GIFTED GUILD

GATHERINGS

REJECTED!

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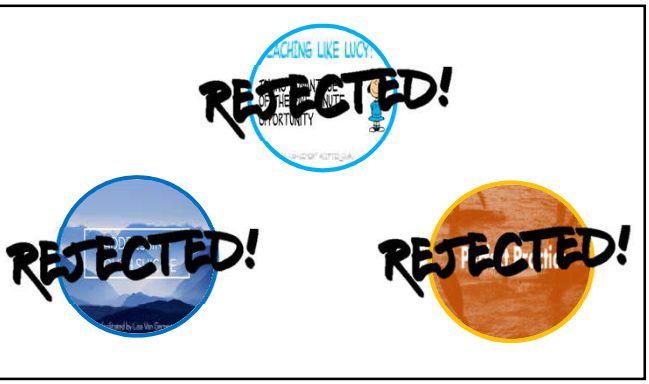


TEACHING LIKE LUCY:

TAKING ADVANTAGE OF THE FIVE-MINUTE OPPORTUNITY

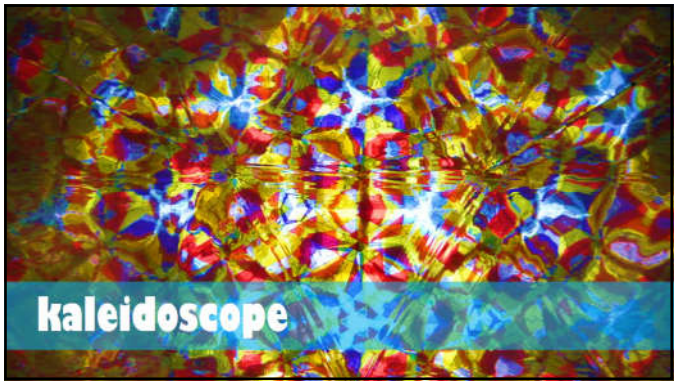
REJECTED!

with Lisa Van Gemert @gifted_guru

FOR TIMES WHEN...

You want to fill your bag o' tricks.

