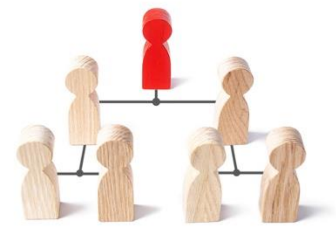
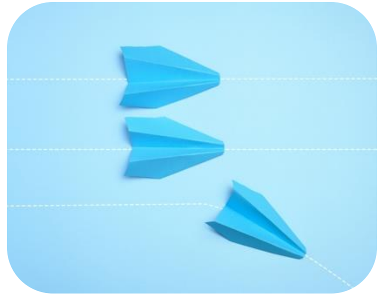

Deal
or
No Deal?

Imagine...

D E A L





Who Am I?

Michael Schroeder

St Peter’s School,

Cambridge

Decisions


CHOOSE YOUR CASE
$ 1
$ 5
$ 10
$ 15
$ 25
$ 50
$ 75
$ 100
$ 200
$ 300
$ 400
$ 500
$ 750
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
$ 1,000
$ 5,000
$ 10,000
$ 25,000
$ 50,000
$ 75,000
$ 100,000
$ 200,000
$ 300,000
$ 400,000
$ 500,000
$ 750,000
$ 1,000,000

This story started with...

"An ordinary Year 11 Music class"

This story started with...

	Off Task	On Task	Engaged
10 mins			✓
20 mins		✓	
30 mins		✓	
40 mins	✓		
50 mins			✓

This story started with...

	Off Task	On Task	Engaged
10 mins		✓	✓
20 mins	✓	✓	
30 mins		✓ ✓	
40 mins	✓ ✓		
50 mins		✓	✓

The Problem Was…

- Engagement varied
- Students were dependent
- Students shifted responsibility

Decisions Needed To Be Made

A Framework For Decision Making

D = Deliberate Practice

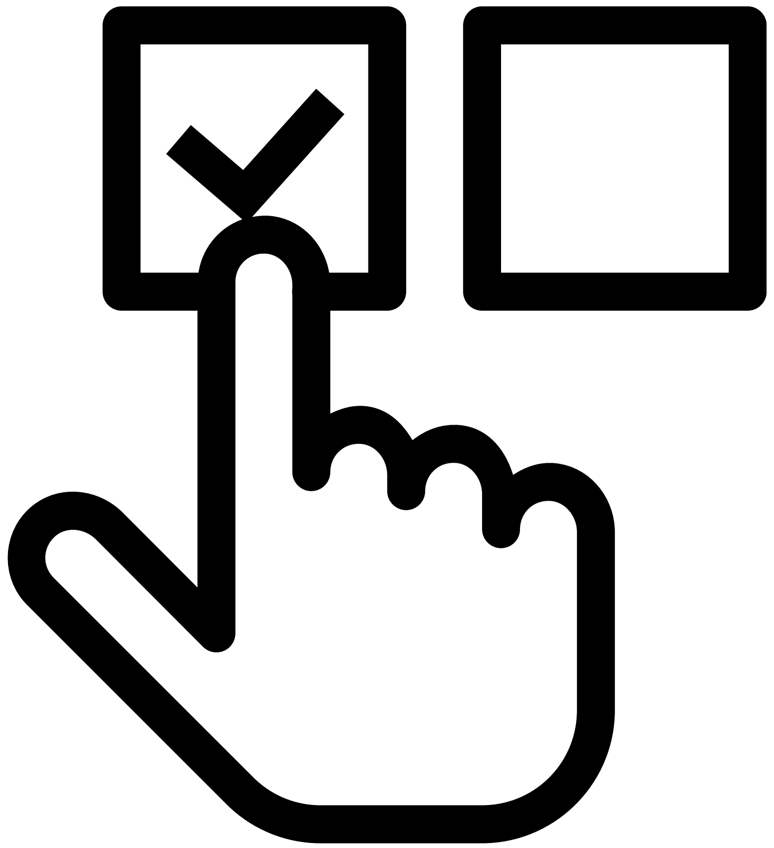
E = Engagement

A = Autonomy

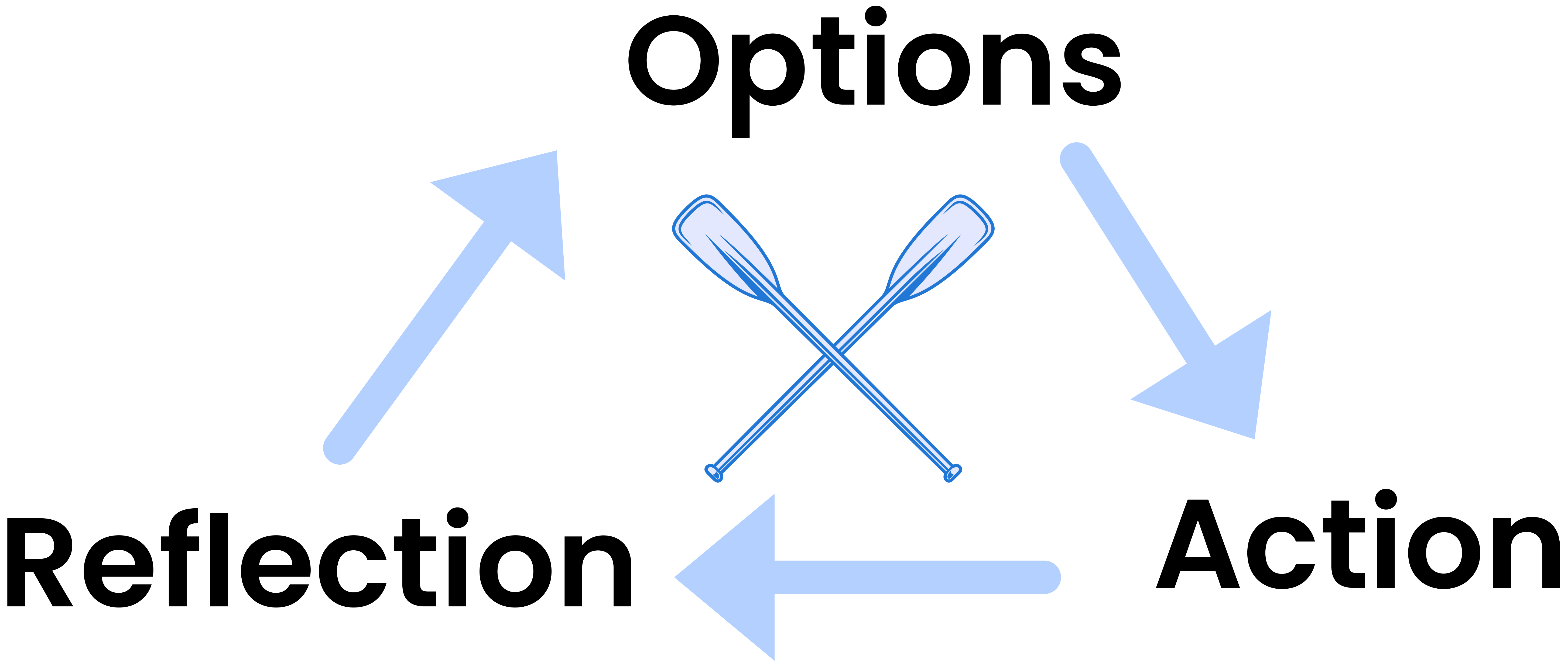
L = Learning

A Framework For Decision Making

D E A L

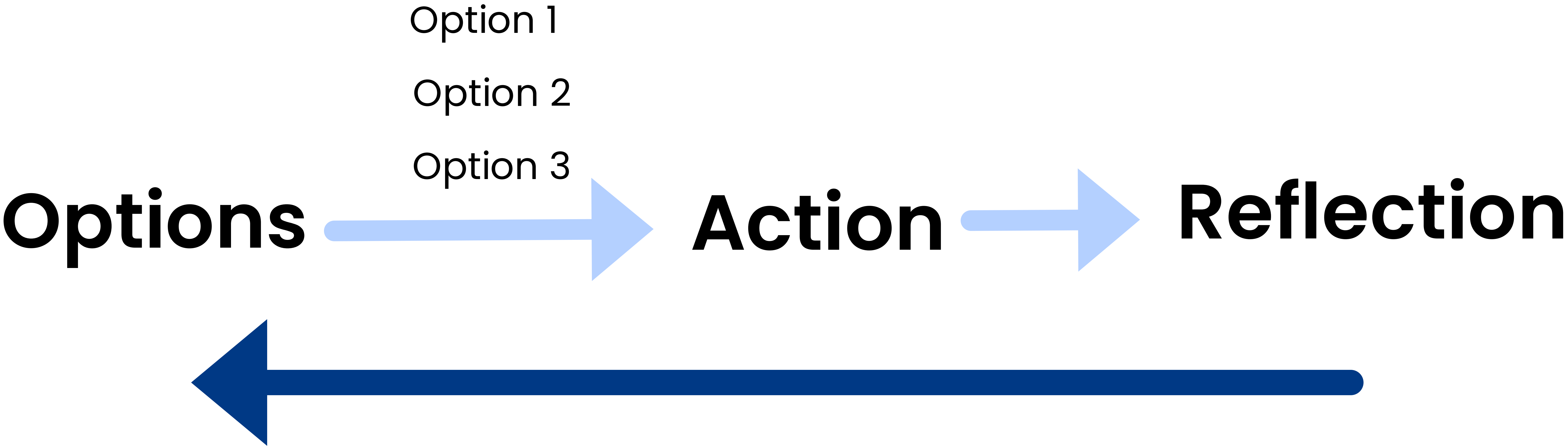


Michael Schroeder **The OAR Cycle**



Michael Schroeder

The OAR Cycle



Consider

- What frameworks do you use for learning?
- How can a framework assist in the decision making process?

