DEVELOPING LEARNING SKILLS & DISPOSITIONS AMONG EARLY YEARS EDUCATORS

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Introduction

- Focusing on what to learn (knowledge) and how to learn (skills) is insufficient to fulfil the aim of enabling students to engage fully in the (life-long) learning process (Hofmann, 2008; L2L Project Research Team, 2010)

- Viewing the learner as a holistic individual, stressing both cognitive and affective processes and focusing on problem solving in relation to real-world tasks (Hoskins and Fredriksson, 2008) is a more effective approach
Managing Your Learning

- Episodes
  1. Discovery and Understanding
  2. Expanding
  3. Paying Attention to relevance
  4. Flow and Winning Arguments
  5. Peer review and Presentation Skills
  6. Performance

- Moodle work
- Café visits
Learning Outcomes

On completion of this module the learner will be able to:

■ Apply a variety of learning skills and strategies that coincide with their learning strengths and preferences.

■ Evaluate their strengths and weaknesses and implement a self-development plan which reflects on the actions needed to further their learning skills and strategies.

■ Demonstrate their reading, writing, note-taking, summarising and time-management skills, displaying evidence of the skills needed to avoid plagiarism and maintain appropriate ethical standards for academic writing.

■ Manage their own learning in a group setting through preparation of a group project and participation in a peer-assessment exercise.

■ Communicate effectively in a variety of modes (i.e. oral and written).
Design of Managing Your Learning

**Strategies for Inclusion**

**Make Inclusion Visible**
- discuss and acknowledge differently developed approaches to learning
- make students aware of your inclusive approach
- encourage student feedback on improving inclusivity

**Provide Time & Space for Deep Learning**
- provide quiet time, provide discussion time, provide catch-up time
- encourage peer discussion
- use one-minute papers

**Help Students Build Concepts and Frameworks**
- use examples that are concrete, relevant and authentic
- provide structure
- tell stories
- encourage active note-taking rather than transcription
- mind maps
- multiple media
- sign-posts, advance organisers, forward and back referencing

**Target Student Performance**
- student self-assessment and peer using rubrics
- clearly indicate what is expected, discuss exam strategies
- encourage checklists, illustration, bullet points and multiple modes in assessment
- encourage students to scaffold their assessment response
METHODOLOGY

Mindsets and Peer-based Activities
Assessment

- Personal Learning Plan
  30% - Week 4
- Written Assignment
  (Peer Reviewed)
  30% - Week 11
- Oral Presentation
  30% - Week 12
- Attend the café
  10% - ongoing

Alternative Assessment Option
WHAT’S YOUR MINDSET?

ACTIVITY: COMPLETE THE MINDSET QUESTIONNAIRE
What Kind of Mindset Do You Have?

**Growth Mindset**
- I can learn anything I want to.
- When I’m frustrated, I persevere.
- I want to challenge myself.
- When I fail, I learn.
- Tell me I try hard.
- If you succeed, I'm inspired.
- My effort and attitude determine everything.

**Fixed Mindset**
- I’m either good at it, or I’m not.
- When I’m frustrated, I give up.
- I don’t like to be challenged.
- When I fail, I’m no good.
- Tell me I’m smart.
- If you succeed, I feel threatened.
- My abilities determine everything.
In your group:

1. Gather each members **Current** understanding of the topic using the Gist exercise (10 mins)

2. Have a group discussion to iron out/clarify any ideas (5 mins)

3. Using problem-solving Steps display a range of arguments that could address the topic **and** The argument that the group feels most strongly addresses the topic
   - Highlight questions that need to be answered (information you don’t have yet) (25 mins)

4. Chart your groups learning journey through the process of reaching the strongest argument (10 mins)

5. Present your arguments and Journey to another group and get feedback (5 mins per group)
Critical friend

Being a critical friend involves supporting your classmates to improve their academic assignments. As a critical friend, you will be asked to read over another student’s work and provide some feedback which you believe will allow them to improve their writing.

As part of the feedback, consider what you think is really good about the draft and what areas might need to be revised and rewritten.
Conversation is key
FINDINGS & IMPLICATIONS
Key Learnings and Future Plans

- Mindset development is possible
- Small groups
- Bespoke approach for each cohort
- Involving students in the module design
- Co-joining assessments
- Review alternative assessment to allow for greater inclusion
Challenges

- Tackling student assumptions about learning
- Logistics
- Linking to other modules