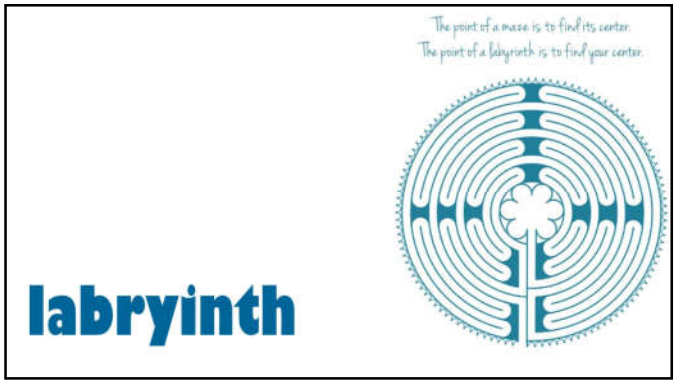
{á la Mary Poppins}

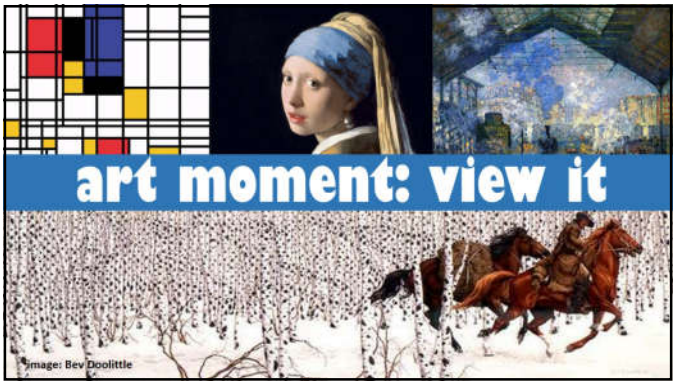

kaleidoscope

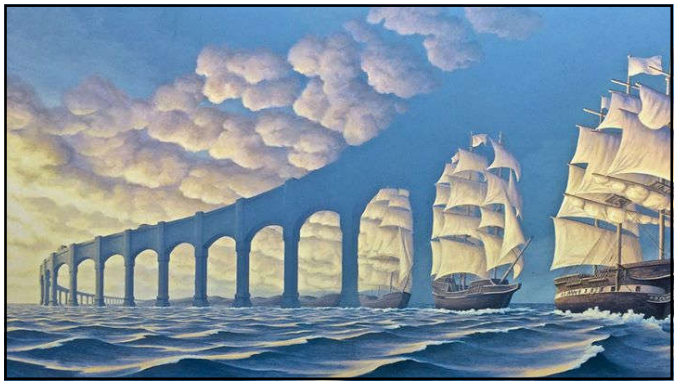
water beads

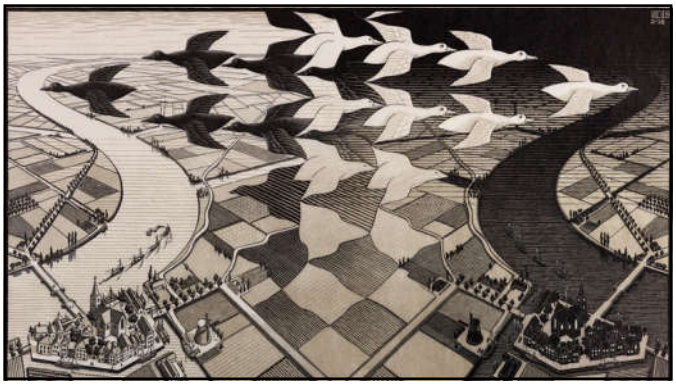
theraputty

shake the calming jar
image: preschoolinspirations.com


The point of a maze is to find its center.
The point of a labyrinth is to find your center.
labryinth