DEAL

Deliberate Practice

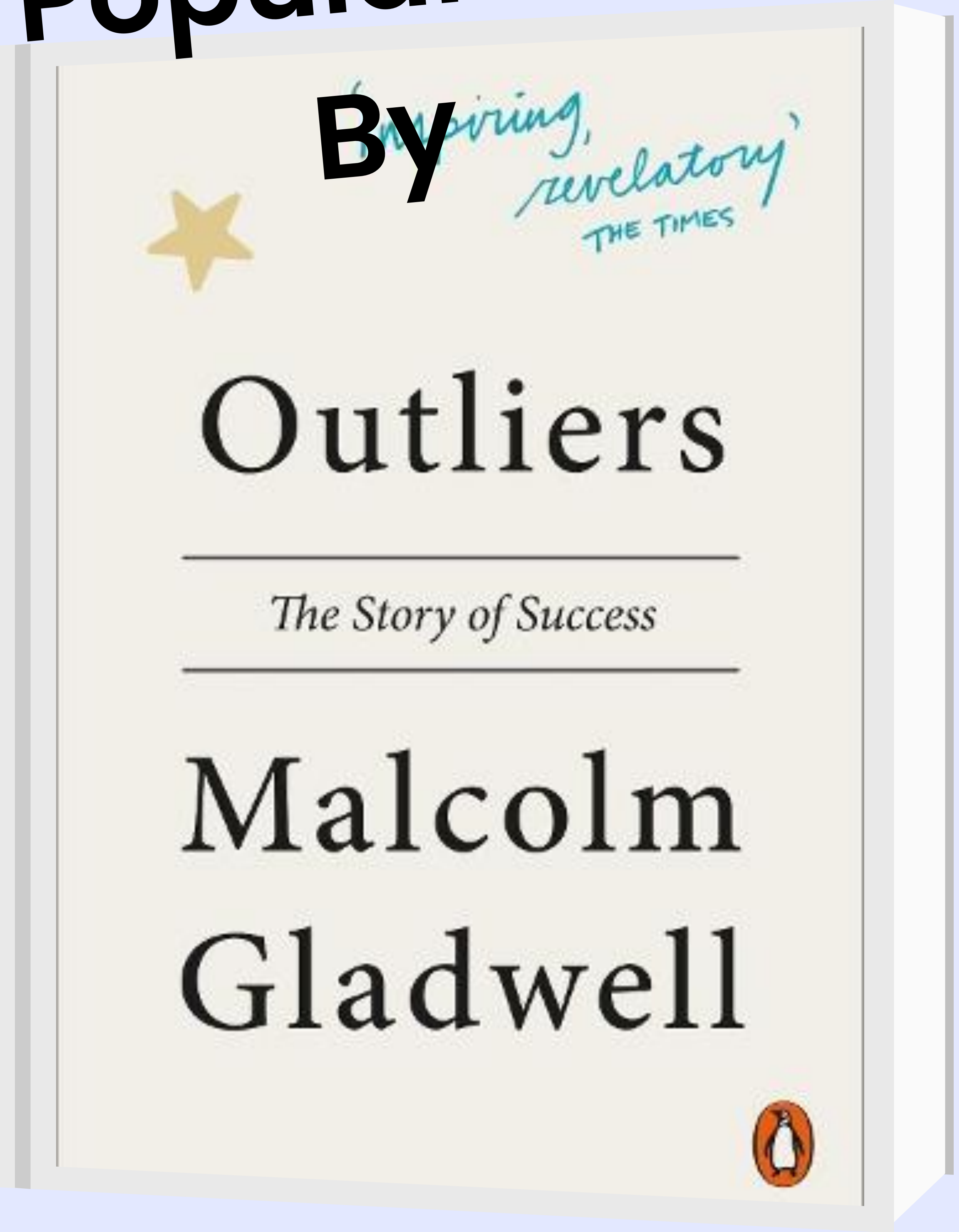
10,000 Hour Rule

Quick Maths

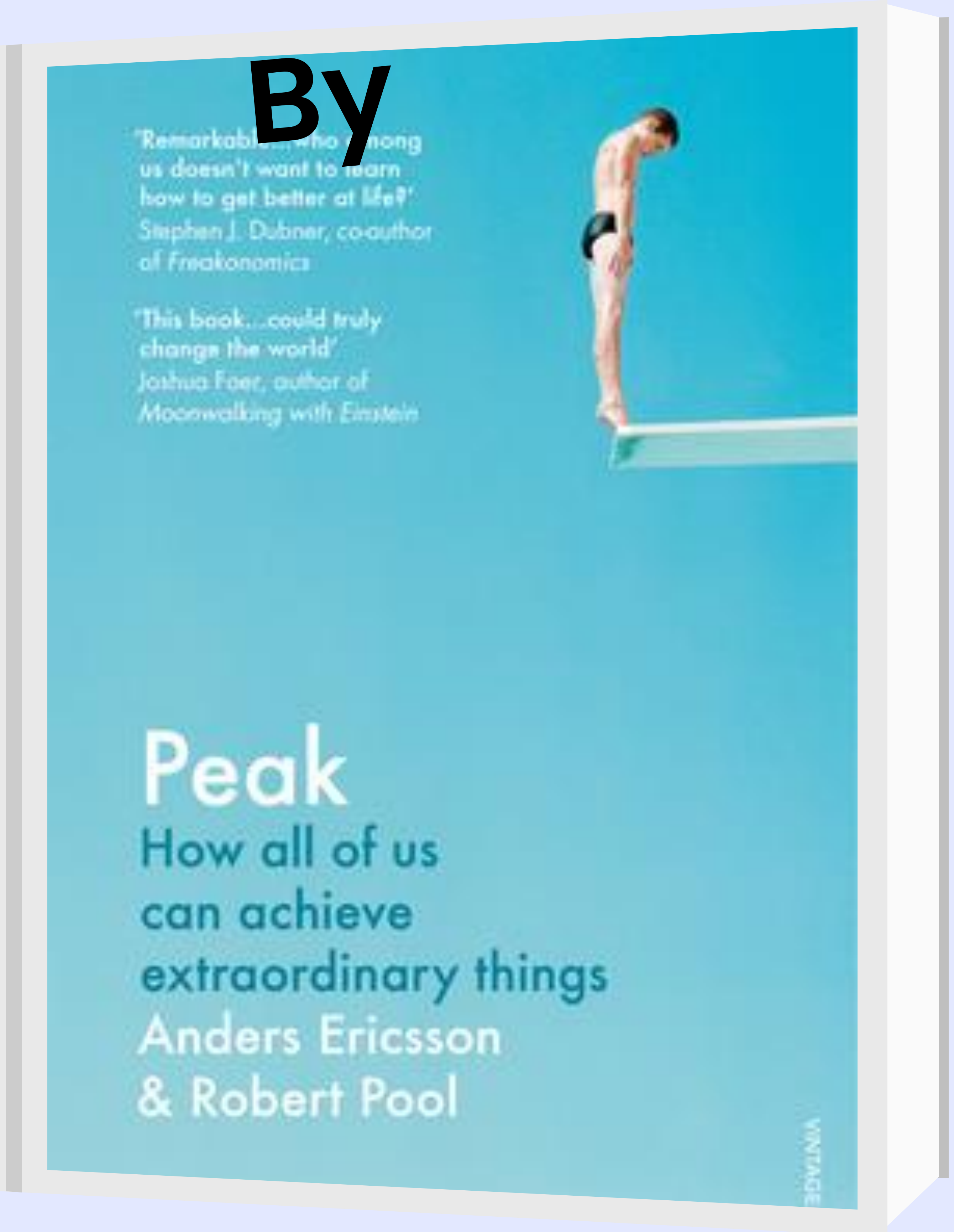
40 weeks @ 20hrs contact time = 800 hrs p/y

10,000 hours / 800 hrs = 12.5 years

Popularised By



Authored By



10,000 Hour Rule

Talent vs Practice

Quantity vs Quality

Definition

Defining Talent

- Inborn Genetic Abilities
- Early Aptitude or Indication
- Previous Experience and Schema Formation
- Working Memory Capacity
- Specific Personality Traits

