or just **below** Brno?



I ♥ Brno

Prague = 4th

Vienna = 5th

Berlin = 8th

Brno = 9th



I ♥ Brno

Brno = 9th

Buenos Aires = 10th

New York = 11th

Edinburgh = 12th



I ♥ Brno

What does your choice reveal?

Prague = 4th

Vienna = 5th

Berlin = 8th

Brno = 9th

Buenos Aires = 10th

New York = 11th

Edinburgh = 12th



<https://www.topuniversities.com/university-rankings-articles/qs-best-student-cities/top-10-student-cities-according-students-2018>

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Fixed mindset v growth mindset

Carol Dweck

Fixed mindset

ability is fixed

talent matters

be better than others

avoid challenges

Growth mindset

ability can be developed

hard work matters

be better than you were

enjoy challenges

Growth mindset

The importance of effort, the power of *yet*

“your basic qualities are things you can cultivate through your efforts.”
Dweck

I can't do this.

I can't do this yet.

Growth mindset

What can teachers do?

Evidence suggests it is hard to teach *growth mindset*

However, it can be learned. What we can do:

- praise students for effort, not intelligence
- remember the *power of yet*
- turn *I don't know* into an opportunity to learn
- encourage speculation

Encouraging a spirit of enquiry

Helping students to speculate

Fear of being wrong

Students are often reluctant to speculate

→ Praise guesses as well as correct answers

Give students useful language:

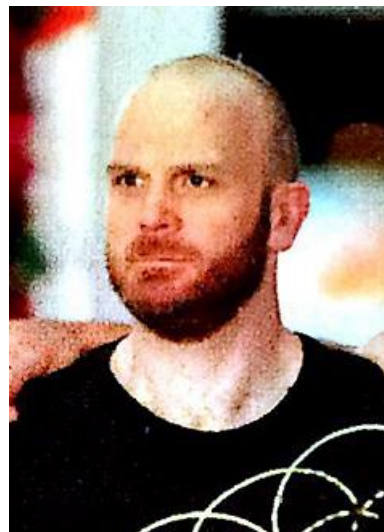
I have no idea but I'll say...

It could be...

I think it's...

I'm pretty sure it's...

I know this one, it's...



Encouraging a spirit of enquiry

Helping students to speculate

Fear of being wrong

Students are often reluctant to speculate

→ Praise guesses as well as correct answers

Will Champion
(the drummer
from Coldplay)

Give students useful language:

I have no idea but I'll say...

It could be...

I think it's...

I'm pretty sure it's...

I know this one, it's...



Part B

The making of Coldplay's **Adventure Of A Lifetime** video



Tim tells the story of how the music video was made for the hugely successful British rock band, Coldplay.

- 1 Chris Martin of Coldplay had met Andy Serkis on a plane, and they knew they wanted to do something together – they just weren't sure what. So a date in the studio was booked, and the plan was to just see what happened, and decide where to go from there.



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Grit

The importance of effort

Two components:

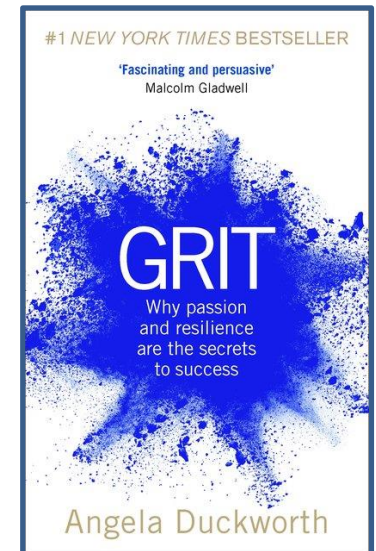
passion (staying focused)

perseverance (bouncing back from setbacks)

talent x **effort** = skill

skill x **effort** = achievement

Angela Duckworth *Grit*





Joint hardship

The issue: low-quality homework assignments

5 Write about a friend or family member.

The writing tasks we set for homework are often:

- not handed in
- poorly written
- copied or *nearly new*
- done at the last-minute
- or done in 'solitary confinement'



Joint hardship

The solution: do it in class

Do writing tasks in class, not for homework

- students can foster a sense of *joint hardship* (Dörnyei)
- they work together, practising important skills
- *pain is inevitable; suffering is optional*

- 4 With your partner, read and correct the piece of student writing **My best man and best friend**.
- 5 Write about a friend or family member.
- 6 Swap with a partner and see if you can find any mistakes. Read some examples of your work aloud to the class.



How many words?

The issue: students work at different speeds

6 Write a formal email about yourself to the school in York. Then write to an English friend about your plan.

- we often set word limits for written tasks
- this is not as fair as we think it is
- writing x words is easy for some students, difficult for others



Time limits

The solution: use time limits instead

6 Write a formal email about yourself to the school in York. Then write to an English friend about your plan.

- works well with flexible, open-ended writing tasks
- effective in mixed-ability groups
- students agree on a time and set the timer



No need to speak

The issue: sometimes they don't want to speak

What do you think?

Discuss in small groups.

- How many *real* friends can a person have? Is it OK for someone to have just one or two friends?
- Do social media sites make people feel they need more friends? How and why?

After paired tasks:

- Do you ask students to share their thoughts with the class?
- Do your students ever resist?
- Yeah, so do mine. Why do you think that is?
- What do you usually do?



No need to speak

The solution: let them speak, pass, or nominate

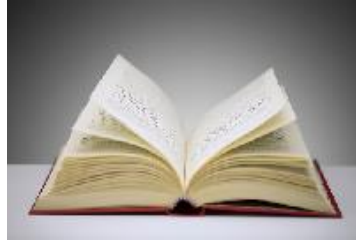
After pair work, give students the option of *not* speaking; instead, they can choose to ***pass*** or ***nominate*** their partner

- builds trust
- is face-saving
- increases confidence
- works well try it and see for yourself

What do you think?

Discuss in small groups.

- How many *real* friends can a person have? Is it OK for someone to have just one or two friends?
- Do social media sites make people feel they need more friends? How and why?



Shaping attitudes and beliefs

A checklist for modelling helpful attitudes

As teachers, we should:

- look beyond language when appraising students
- reinforce effective habits
- be a role model for positive attitudes and beliefs
- be a guide and a warden
- give the students – and ourselves – time to grow better

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edtothemund

Slides here:

legyened.edublogs.org

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