



Session 552 - Gene Brewer & Deb Fetch

**MINDFUL TEACHING FOR BRAIN COMPATIBILITY**

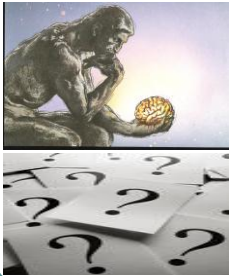
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Presenters:  
Deb Fetch & Dr. Gene Brewer




**Intelligence vs Smart**

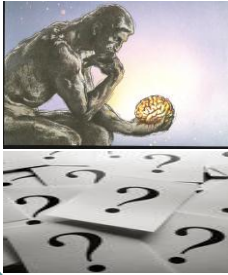


Intelligent or smart ?


Which would you rather be?



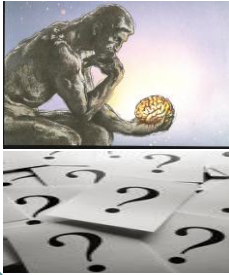
**Intelligence vs Smart**




What's the difference?



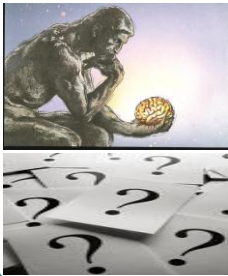
**Intelligence vs Smart**




Which would you rather your students be?



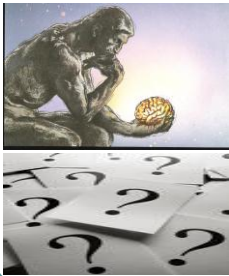
**Intelligence**




Intelligence describes a property of the mind that involves many related capabilities, such as the ability to reason, solve problems, think abstractly, use language, and understand ideas. Some experts teach that intelligence also includes creativity, emotions, and personality.



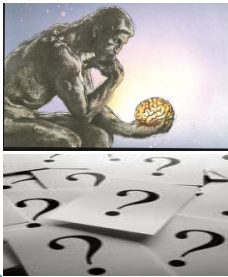
**Smart**



Smart, on the other hand, describes the ability to effectively gather facts, practice in ways that improve performance, and form conclusions to help you achieve a desired goal.



## Smart



Smart is more about using your brain to your advantage than about using your brain to reason.

In other words, being smart is what you do with what you have.

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## Smart Is Self-Taught



Being smart is something everybody can get better at.

Success

"Smart Is Self-Taught."

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## Smart Is Self-Taught



Studying is **deliberate**, not incidental, learning; it is **purposeful**, not random, learning; and it is **autonomous** and **independent**, rather than controlled by an adult.

While some students seem to know instinctively how to learn independently, **most need to be taught both strategies and methods to implement these strategies.**

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Fostering Independent Learning V.S. Harvey &amp; L.A. Chickie-Wolf

## Think back...



When did you learn **how** to study?

Who taught you **how** to study?

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## Obstacles to Learning



One of the biggest obstacles to student success in education is their lack of knowing **how** to study. Children are born ready and willing to learn. However, they are not born knowing how to study.

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## Obstacles to Learning

If you ask most adults **when** or **how** they learned to study, you will usually see a shrug of the shoulders or a state of confusion written all over their face. At that moment, in a state of disbelief, it usually dawns on them that no one taught them "how" to do the most important part of their learning success—study.



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## Obstacles to Learning



They may even wonder how they passed a certain class or even got through school. To a large degree, they feel cheated out of the possibility they could have learned a whole lot more.

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## Good News!

The good news — your students do not need to feel this way!

Mindful teaching for brain compatibility provides a framework for learning that enhances understanding. It not only will help your students understand how their brain thinks and learns, it will guide them in "how" to study and learn in a smarter, long lasting way.



ED

## Smart



*They know enough  
who know how to  
learn!*

*-Henry Brooks Adams*

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## Success



School and learning cannot be something done **to** students.

It needs to be something done **by** students.

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## Expectations and Assumptions



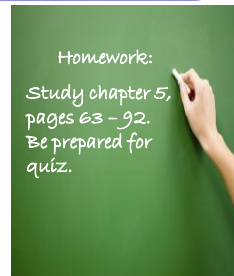
As teachers, we always have the best intentions in mind when it comes to our students.

