

Provide options for sustaining effort and persistence

A suggestion for implementing the strategy 'Support engagement in learning' from the Guide: [Universal Design for Learning](#)

Includes:

- Overview
 - Create goals and scaffold challenge
 - Foster collaboration
 - Provide mastery-oriented feedback
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Overview

An introduction to ways to strengthen students abilities to tackle challenges with focus and determination.

Source: [SOOC \(US\)](#) Closed Captions

Source:
[SOOC \(US\)](#)
<https://www.youtube.com/watch?v=nTwhcroMAaU>



Video hosted on Youtube <http://youtu.be/nTwhcroMAaU>

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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: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

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Collaboration and peer mentoring can be valuable approaches to support sustained engagement.

Discuss with students what works for them and the supports required.

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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"](#)

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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)?

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Useful resources

Top 5 UDL tips for reducing stereotype threat

Publisher: CAST

[Visit website](#)

Maximize learning: Keeping students in the zone of proximal development

Publisher: Learning Specialist and Teacher Materials

[Visit website](#)

The learning to learn principle

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

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