



[Bit.ly/JN-vanda](https://bit.ly/JN-vanda)

FFK (ASK)

Öppna upp FFK-modellen (ASK) som redskap för djupare lärande. Begreppet är inte nytt, men vi behöver en bredare och djupare förståelse.

Feedback

Öppna upp feedback och varför det är viktigt när och hur den sker. (Vi talar om feedback, men vad är det viktiga? Både med tanke på kortare och längre uppgifter.)

Progression

Ge fler exempel på hur man kan synliggöra en studerandes framsteg (t.ex. inte enbart genom att visa upp utkast till teckningar)



What's the purpose of education?

IMPORTANT!

Qualifications
Good grades

... but not sufficient



Knowledge

Cognitive Domain

Skills

Psychomotor Domain

Attitudes

Affective Domain

Bloom's Taxonomy of Educational Objectives (1956)

The ASK Model (2010)

FFK Modellen (2013)

Skills

Attitudes

EXAMPLES
Being ...

- Curious
- Willing to try
- Open to learning from mistakes
- Determined to find relevance / truth
- Open minded
- Strategic

Build our curiosity

INCLUDING

- Intellectual skills
- Social skills
- Communication skills
- Physical skills
- Curriculum skills

by creating questions

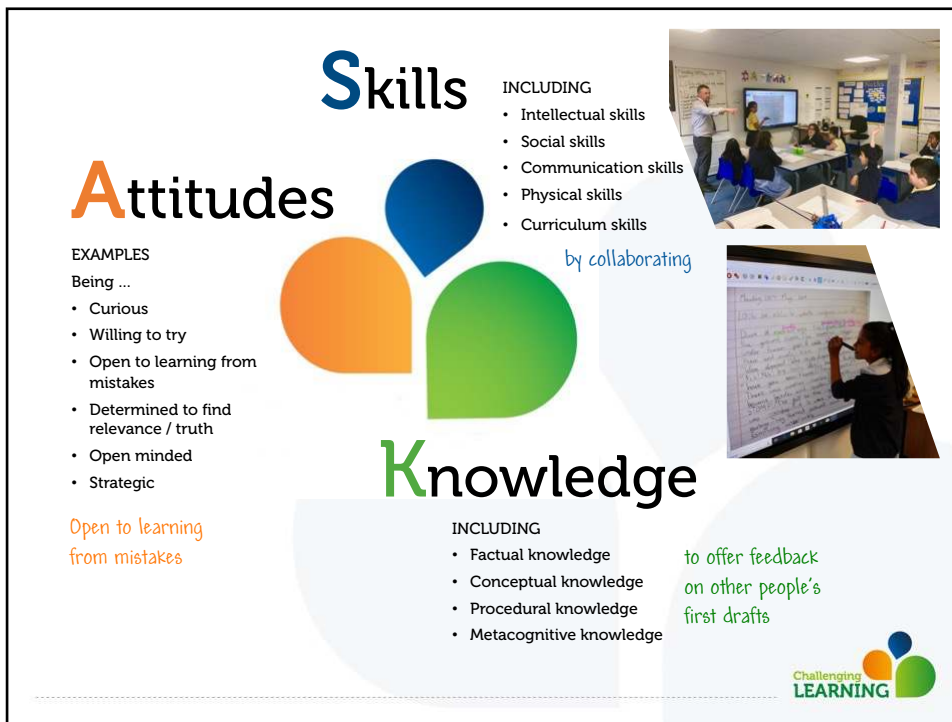
Lindisfarne, AD 793

Knowledge

INCLUDING

- Factual knowledge
- Conceptual knowledge
- Procedural knowledge
- Metacognitive knowledge

to help us find out about the Viking invasion of Britain



Attitudes

EXAMPLES
Being ...

- Curious
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Open to learning from mistakes

Skills

INCLUDING

- Intellectual skills
- Social skills
- Communication skills
- Physical skills
- Curriculum skills

by collaborating

Knowledge

INCLUDING

- Factual knowledge
- Conceptual knowledge
- Procedural knowledge
- Metacognitive knowledge

to offer feedback on other people's first drafts

Challenging LEARNING



Feedback is good **advice** that is well-**used** to **improve** learning and/or **application**

Everything else is just white noise

Application
effort, strategy, focus, belief, perseverance ...

@ChallengeLearn

Challenging LEARNING

How do responses change when feedback is...