Naive Practice Package

$0/mo

- Repeated actions
- No specific goals
- No focused attention
- No feedback

Free Plan

Purposeful Practice Package

$49 /mo

- Specific repeated actions
- Defined goals
- Focused attention
- Pushing beyond comfort zone
- Clear plan
- Monitoring progress
- Timed feedback

Standard Plan

Deliberate Practice Package

$199/mo

- Specific repeated actions
- Defined goals
- Focused attention
- Pushing beyond comfort zone
- Clear plan
- Monitoring progress
- **Coaching or mentoring guidance**
- **Immediate feedback**
- **Developed mental representations**

Premium Plan

Deans for Impact

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE

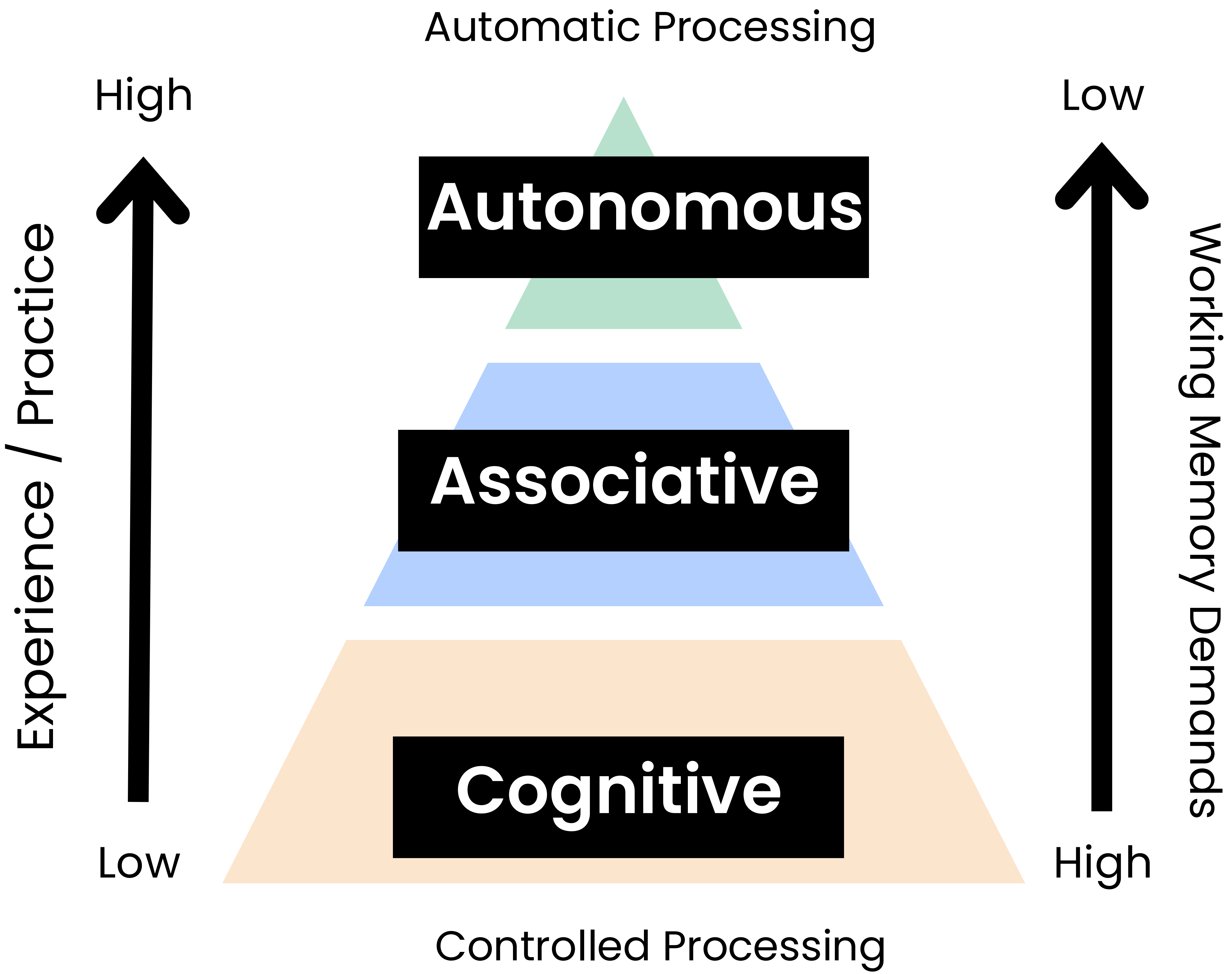
- **PUSH BEYOND** one's comfort zone
- Work toward well-defined, **SPECIFIC GOALS**
- **FOCUS** intently on practice activities
- Receive and respond to **HIGH-QUALITY FEEDBACK**
- Develop a **MENTAL MODEL** of expertise

Mental Representations

Mental Representations

Fitts and Posner

Motor Skill Acquisition Model



Dreyfus Model of Skill Acquisition

St Peter's Poutama for Professional Growth

Emerging

Proficient

Highly Accomplished

Leading

BUT..

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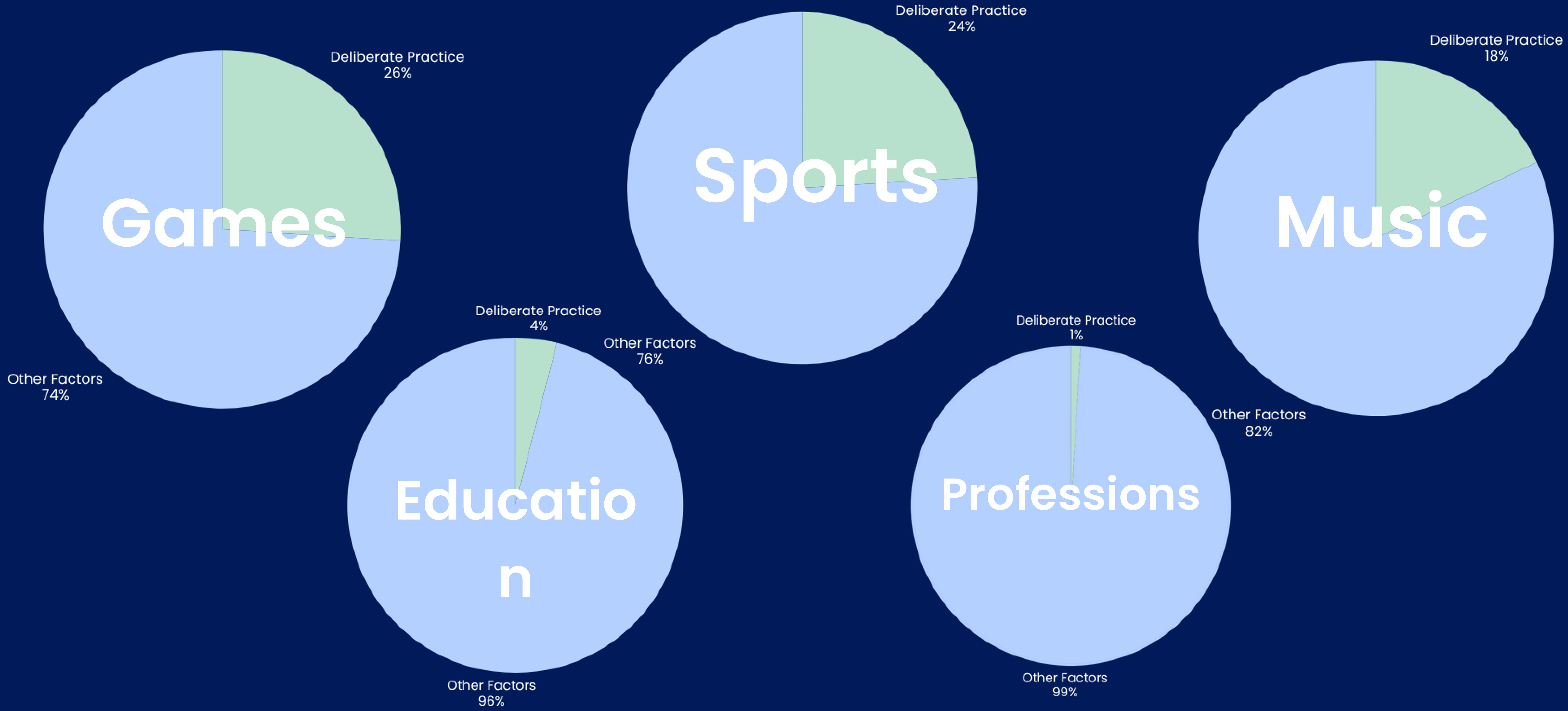
Brooke N. Macnamara
David Z. Hambrick
Frederick L. Oswald

