Less (Teaching) Is More (Learning)

@sewilkie @roybps
#blc16 #LisM
Our Morning…

- Welcome
- Group Introductions
- Wiki-walk
- Lego Activity & Discussion
- Airplane Activity & Discussion
- Problem Finding & Solving
- FAILure
- Roles
- Tooling Up to (re)Culture
  - Questioning
  - Answering
- Self-Assessment
- Closing
Less (Teaching) Is More (Learning)!

Make A Friend
*bonus points for complete strangers

BLC 16
@sewilkie @roybps
#blc16 #lism
Dear Me,

Don't forget...

name
school/home address

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Learning to Learn

“FAIL!” to learn

Small Shifts, Big Impact

Learn OutLoud

@sewilkie
Learn OutLoud

Question Fearlessly
Challenge Thoughtfully
Learn Openly
Contribute Generously

@sewilkie
Claim Your Three!

What do you believe… about learning?
1. Take a picture of your learning team
2. Upload to Twitter
3. Add text to share 3 beliefs about learning: “Don’t forget…”
4. Be sure to include the following in your tweet:
   @sewilkie @roybps
   #blc16 #LisM
5. Open https://balancedtech.wikispaces.com
Please build a group of 3…
* bonus points for groups of complete strangers!
Every Hand, Every Mind, Every Voice.
LEGO Challenge

• BUILD
  • use only red and yellow Legos
  • create a duck

• SHARE
  • find a way to share your creations with a wider audience outside of this conference

*bonus points for feedback from your audience
Walk-About

- Compare methods used...
  - How did the other group create their duck?
  - How were your strategies the same? Different?
  - How did they share their work?
  - In what ways were your methods for sharing & soliciting feedback the same? Different?
Challenge

Re-Group:
New team of 3
Bonus points apply!
LEGO CHALLENGE #2

Solve - Each of the six students in Mrs. Reyes' class selected three bricks from the bag. Can you figure out which specific bricks each student chose?

- All six students selected bricks shaped like rectangular prisms.
- No student chose a decorated brick.
- If Colin combined the colors of two of his bricks he'd get the color of his third brick.
- The number of hubs on one of Colin's bricks is twice the number of hubs on one of his other bricks.
- Ashley and Brent selected bricks that are all the same color.
- The sum of the number of hubs on two of Ashley's bricks equals half the number of hubs on her third brick.
- All the students except for Colin chose bricks that are all the same thickness.
- Ethan's bricks can be arranged to form a four by six hub rectangle.
- Darcy and Ethan chose at least one brick with hubs arranged in a square pattern.
- The colors of Francisco's bricks are related to the United States Civil War.
Connect & Compare

- Connect with someone from another group
- Compare methods used
  - How did the other group solve this?
  - Were your strategies the same?
  - Were your solutions?
- Connections to student learning?

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Reflect

What questions did you ask us (Ts), group members or yourselves?

What skills or insights might students gain from this activity?

Degree of open-endedness

Feedback: timing & source
Lego-Challenge

• Creativity
• Problem-Solving
• Group Skills
• Letting go due to limitations
• More than 1 way to do it/more than 1 answer
• “Dear Me…”

https://balancedtech.wikispaces.com/Mini+Challenges
Dear Me,

Don't forget...

My Name
My School Address
Re-Group:

New team of 3

*random stranger bonus points apply!
Airplane Challenge: Design paper airplane that will fly furthest distance.
First Round:

• Each member designs a plane
• Discuss design elements
• Select one model or create a 4th that synthesizes elements of others

Materials:

• 4 sheets of paper

Design a paper airplane that will fly the furthest distance.
All groups to flight deck for testing!
Second Iteration:

- Consider results of your plane & the planes of other groups
- Discuss elements of successful designs
- Select or create a new plane

Materials:

- 1 sheet of paper

Design a paper airplane that will fly the furthest distance.
All groups to flight deck for testing!
Design a paper airplane that will fly the furthest distance.

Third Iteration…?

• Did your plane improve?
• Could you make additional improvements, if you had more time?
• How well did your group do, as a team?
• How were your roles different from those in Lego challenges?
• Discussion Area - wikipage
Airplane Challenge

• Consider iterative process - where is this present in student learning?
• Where & how often is feedback provided? By whom? To what benefit?
• How do you teach teamwork skills?
• “Dear Me…”
# Teamwork Rubric

<table>
<thead>
<tr>
<th>Needs Improvement (0-1)</th>
<th>Satisfactory (2-3)</th>
<th>Excellent (4-5)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often dominates, sits</td>
<td>• Sometimes dominates, sits</td>
<td>• Usually shares the workload</td>
<td></td>
</tr>
<tr>
<td>passively, or gets distracted.</td>
<td>passively, or gets distracted.</td>
<td>equally, encourages others as needed, offers help as needed, and accepts direction from team members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Usually follows role assignments.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Talks most of the time, rarely allowing input from others</td>
<td>• Usually balances talking and listening, though tends a little more to one than the other</td>
<td>• Listens attentively to others ideas, asks questions when needed, offers ideas, and encourages others input</td>
<td></td>
</tr>
<tr>
<td>- Or –</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rarely talks, requiring partner(s) to do most talking</td>
<td>• Able to read and manage their own motivations and behaviors.</td>
<td>• Able to read and manage their own and others' emotions, motivations, and behaviors.</td>
<td></td>
</tr>
<tr>
<td>• Occasionally able to read and manage their own motivations and behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESPRESSO DRINKS