However, we may not realize that often our expectations and assumptions interfere with the end goal of instruction and impede academic success.

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## Expectations and Assumptions

We make learning inaccessible to students when we tell them to study ... yet no one has taught them *how* to do just that! We assume that by the time students enter middle school and high school, somewhere along the way students developed independently or learned how to study.

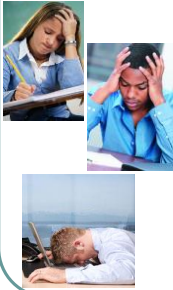


Homework:

Study chapter 5,  
pages 63 - 92.  
Be prepared for  
quiz.

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## Expectations and Assumptions



Unfortunately, most students enter these years knowing how to read and comprehend what they read - but not knowing how to *study*, make connections, and self-monitor their own learning. Students need to do more than just understand what they read in textbooks or hear in lectures. They need to be able to acquire, record, organize, analyze, synthesize, remember, and apply the information.

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## Self-Directed Learners



They need to learn how to be self-directed learners.

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## Self-Directed Learners



Self-directed learners are active, confident, independent, and purposeful learners that are aware of how they *think* and how they *learn*.

They know that *how* they study matters as much as *what* they study.

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## Self-Directed Learners



Self-directed learners make their thinking visible by leaving usable tracks of their thinking along the way as they take control of their own learning.

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## Self-Directed Learning is positively correlated with the following:

- ✓ **Motivation to Learn** — a personal choice to engage in a learning task
- ✓ **Goal Orientation** — ability to make plans and set goals for performance
- ✓ **Self-Efficacy** — a personal judgment of competence
- ✓ **Metacognition** — the capacity to analyze, reflect on and understand their learning process
- ✓ **Self-regulation** — the capacity to adjust and monitor effort without reminders, cues or deadlines from others

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## Smart Is Self-Taught




*Learning is natural, pleasurable, spontaneous to the brain. If that is not true, something is wrong.*


—Richard Restak

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## Smart Is Self-Taught




A student is unlikely to become a self-directed learner without experiencing a teacher, curriculum, or course of study that fosters that development.




## Smart Is Self-Taught




Through your guidance, support, and the use of these seven **MindFrames**, you can develop students' independence and cultivate the habits necessary to study successfully.




## Smart Is Self-Taught



Success in school is strongly linked to the learner's ability to convert what is being taught into content that makes sense.




## Smart Is Self-Taught



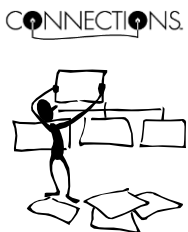
Learning happens best when the student is actively engaged in using prior knowledge and skill to connect, refine, test and monitor understanding.

One of the most important tasks of the teacher is to raise student awareness of their roles in learning.


*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*




## Smart Is Self-Taught




An important rule for helping young people learn is to provide a framework for storing isolated bits of information until they come together in ways that enhance understanding.




## Smart Is Self-Taught



Mindful teaching for brain compatibility does exactly that. It provides a framework for learning that enhances understanding.




## Smart Is Self-Taught




This framework is a step-by-step progression of learning prompts that helps students become more efficient by emphasizing how ideas fit together.

## Smart Is Self-Taught










Mindful teaching is organized into seven interrelated skills. Specific "prompts" draw attention to how the brain learns and makes sense of the world. We refer to these thinking prompts as "MindFrames."

## Smart Is Self-Taught



Combined, these seven MindFrames follow the natural cycle of all learning. Think about learning in this progression:

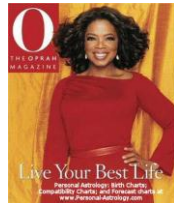
## Smart Is Self-Taught

-  **Preview:** Set the stage for learning
-  **Name:** Draw attention to important differences
-  **Connect:** Group information for ease of learning and memorizing
-  **Recap:** Self-monitor learning progress
-  **Construct:** Use it or lose it
-  **Self-test:** Provide evidence of learning
-  **Reflect:** Take perspective and make learning personal

## A Defining Moment

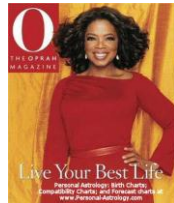
Oprah Winfrey tells the story of what she calls a "defining moment."