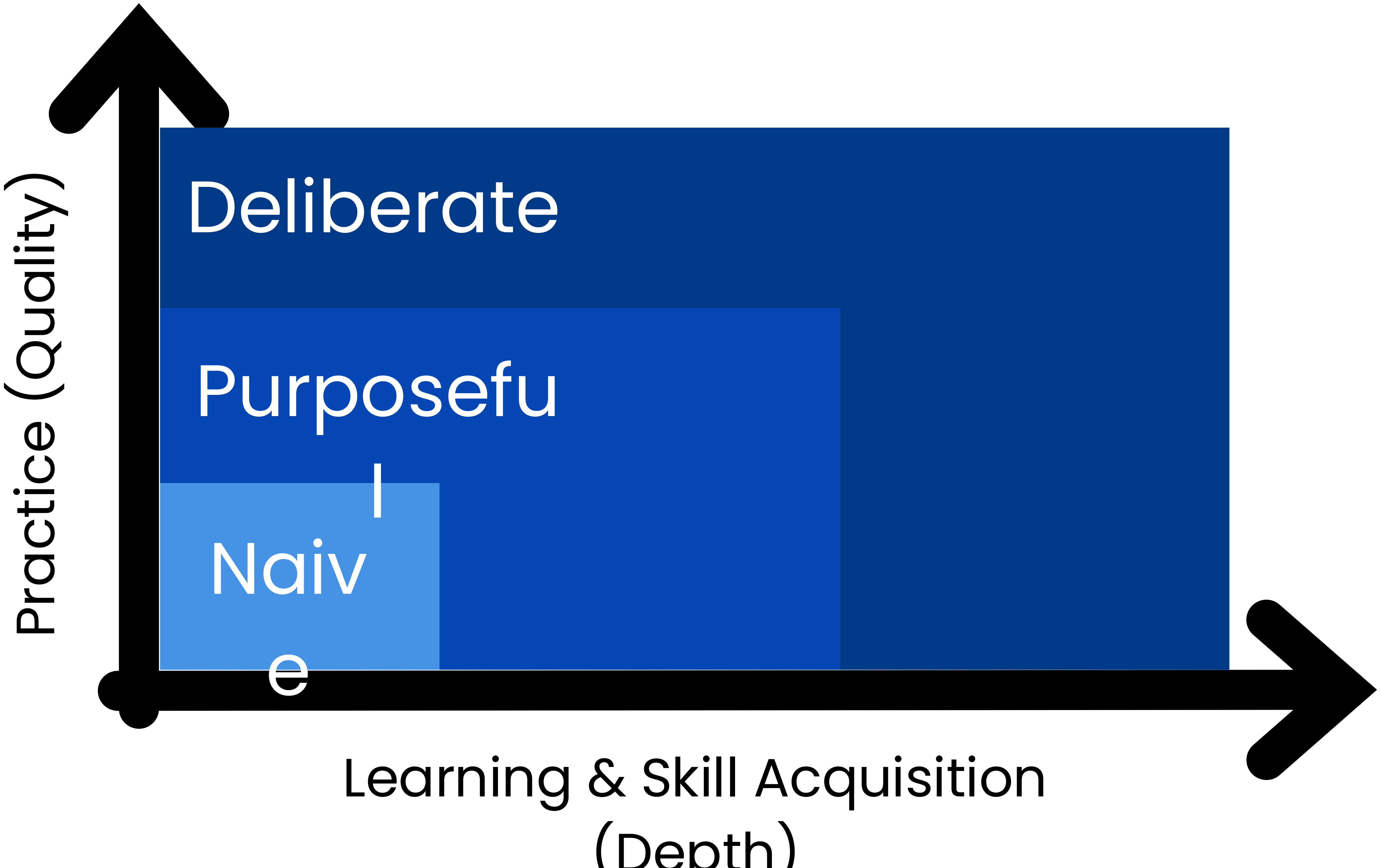
2014

Deliberate Practice and Performance Across Various Domains



Deliberate Practice is best applied in highly structured domains with consistent rules

Definitions



Consider

- What aspects of DP do you see as being important in your practice?

- How would you ensure that you consistently include these in your practice?

