MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Provide options for sustaining effort and persistence

A suggestion for implementing the strategy 'Provide multiple means of Engagement' from the Guide: Universal Design for Learning

Includes:

Overview

Create goals and scaffold challenge

Foster collaboration

Provide mastery-oriented feedback

Reflection questions

Useful resources

Inclusive Education
From
Guide: Universal Design for Learning

Strategy: Provide multiple means of Engagement

Suggestion: Provide options for sustaining effort and persistence

Date
19 May 2024
Link
inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-sustaining-effort-and-persistence

Overview

Explore the 'sustaining effort' guideline.

Recognise which approaches and strategies are already part of your practice.

Take note of anything you hadn't considered before.

Video hosted on Youtube http://youtu.be/1l7lb3lQO5E
Closed Captions

Source:
UDLA LACOE
https://www.youtube.com/channel/UCZMomkDLIkL-sWPoKTt-otQ

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Create goals and scaffold challenge

Whenever possible, involve students in the design of learning objectives, goals and levels of challenge.

Making goals/intentions clear

- Develop clear goals with associated criteria.
- Discuss with students the context, goal, and purpose of learning activities.
- Ensure students understand what the learning goal actually means.
- Display the goal in multiple ways: on the board, a handout, a class website/blog, a poster, in their book, on a Google Doc, or a chart.
- Offer a variety of exemplars where students have expressed understanding of goals in different ways.

Scaffolding challenge

- Offer open inquiry activities with optional built-in supports.
- Offer different degrees of complexity for learning activity.
- Support students with just enough challenge but not too much that they shut down. Tools such as Mathletics allow students to learn new concepts with graduated levels, guided assistance, and scaffolding.

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Foster collaboration

Source:
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Provide mastery-oriented feedback

Emphasise strategies and persistence rather than intelligence.

Give process feedback such as:

- "I see you used the strategy we talked about."
- "Your work has paid off."

Avoid praise feedback such as:

- "You're so smart!"

Further information:

- Read The perils and promises of praise by Carol S. Dweck
- Watch Carol Dweck, "Developing a Growth Mindset"

Reflection questions

In what ways do I support student motivation, effort, and concentration?

Multiple strategies to support student motivation, effort, and concentration (for example, shared goal setting, paper or digital-based scheduling tools; prompts or scaffolds)?

Varying levels of challenge that motivate all students (for example, differentiate the degree of complexity or difficulty, provide alternatives in the tools or scaffolds)?

Flexible opportunities for students to communicate and collaborate (for example, cooperative learning groups, peer interaction)?

Feedback about progress in learning to learn (for example, reflecting on effort and perseverance, use of strategies)?

Useful resources

Top 5 UDL tips for reducing stereotype threat

Five examples of how teachers can create welcoming social and emotional climates that improve learning opportunities for every learner. Developed by CAST.

Publisher: CAST

Visit website

Maximize learning: Keeping students in the zone of proximal development

Dr Erica Warren talks about the importance of keeping students in the zone of proximal development. She offers an overview and practical tips to help in the classroom.

Publisher: Learning Specialist and Teacher Materials

Visit website

The learning to learn principle

New Zealand Curriculum Update 21 draws on evidence of why learning to learn is important. It describes how to foster learning to learn so that students take ownership of their own learning. It considers assessment for learning, self, and peer assessment.

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