... more like coaching



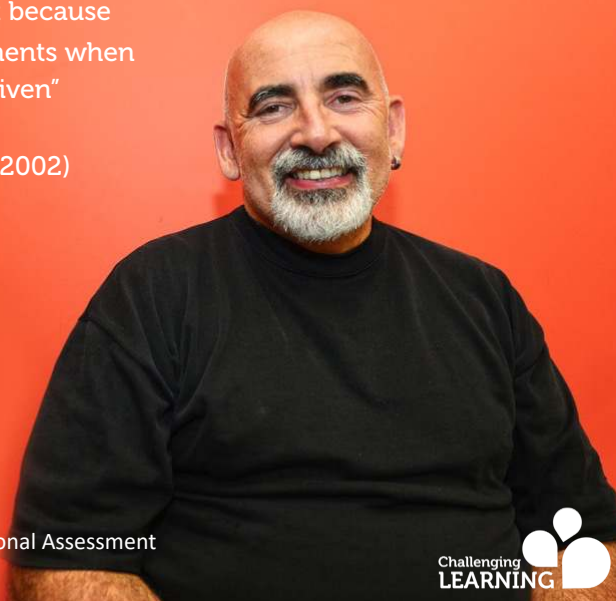
... less like refereeing

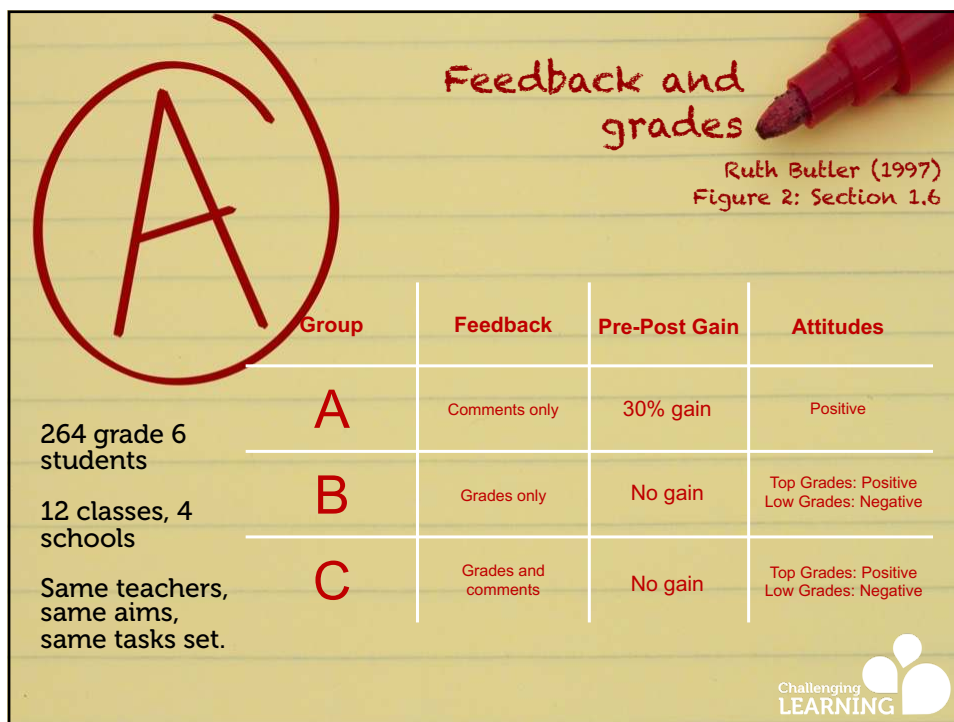


"The giving of marks or grades
has a negative effect because
students ignore comments when
marks are also given"

(Black & Wiliam, 2002)

Dylan Wiliam
Emeritus Professor of Educational Assessment
IOE (UCL) 2010 – present day





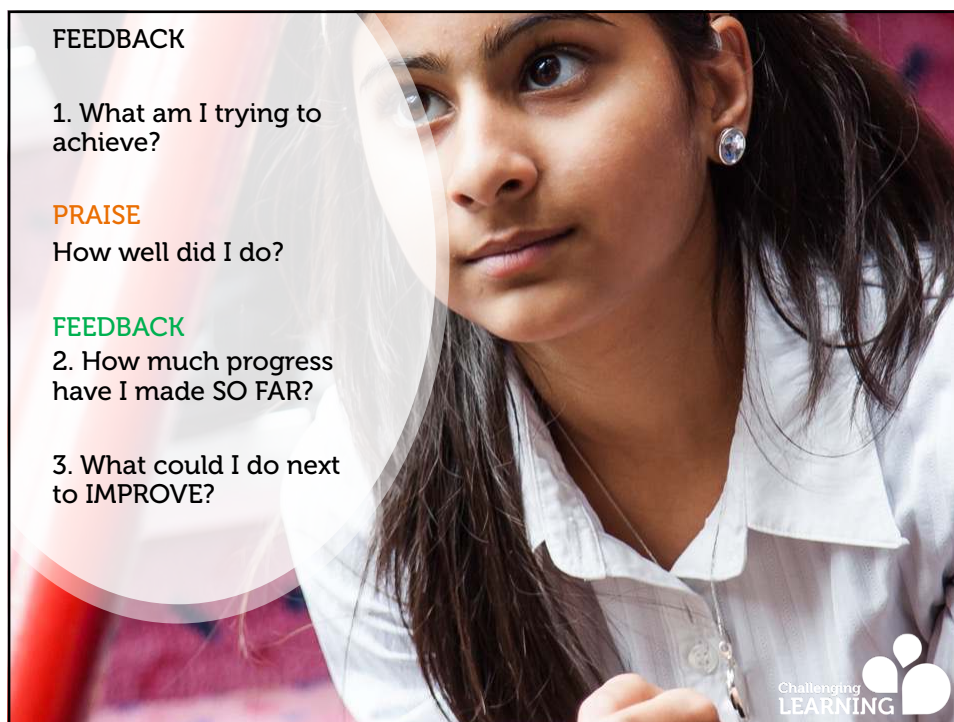
7. (Grading)

“The giving of marks or grades has a negative effect because students ignore comments when marks are also given” (Black & Wiliam, 2002)

You can stop grading being a negative influence by ...