DEAL

Engagement

Off Task

On Task

Engaged

Off Task

On Task

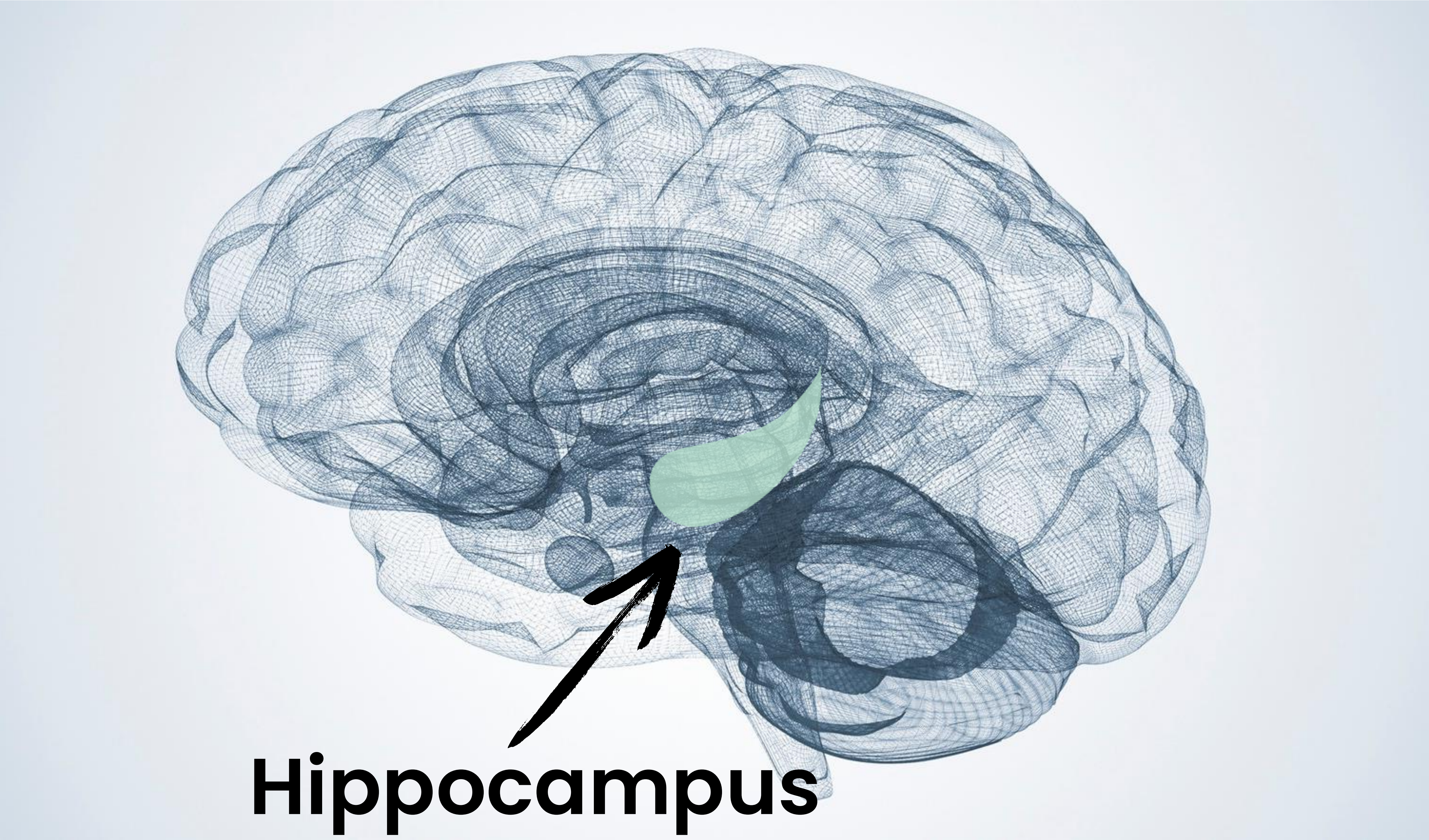
Engaged

Off Task

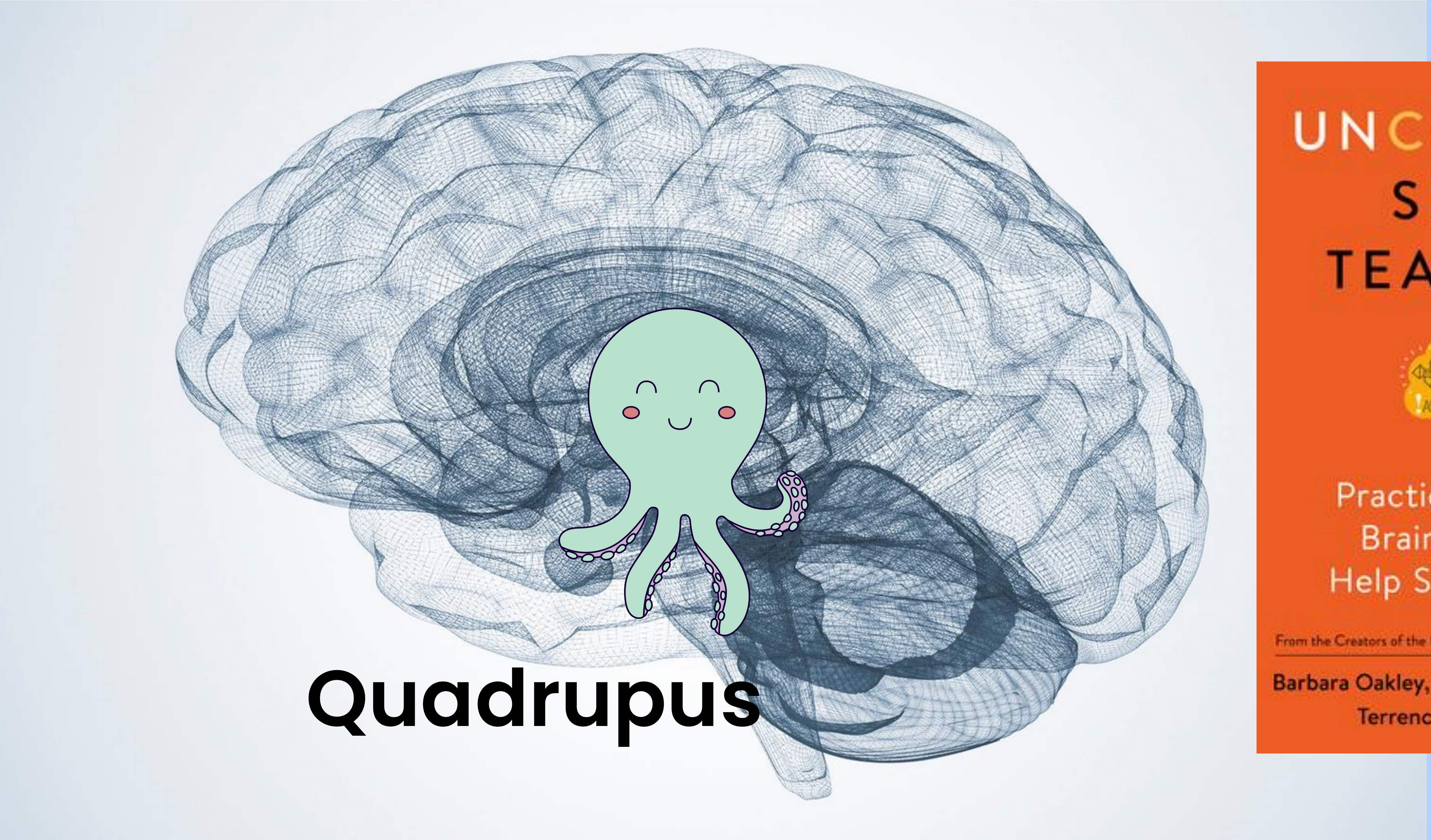
Engaged

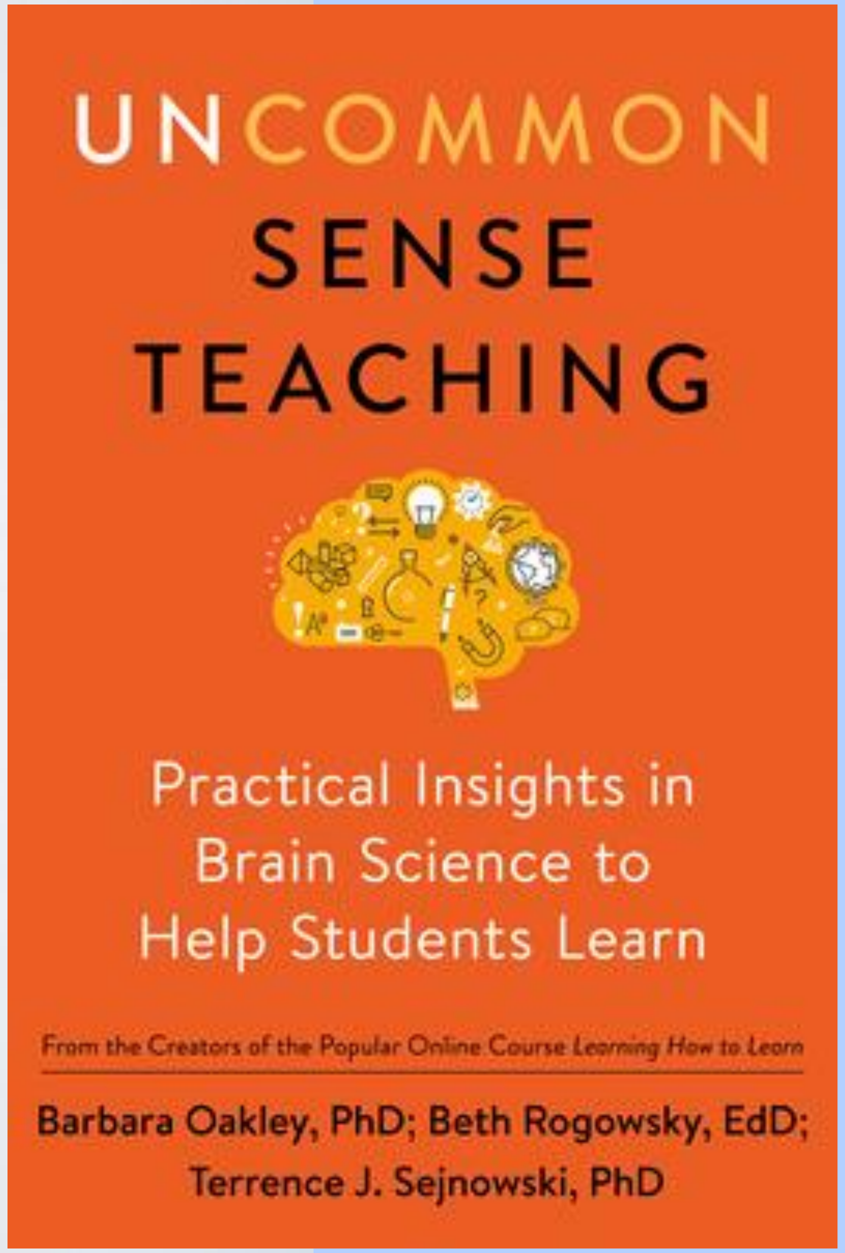
On Task

Working Memory

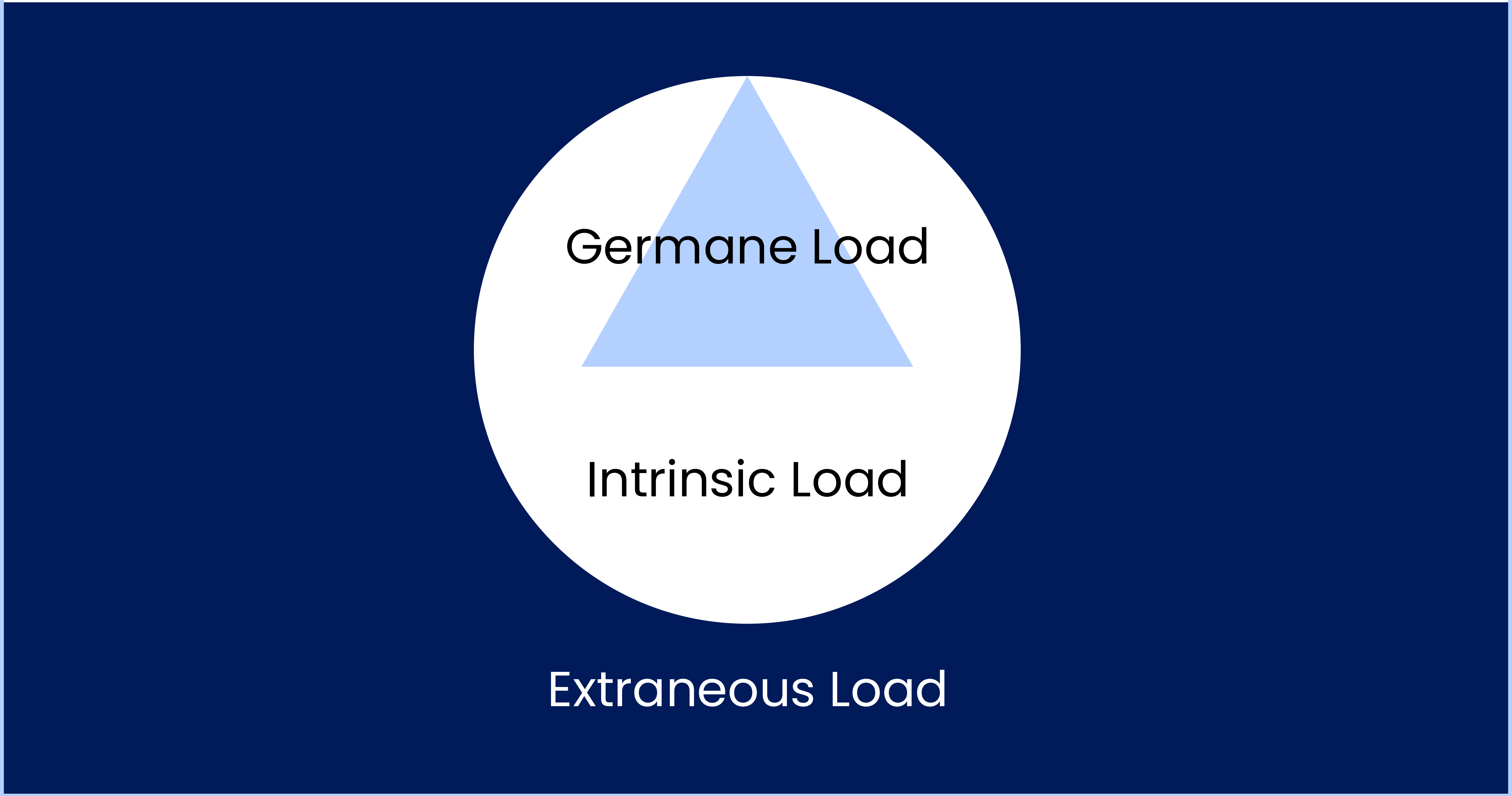


Working Memory





Cognitive Load Theory - John Sweller



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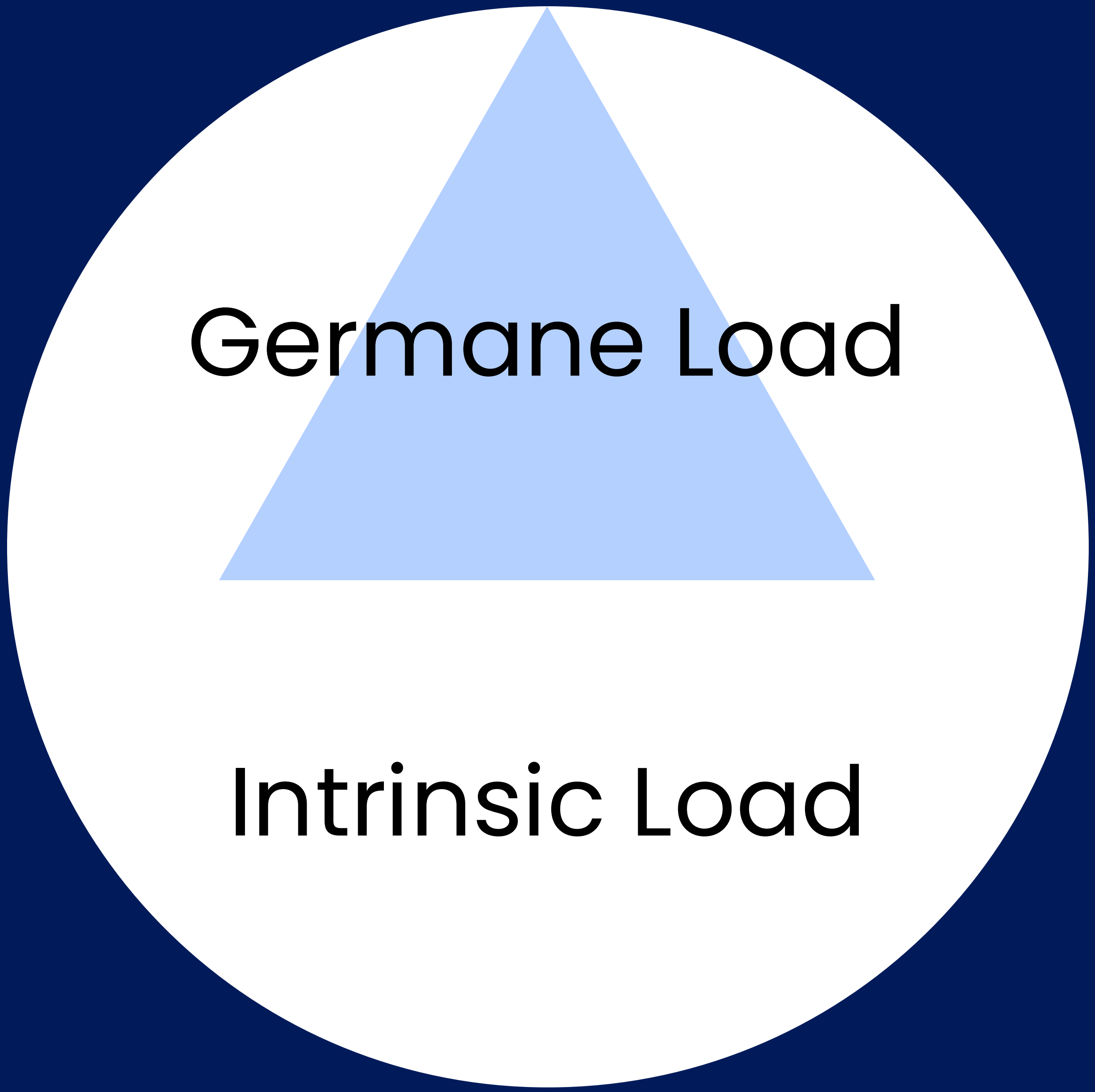

Schema formation and integration of new knowledge with existing

Inherent difficulty of the material

Extraneous Load

Distractions or poor instructions

Motivation

Extrinsic

Rewards

Social Pressure
and Comparison

Competition

Recognition

Fear of Punishment

Power

Deadlines

Intrinsic

Flow

Autonomy

Emotional Fulfilment

Enjoyment

Recognition of Potential

Mastery

Personal Values

Challenge

Curiosity

Recognition of Progress


Extrinsic
Rewards
Social Pressure and Comparison
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Recognition
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Deadlines
Intrinsic
Autonomy
Flow
Emotional Fulfilment
Enjoyment
Recognition of Potential
Mastery
Personal Values
Challenge
Curiosity
Recognition of Progress

Consider

- What are the key aspects of engagement that help to support learning?

- Why is engagement an important factor in learning?

DEAL

Autonomy

What would **you** like to learn?

Malcom Knowles

The Father of Andragogy - Adult Learning

Dependent → Self-Directed

Malcom Knowles Self-Directed Learning

- Self-Concept
- Experience
- Ready to Learn
- Orientation to Learning
- Motivation to Learn