ESPRESSO 2.50
AMERICANO 2.80
MACCHIATO 3.00
CORTADO 3.50
CAPPUCINO 3.70
LATTE 4.00
© LATTE 4.40
MOCHA 4.60
ALMOND MILK .50c

POUR OVER COFFEE

1. COSTA RICA 3.50
   FARM: LOBOS
   REGION: TARRAZÚ
2. ETHIOPIA 4.25
   REGION: YIRGACHEFFE
3. EL SALVADOR 4.00
   FARM: MATAHAPA
   REGION: JUAN HIGUINO
4. COLOMBIA "DECAF" 4.00
   FARM: LOS IDÓLOS
   REGION: HUILA "SUGAR CANE PROGRESS"

RISHI TEA

GREEN BANCHA 2.50
CHINA BREAKFAST 2.50
CHAMOMILE MELBIE 2.50
COCONUT DULONG 2.50
OTHER DRINKS

CHAT LATTE 3.80
HOT CHOCOLATE 4.00
SWEET MATCHA LATTE 5.00

RISHI TEA IS PAINTED 4 DRINKS
Dear Me,

Don’t forget... POST CARD

My Name
My School Address
Are you LEGO Smart?

REFLECT

Think
› What challenges did you/your partners face?
› One per sticky note

Team with Table
› Classify challenges into smaller groups

Share (whole group)
› categories

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Reflect (pt 2)

Think (individually)

- Brainstorm: What challenges do your kids run up against in your class or school that are *not related to content or curriculum*?
- Write down as many as you can, each on a separate sticky note

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Reflect (pt 2b)

**Share** (table team)
- Brainstorm list with your table group

**Classify**
- Combine your lists and sort into smaller groups
- Don’t try to solve any of these now

**Share** (whole group)
- Categories
- Any insights you’ve had while doing this activity?
Problem-Solving Strategies

Browse
› Review the page

Consider
› What other strategies have you tried?
› What other strategies have you seen kids try?

Share
› Post additional strategies in discussion area at the bottom of the page

https://balancedtech.wikispaces.com/Problem-Solving
Student Roles

- Student Roles
- Student Agency
- voice
- choice
- purpose
- ownership

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What happens when they don’t solve the problem?
F.A.I.L.

In pairs, create an acronym for F.A.I.L.

Tweet your acronym using:
#BLC16
#fail2learn
F.A.I.L.

- First Attempt Is Learning
- First Attempt, Iterate and Learn
Mindset, Grit, Iterative Process

What do you notice?
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence is static.</td>
<td>Intelligence can be developed.</td>
</tr>
<tr>
<td>Leads to a desire to <em>look smart</em> and therefore a tendency to</td>
<td>Leads to a desire to <em>learn</em> and therefore a tendency to</td>
</tr>
<tr>
<td>• avoid challenges</td>
<td>• embrace challenges</td>
</tr>
<tr>
<td>• give up easily due to obstacles</td>
<td>• persist despite obstacles</td>
</tr>
<tr>
<td>• see effort as fruitless</td>
<td>• see effort as path to mastery</td>
</tr>
<tr>
<td>• ignore useful feedback</td>
<td>• learn from criticism</td>
</tr>
</tbody>
</table>
FAILure

Mindset

Grit

Iteration
FAILure

How much is too much? How much is not enough?

How else do we get to problem-solving, grit & perseverance?

How do we scaffold it?

When do we let kids stop/quit/move on?
Growing Capacity

Opportunities Over Time
Teacher Role(s)

What is the teachers role during this kind of learning experience?

• Table Brainstorm
• Pick 5-6 roles to share
Student Role(s)

What is the students role during this kind of learning experience?

• Think
• Pair
• Share

What implications does this hold for the #1st5Days?
Dear Me,

Don't forget...

POST CARD

name

school address
Great things never came from comfort zones.

Leaders As Learners: Reflecting on the Process
Sara Wilkie
@sewilkie
sara@novemberlearning.com

Roy McCloud
@roybps
RMcCloud@birmingham.k12.mi.us

BLC16 Session Evaluation

Thank you for completing this evaluation - your opinion is important to us, and guides our planning for future conferences. Please complete only one evaluation per session.

Session Name - Do Not Change
BLC16 has automatically inserted the Presenter/Session.
McCloud_Wilkie_Less (Teac)

How do you rate the presenter's knowledge of his or her topic?

1 2 3 4 5

Very Poor ⭕️ ⭕️ ⭕️ ⭕️ Outstanding

I will be able to apply this material to my work...

1 2 3 4 5

Very Little ⭕️ ⭕️ ⭕️ ⭕️ Absolutely - Very useful

This presentation stretched my thinking.....

1 2 3 4 5

Not at all ⭕️ ⭕️ ⭕️ ⭕️ to the MAX!