When she was in third grade, her teacher complimented her in front of the entire class about a book report she had written. Then the teacher told other teachers what a good job she had done.

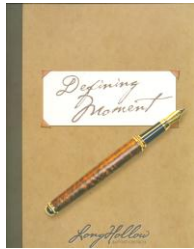


## A Defining Moment

In this, Oprah's "defining moment," she learned that if she worked hard and did well, people would remember and value her.



## A Defining Moment



A "defining moment" is a moment that stands out in your life. It's a moment that has made a positive difference. It's a moment that you would have been sorry to miss. Even more, it's a moment that has reshaped the very person you are.

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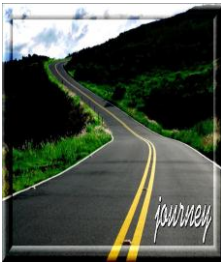
## A Defining Moment

The decision to become a self-directed learner will be a "defining moment" in your students lives.



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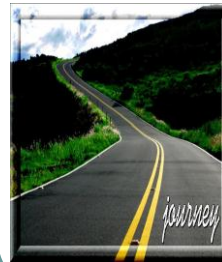
## The MindFrames



The MindFrames are the actual learning journey that helps students take control of their own learning.

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## The MindFrames



It's the journey that will change students from being passive, teacher-dependent students to active, confident, self-directed learners. It is the "defining moment," that will pave the way for successful learning the rest of their lives.

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## The Seven MindFrames

The journey is the step-by step progression of the seven interrelated MindFrames, or learning prompts, which will enable students to take control of their own learning.



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## The Seven MindFrames



-  **Preview:** Set the stage for learning
-  **Name:** Draw attention to important differences
-  **Connect:** Group information for ease of learning and memorizing
-  **Recap:** Self-monitor learning progress
-  **Construct:** Use it or lose it
-  **Self-test:** Provide evidence of learning
-  **Reflect:** Take perspective and make learning personal

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## MindFrame 1: Previewing




**?** Essential Question:  
How can I help students link new learning to what they already know?

**💡** Big Idea:  
**Previewing Sets the Stage for Self-Directed Learning**





## Previewing



Previewing sets the stage for learning. Unfortunately, it is the step most novice learners overlook!

## Previewing






The Previewing Mindframe will help student's direct effort and attention in meaningful ways. Previewing provides a **birds-eye view** of what students are expected to learn, especially those ideas that might be difficult or very important.

## Previewing

When Previewing, students will learn to notice highlights and important **print, graphic,** and **visual** features of the text and learn how to make their thoughts visible by leaving tracks of their thinking along the way.








## Previewing

They will be introduced to the following study tools:

- Previewing Template
- Getting the Gist
- Word Wall



Practice using the Previewing templates with your students and watch them begin to take responsibility for their own learning. Previewing helps learners notice how important what they already know will be to learning new material.

## MindFrame 2: Naming


**?** Essential Question:  
How does paying special attention to differences benefit the learner?

**💡** Big Idea:  
**Learning involves paying special attention to differences**








## Naming




Naming helps learners draw attention to important **differences** in new information to be learned. Important ideas, processes, things, events and people are best remembered by associating a name with **distinct characteristics**. Without a name that describes how something is **unique** it would be nearly impossible to organize and explain our thoughts about a topic.




## Naming





In Mindful teaching for brain compatibility we use a special note taking process for organizing the names of what students need to know. This process is called "Smart Notes."



## MindFrame 3: Connecting

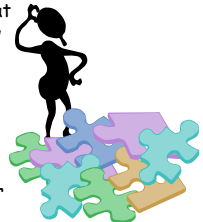

 Essential Question:  
How does looking for how things fit together benefit the learner?

 **Big Idea:**  
**Learning involves looking for how things fit together**




## Connecting


Connecting is the MindFrame that focuses learner attention on how important ideas fit together. If Naming is about differences, Connecting is about similarities. The human brain is especially attentive to patterns. If you teach your students to look for patterns and connections in their study material you are teaching your students to think.