Allen Tough Self-Planned Learning

Stephen Brookfield Critical Thinking

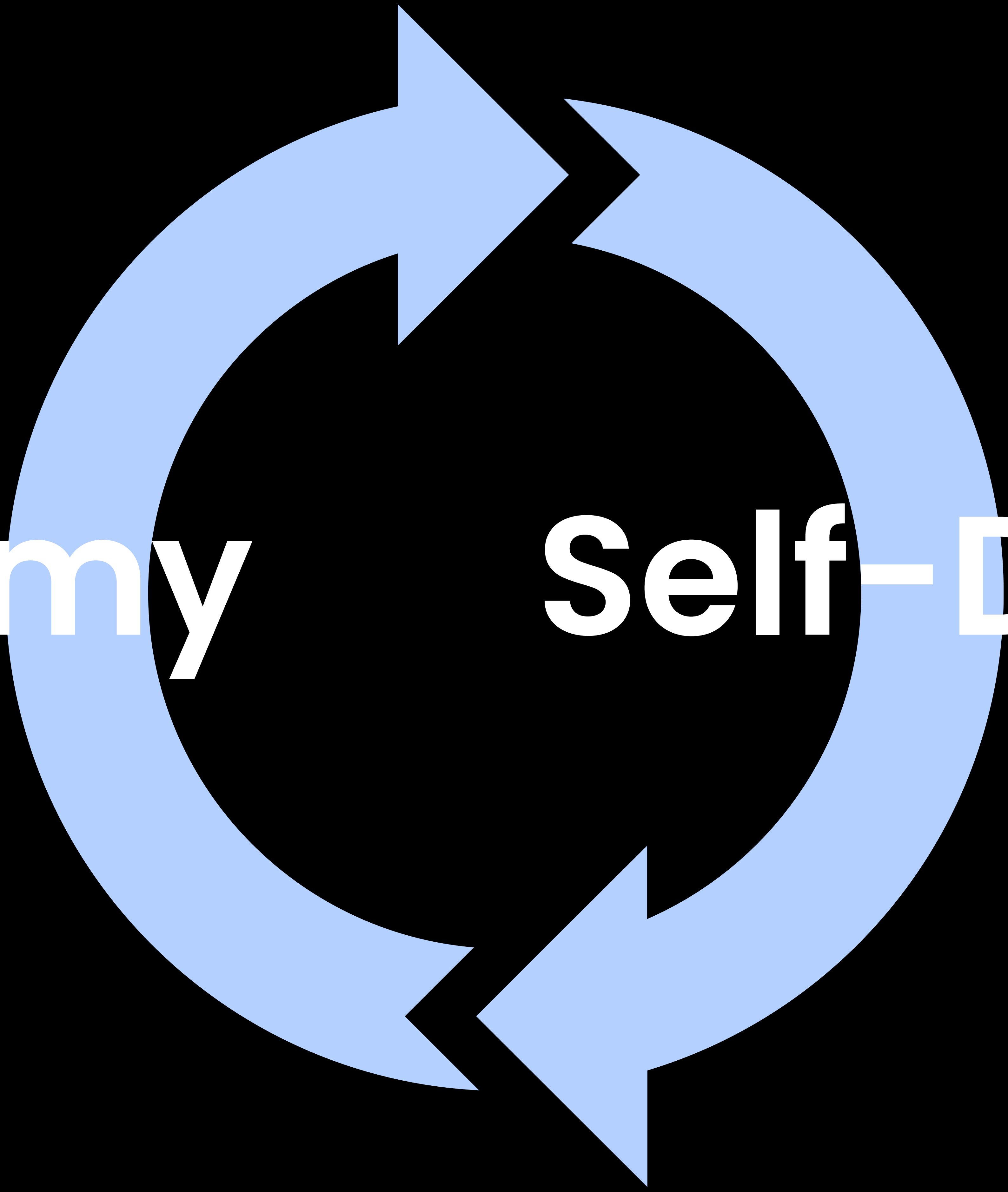
INSTEAD

Not **What** You **Learn**

How You **Think** About The **Learning**

Autonomy

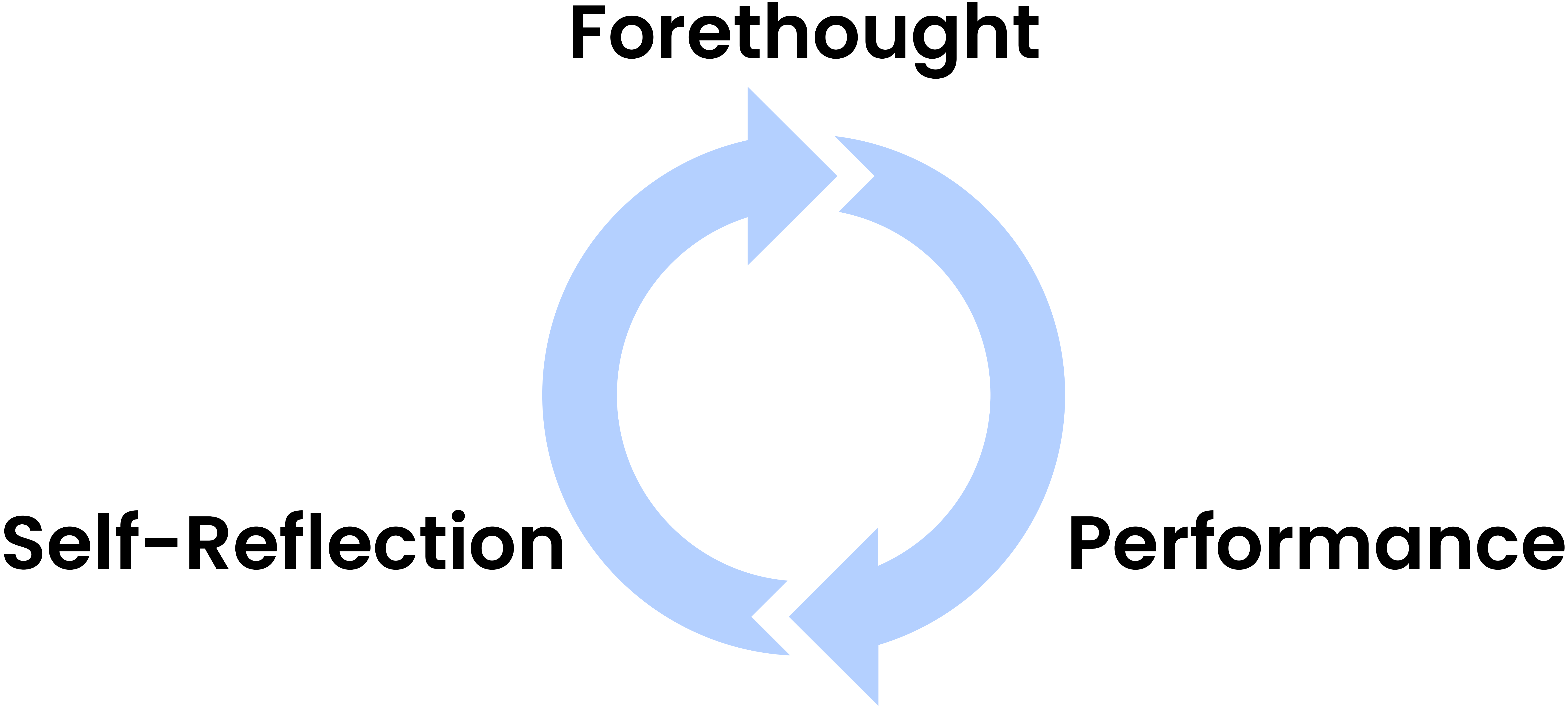
State of Being



Self-Directed

Engaged Practice

Barry J. Zimmerman Self-Regulated Learning



Definition

Autonomy

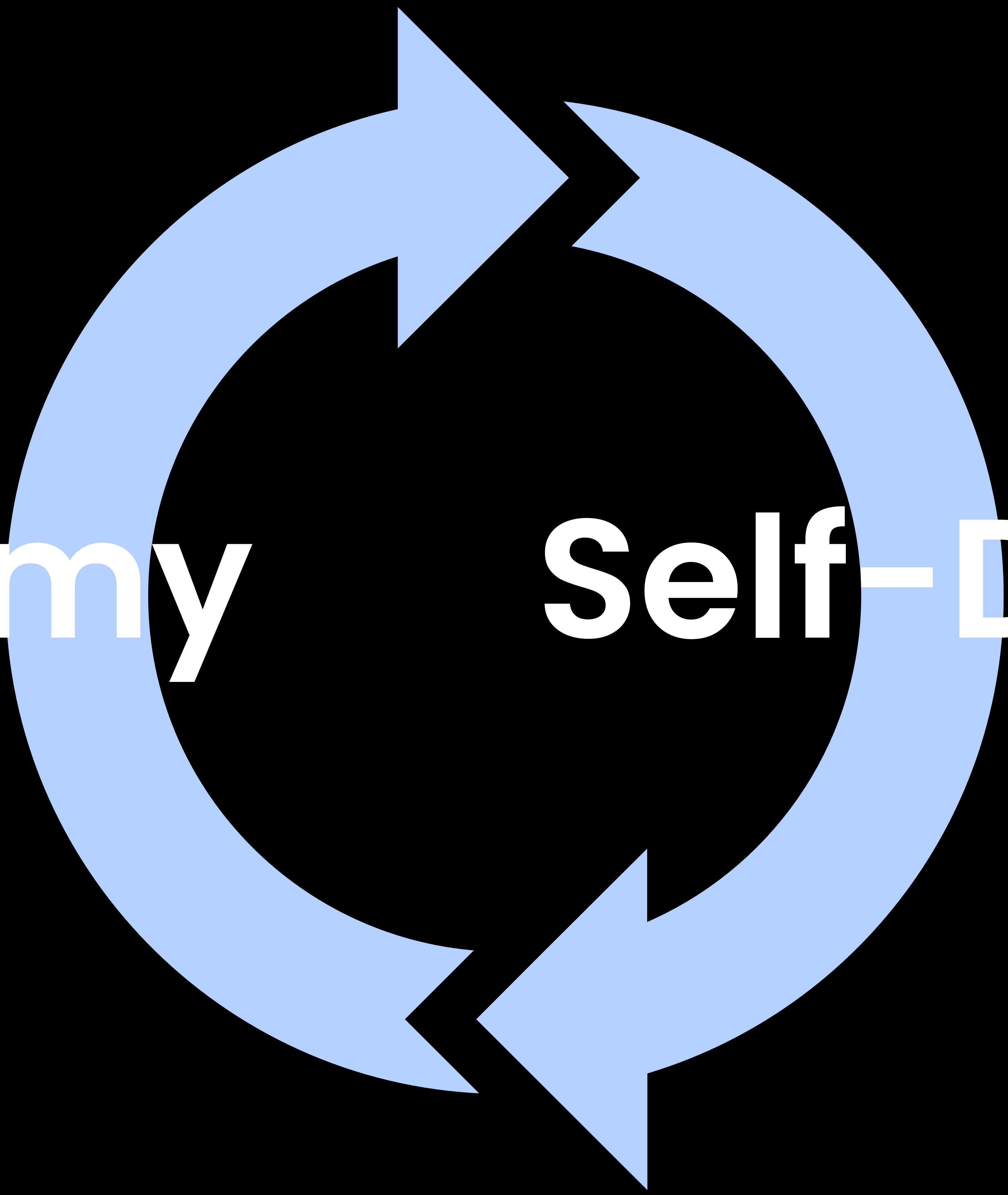
- Independent
- Co-operative
- Collaborative
- Expert Guided

Self-Directed

Michael Fullan Connected Autonomy

Autonomy

State of Being



Self-Directed

Engaged Practice

Consider

- What aspects of self-direction in learning are important to foster?
- How do we support ourselves and others to become more autonomous learners?