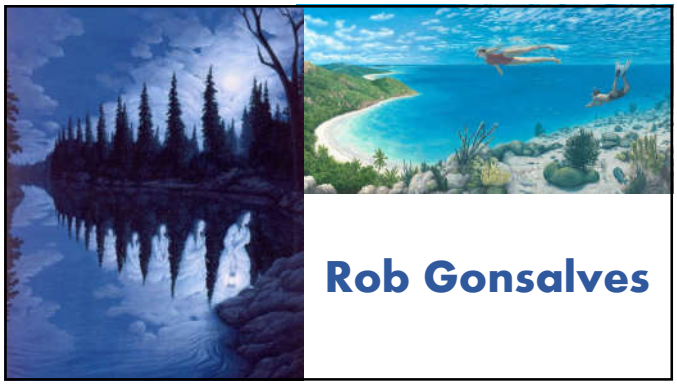

art moment: view it
image: Bev Doolittle

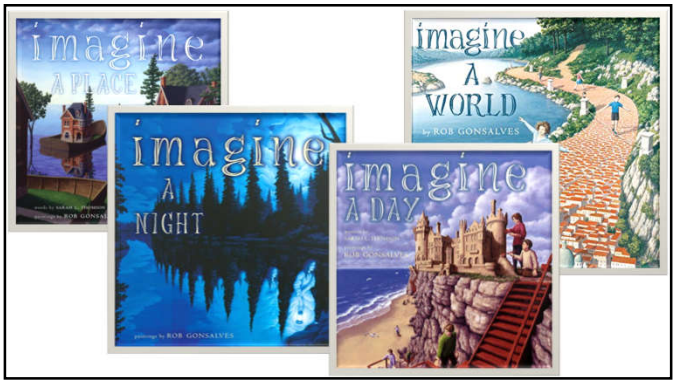


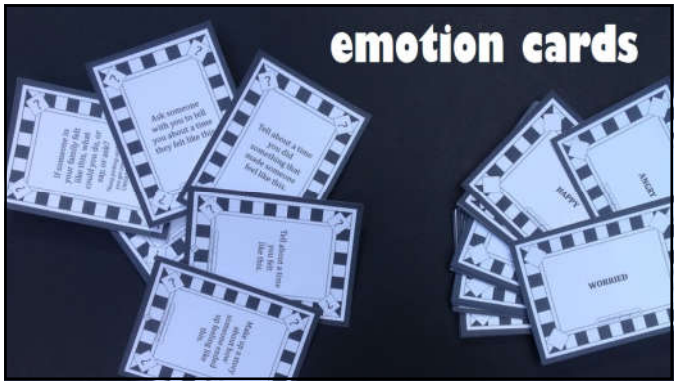


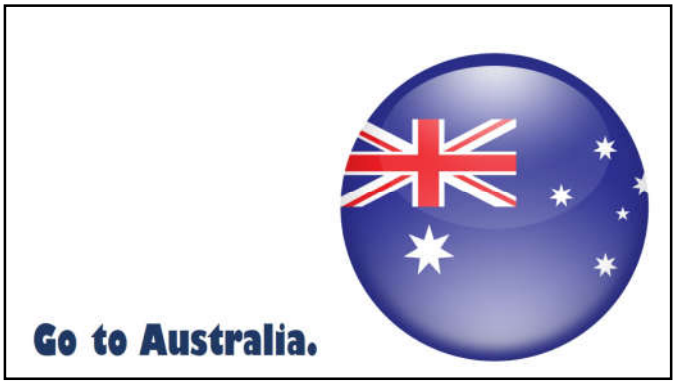
Rene Magritte

Magritte


Rob Gonsalves


imagine
A PLACE
imagine
A
NIGHT
imagine
A DAY
imagine
A
WORLD
by ROB GONSALVES


emotion cards


Go to Australia.

The Logistics

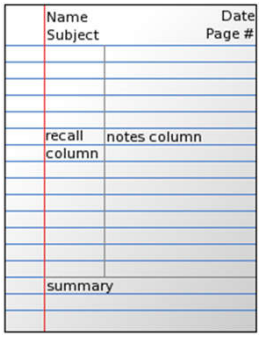
Store

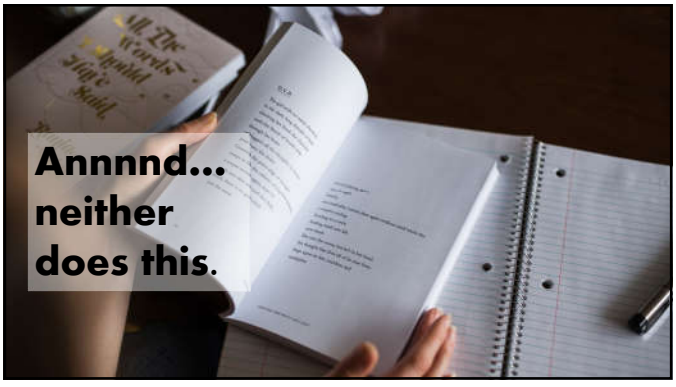
Share

Permit

Premise: The most effective learning strategies are often *counterintuitive*.

Neither does this.





Fluency v. Mastery

Retrieval Practice

Interleaving

1

2

3

Fluency v. Mastery

1

They think they know, but they don't really *know* know.

Gifted kids struggle with this more than typical learners because they arrive at fluency so much *more quickly*.

Retrieval Practice

2

It turns out that it's all about the low-risk *quizzes*.

Constant Review

1

Out of the Brain

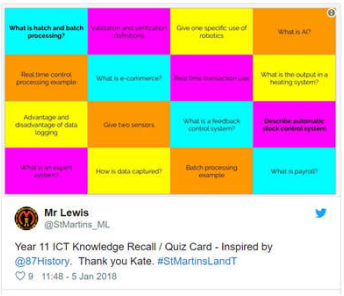
2

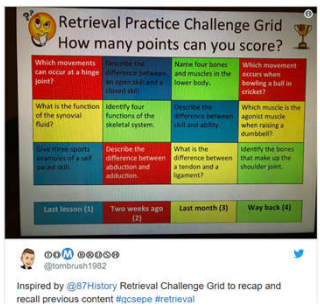
Different Strategies

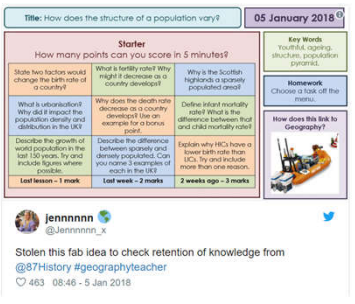
3

Retrieval Practice Challenge Grid

You need to make the tasks require different types of *thinking*, not just be from different *times*.

