



## Learner and Teacher Agency

### **Differentiation by Design Workshop 8 (Remote via MS Teams): Reflection, Reading and Research Guide: Learning environment and related affective factors**

**Learning intentions:** Educators will know and understand:

1. The potential of flexible grouping to produce better outcomes for all students.
2. The importance of co-cognitive factors in developing the potential of all learners
3. The application of Neuroscience in education

**Key Words:** Choice, Flexibility, Negotiation

**Date:** Tuesday, November 17, 2020 at 5.00 – 7.00pm

#### **Best references/websites**

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<https://www.cese.nsw.gov.au/publications-filter/revisiting-gifted-education>

#### Agency

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<https://www.janetfarrall.com.au/teacher-resources>

#### Learning Environment / Group work

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<https://blog.innerdrive.co.uk/advantages-disadvantages-group-work>

Lotan, R. (2003, March). *Group-worthy tasks*. Educational Leadership.  
[http://www.ascd.org/publications/educational\\_leadership/mar03/vol60/num06/Group-Worthy\\_Tasks.aspx](http://www.ascd.org/publications/educational_leadership/mar03/vol60/num06/Group-Worthy_Tasks.aspx)

NSW, Department of Education and Communities. (2020) What to differentiate: Differentiating the learning environment  
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### Mindsets

Anderson, J. (2016). *Fixed vs Growth: Two ends of a Mindset continuum*. James Anderson. <https://mindfulbydesign.com/fixed-vs-growth-two-ends-mindset-continuum/>

Livni, E. (2018, June). "Find your passion" is bad advice. Quartz. <https://qz.com/1314088/find-your-passion-is-bad-advice-say-yale-and-stanford-psychologists/>

### Self-efficacy

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Wills, J. (2020). *Thinking protocols for learning*. Hawker Brownlow Education.

### Neuroscience

Cooney Horvath, J. (2019). *Stop talking, start influencing*. Exisle Publishing.

Brown, P., Roediger III, H., & McDaniel, M. (2014). *Make it Stick*. Harvard University Press.

NSW Government. (2017, September). *Cognitive load theory in practice*. Centre for Education Statistics & Evaluation. [https://www.cese.nsw.gov.au/images/stories/PDF/cognitive-load-theory-VR\\_AA3.pdf](https://www.cese.nsw.gov.au/images/stories/PDF/cognitive-load-theory-VR_AA3.pdf)

NSW Government. (2018, November). *Cognitive load theory in practice*. Centre for Education Statistics and Evaluation. <https://www.cese.nsw.gov.au/publications-filter/cognitive-load-theory-research-that-teachers-really-need-to-understand>

### **Essential Questions:**

1. What is your ideal classroom set-up?
2. Why is flexible grouping a crucial factor in effective differentiation?
3. How do co-cognitive factors enhance or inhibit success?
4. Why are continua useful for teachers?
5. Which co-cognitive factors will you choose to work on with your students next year?

J. Farrall, November, 2020