



TRANSFORMING LIVES THROUGH LEARNING

Part of
ACTIVATE
LEARNING

Scott Reilly, Joe Wang and Ben Mhishi

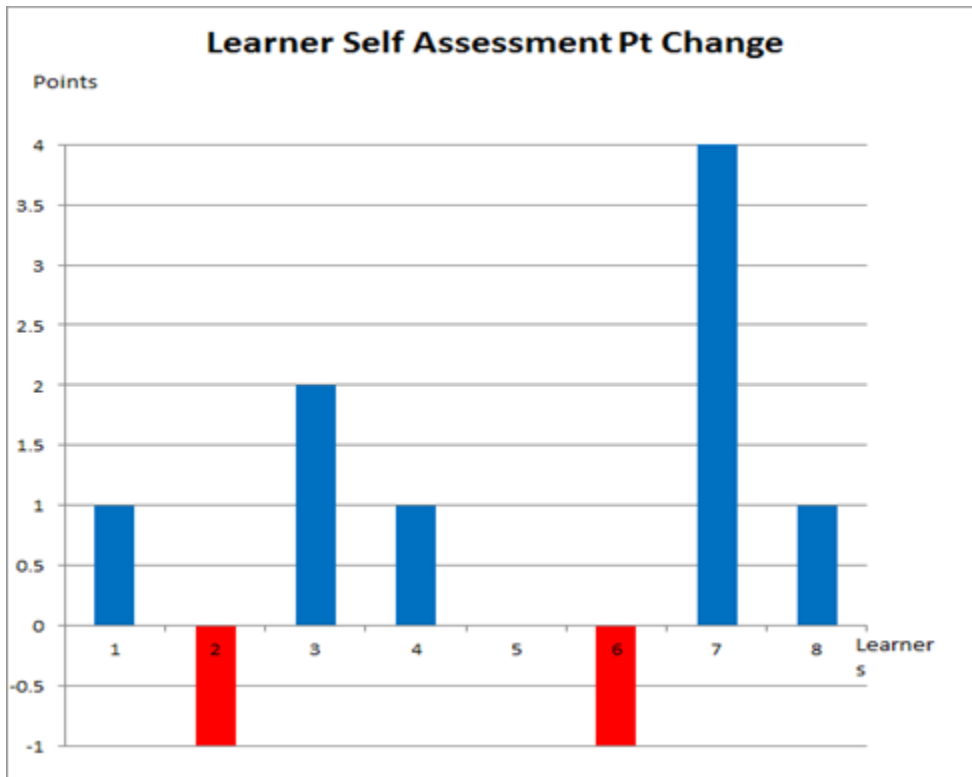


Deliberate practice

"If I teach the concept of self-efficacy/grit, will my learners spend more time deliberately practising difficult mathematical concepts?"

Joe Wang

Impact and reflections



- 1. Change is small**
- 2. Negative change but positive feedback**

Ben Mhishi



Investigating

"Will learners develop an inquisitive, curious and questioning attitude if taught from first principles and thus be able to apply knowledge to new situations?"

Impact and reflections

- Learners understand more if taught the basic or guiding principles
- This approach equipped learners with the core skills required to tackle unfamiliar situations
- Learners less likely to forget so easily when taught from first principles
- Learning became more fun, engaging and challenging



EMPOWERING LEARNERS

Part of
ACTIVATE
LEARNING

Noel Wood, Ian Campbell and Martin Davies

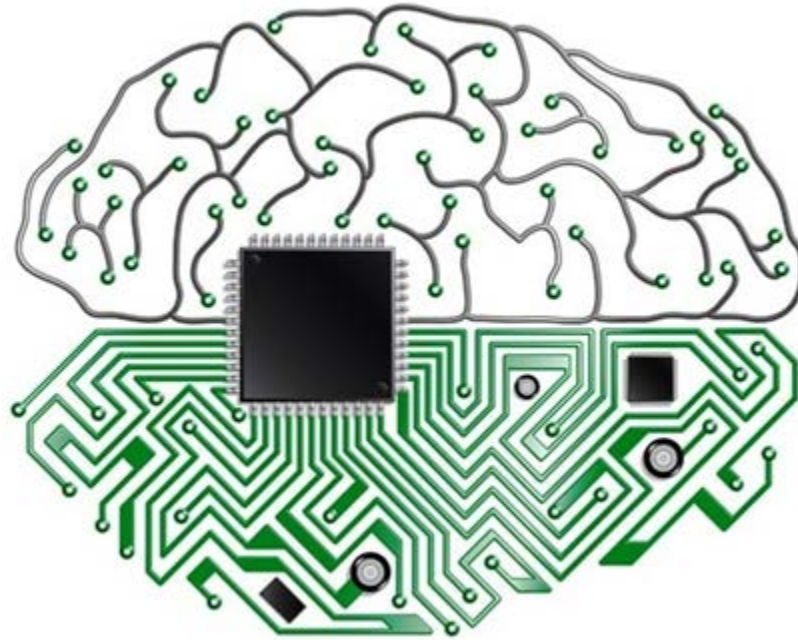
Noel Wood



Creative problem solving

"If I specifically give feedback about five set team working skills to learners, will they work better as part of a team to solve problems creatively?"

Ian Campbell



System thinking:

“If I make use of a range of practical models relating to working electronic circuits, will it help my students to improve their system thinking skills?”

Martin Davies



Visualising:

“If I introduce visualisation skills to learners, will they be prepared to take a chance on being able to think out the box”

OVERALL REFLECTIONS



- Intervention resources need better planning
- Positive impact, however longer research time required
- Greater impact on team's pedagogy than learner's habits of mind at this stage
- Development of evidence gathering tools necessary
- Strong belief that the habits of mind approach will better prepare learners for the real world
- We have enjoyed it immensely