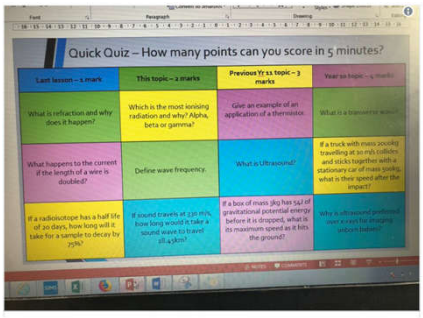






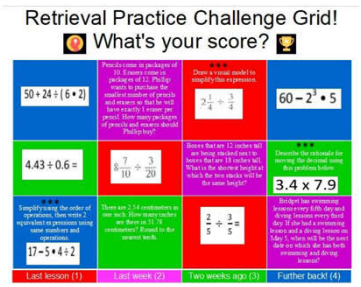
BarIbyHistory
@BarIbyHistory

inks for the idea! pic.twitter.com/QdrqM2BdII



Jo Spencer-Hall
@jolspencer

@87History I adapted it for French instead of a vocab test. Loved it! It gave perspective to what they were recalling and I did it spontaneously rather than it being a night before, cram revision test!



Interleaving

3

(A_1....A_2.....A_3) results in better learning than if the sessions are grouped together into a single session or closely timed sessions ($A_1A_2A_3$).

a problem followed by a different problem type ($A_1B_1C_1B_2C_2A_2C_3A_3B_3$) leads to higher learning gains than if practicing problems grouped by types ($A_1A_2A_3B_1B_2B_3C_1C_2C_3$)

Space how often content/ concepts are reviewed or recalled across weeks and months.

Administer cumulative problem sets and exams throughout the semester.

Review concepts covered in previous class periods/modules at the beginning of each class.

Rearrange the order of practice problems in problem sets and exams as opposed to ordering problems by type.

Mixing up study materials =

notice both the similarities & differences =

better and deeper understanding of the material

Note: use this in practice.

In acquisition, it can cause

confusion

How can you tell if you're doing it?

Are problems arranged so that

consecutive problems cannot be solved

by the *same strategy*?

For example …

grouping *x* terms on one side

versus

factoring

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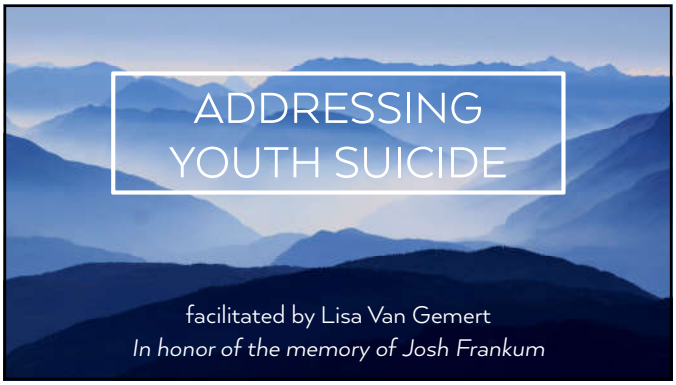
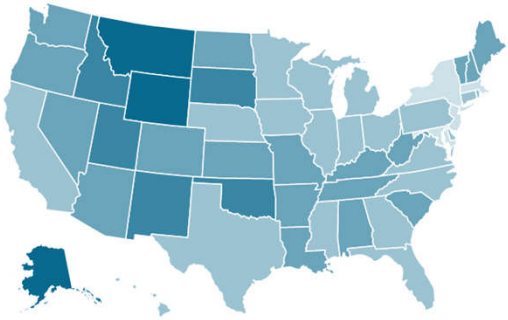


"MORE SUICIDES ARE PREVENTED BY FAMILY MEMBERS, PEERS, CO-WORKERS, FELLOW STUDENTS AND OTHERS THAN BY ANY PROFESSIONAL. THE BIGGEST CHALLENGE IS THE FEAR OF TALKING ABOUT IT."

– GREG HUDNALL, EDUCATOR, EXECUTIVE DIRECTOR, HOPE4UTAH



1 Ideation

2 Attempt

3 Completion

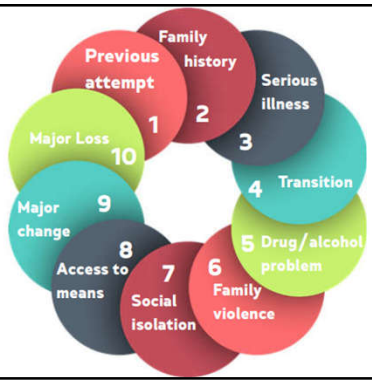
Warning Signs:
person at immediate risk

The 10-part question...

IS PATH WARM?

Risk Factors:
heightened, but not immediate risk

There is no particular order to the risk factors & no magic combo.



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