DEAL

Learning

Don’t be alarmed…

Inert Knowledge

Memorisation

Recall

Learning

~~Application~~

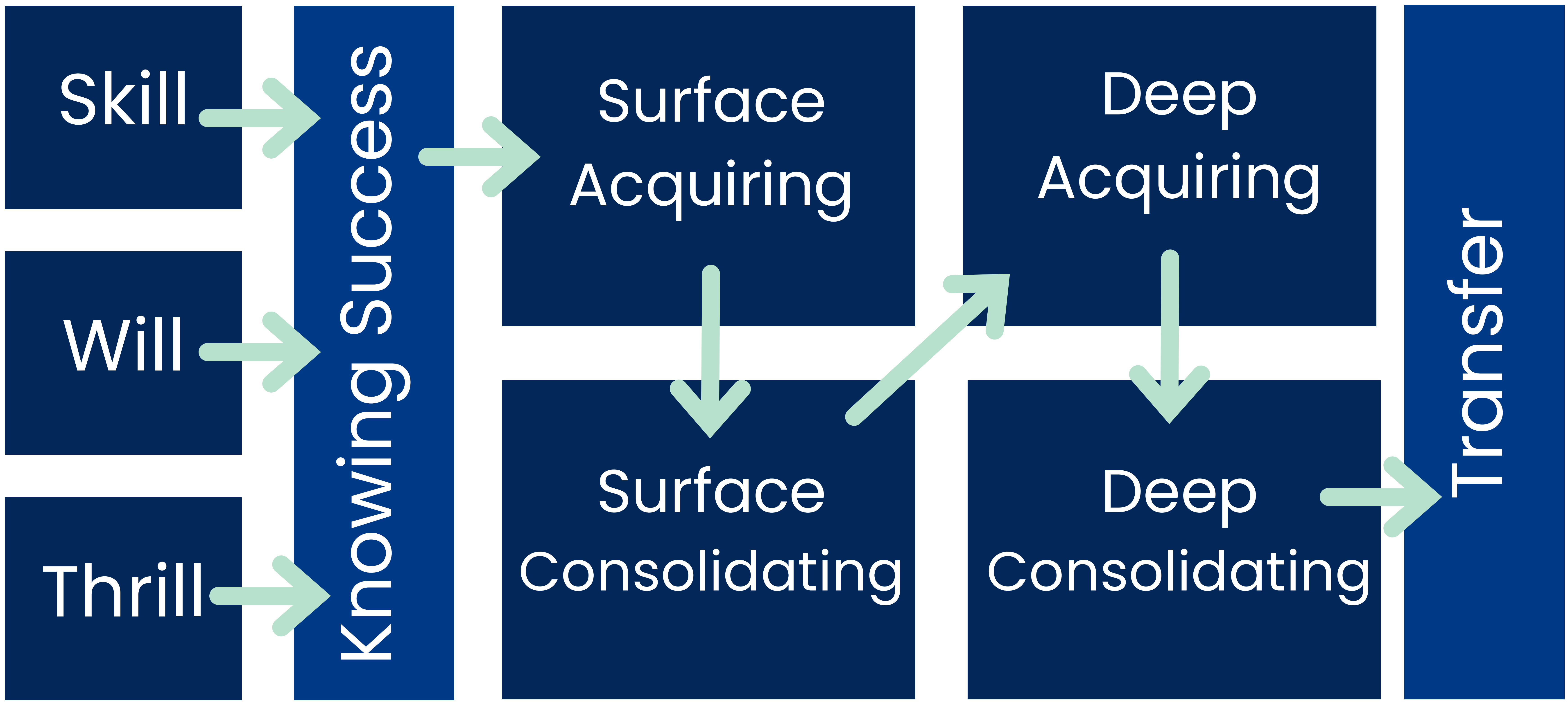
Memorisation	Learning
Quizzing	Questioning

Biggs and Collis SOLO Taxonomy

Quizzing		Questioning	
Identify Name Follow Simple Procedure	List Describe Follow Serial Procedure	Analyse Compare & Contrast Justify Apply	Create Hypothesise Generate Reflect
“**One** relevant piece of information”	“**Multiple** relevant pieces of information”	“**Link multiple** relevant pieces of information ”	“**Connect** ideas to broader principles and novel situations”
Unistructural	**Multistructural**	**Relational**	**Extended Abstract**

Knowing	**Understanding**
Surface	Deep
Recall	Application
Passive	Active

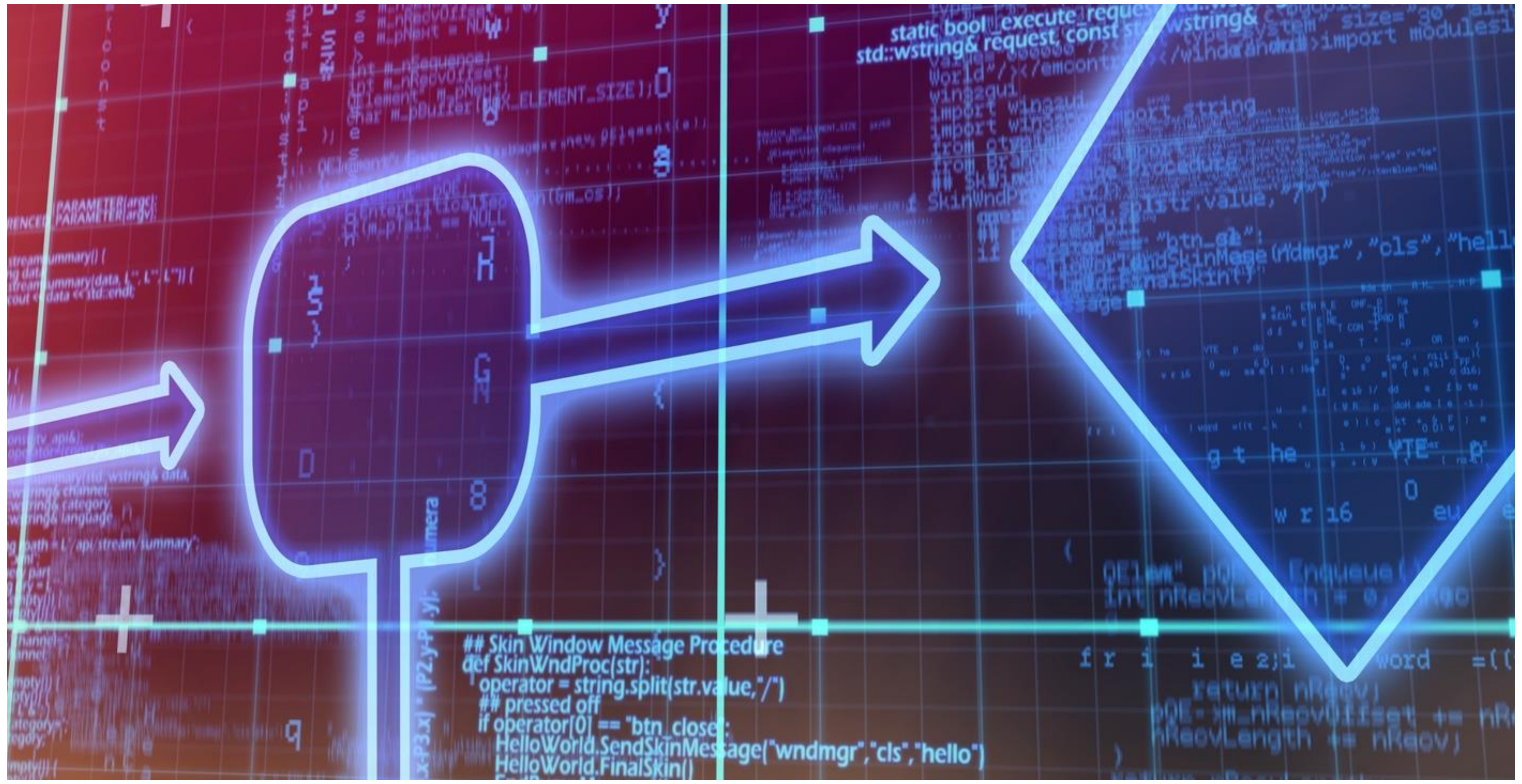
Hattie & Donohue Model of Learning



Sir Frederic Bartlett Schema Theory

Assimilation

Accomodation



Consider

- What are different approaches to learning?
- How does the nature of the learning change depending on this approach?


Deal
or
No Deal?

This story concludes with...

“An ordinary Year 11 Music class”

D = Deliberate Practice

E = Engagement

A = Autonomy

L = Learning


Deal
or
No Deal?