## Connect

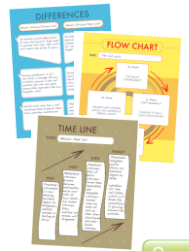



Remember connections are the "glue" of the learning process. Connections lead to greater understanding. Try a few of the connecting templates. You will discover that they give additional specificity to the names you helped your students note in the previous MindFrame.



## Connect

There is no doubt that connecting words and images in ways that "make sense" significantly improve memory power. Once your students experiences the power of the Connecting MindFrame you will be pleasantly surprised at how expert they will become at seeing subtle, yet important patterns in information to be learned.

## MindFrame 4: Recapping



Essential Question:

How does meaningful learning happen?



**Big Idea:**

Meaningful Learning happens in stages



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## Recapping



Learning and understanding rarely happen in any one instance; nor do they result from cramming. Meaningful learning happens in stages. Learning that "sticks" always involves a progression of steps. The Recapping MindFrame is all about helping students take responsibility for their own learning progress.



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## Recapping

By helping students monitor how well they are doing in the early stages of learning you can avoid the disastrous depletion of confidence that results when learners move on to new, more complex ideas before they are ready. This is why we call Recapping the "Go-NO-Go" MindFrame.



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## Recapping



All learners need some form of proof that they have learned what has been taught before moving on. They need feedback on how they are doing. The I KNOW/I NEED TO STUDY template is priceless. Have students complete this template periodically and then ask them to describe evidence of their conclusions.



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## MindFrame 5: Constructing



Essential Question:

How do students make learning their own?



**Big Idea:**

Taking learning beyond the textbook to make it your own



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## Constructing

The Constructing MindFrame involves re-arranging and manipulating information previously entered into the Mindful teaching system. This is why we call it constructing. It is where the action is.



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## Constructing

During the Constructing MindFrame learners are encouraged to use a problem-solving approach to learning. Armed with Previewing, Naming, Connecting and Recapping perspectives, learning now shifts to "making sense" of how all of this fits into an organized representation of what the learner knows and can do.



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## Constructing



The Constructing MindFrame summarizes all that has gone before it. It involves a major shift from taking information in to putting information out.



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## Constructing

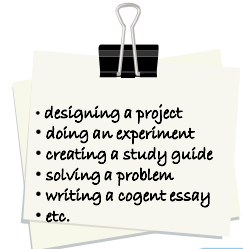
Constructing also challenges the learner to produce evidence of understanding. Constructing is the "Use it or lose it" stage of learning.



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## Constructing

During the Constructing MindFrame learners move from knowing to understanding via what they can do! It involves actions. You can help here by making suggestions for consolidating learning and re-presenting it in a concise framework for studying.



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## MindFrame 6: Self-Testing



Essential Question:

How do you know you have learned what you think you learned?



**Big Idea:**

Self-testing helps fears before a test - and makes you proud after the test!



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## Self-Testing



The Self-Testing MindFrame is a test rehearsal learning experience. It is designed to reduce the fear and anxiety that often accompanies a big test. Use Self-Testing to better prepare students for the often dreaded test events.





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## MindFrame 7: Reflecting

**?** Essential Question:  
How is learning internalized and transformed into continuous learning?



**💡** Big Idea:  
Reflecting puts things in perspective. It leaves you changed!


## Reflecting

### Looking Backward, Looking Forward


The Reflecting MindFrame encourages learners to "double back" and think about their own thinking. It is an incredibly important step in the learning process.

## Reflecting





Reflecting brings learning to completion by putting learners in a position to take advantage of learning in ways that provide deep and lasting memories of having risked something difficult and succeeded.



## Reflecting

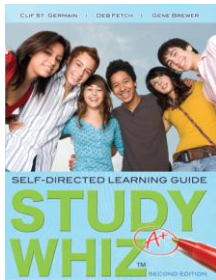
Every time students go through this seven step process, they will be better prepared to succeed with learning in the future. Reflection adds emotion to learning; emotion makes learning permanent.

## Success




## Reference for materials used



Materials for Mindful Teaching For Brain Compatibility were taken from StudyWhiz: Self-Directed Learning Guide, Second Edition co-authored by the presenters.

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