1. Keeping it separate from other forms of feedback
2. Referring to it as 'grading' rather than 'feedback'
3. Grading only after students have applied your feedback
4. Teach students how to grade their own work





FEEDBACK

1. What am I trying to achieve?

PRAISE

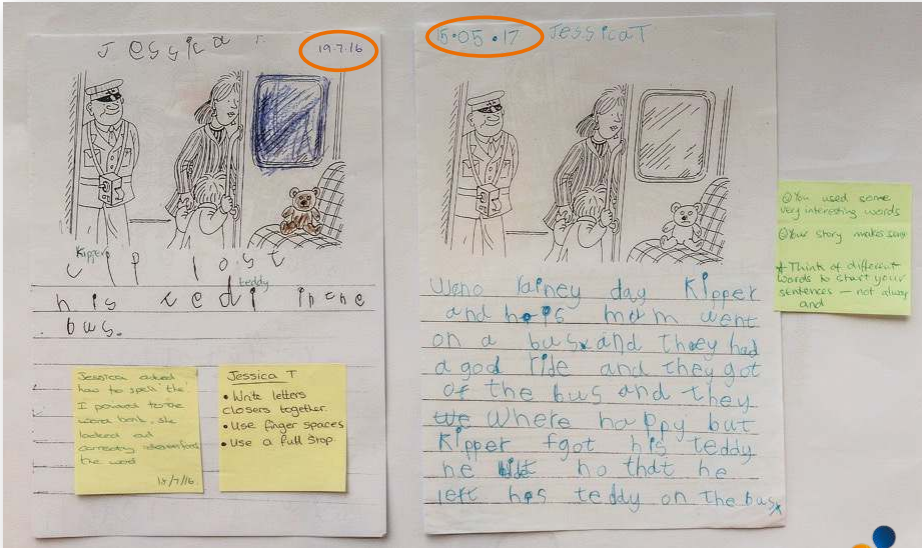
How well did I do?

FEEDBACK

2. How much progress have I made SO FAR?
3. What could I do next to IMPROVE?

Challenging LEARNING

Celebrate Progress

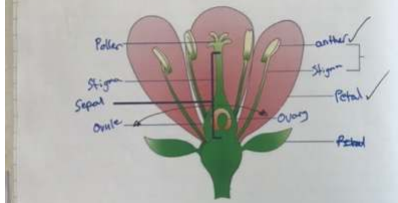


Sample 1 (Left): Jessica T. 19.7.16. Drawing of a bus driver (Kipper) and a girl (Jessica) on a bus with a teddy bear. Text: "his teddy on the bus." Feedback notes: "Jessica asked how to spell the I pointed to the correct bank, she looked out correctly when I said the word" (18/7/16); "Jessica T. • Write letters closer together. • Use finger spaces. • Use a full stop."

Sample 2 (Right): Jess Cat. 15.05.17. Drawing of a bus driver and a girl on a bus with a teddy bear. Text: "One rainy day Kipper and his mummy went on a bus and they had a good time and they got off the bus and they were happy but Kipper forgot his teddy he left his teddy on the bus." Feedback note: "You used some very interesting words and your story makes sense. Think of different words to check your sentences - not always and."

Challenging LEARNING

Parts of the Flower Arzeni 8H



Flower Structures

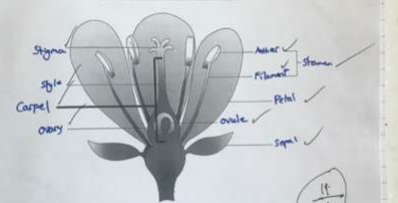
Using the words in the terminology, fill in the gaps below and label the diagram above.

Stamen ✓ - The male part of the flower
Ovary ✓ - The female part of the flower
Anther ✓ - Where pollen is produced and released
Sepal ✓ - Where pollen is received
Carpel ✓ - The part which supports the anther
Style ✓ - The part which supports the stigma
Ovary ✓ - The female gamete
Stigma ✓ - The male gamete
Filament ✓ - This contains the female gamete
Pollen ✓ - This attracts insects
Petal ✓ - Protect the flower when it is in bud form.

Terminology Box	
ANTHER	✓
STIGMA	✓
STAMEN	✓
POLLEN	✓
CARPEL	✓
STYLE	✓
PETAL	✓
SEPAL	✓
FILAMENT	✓
OVARY	✓

5

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21
21



James Nottingham
Bosse Larsson

UTMANANDE TANKESÄTT
- utveckla motivation genom ett dynamiskt mindset

CHALLENGING MINDSET
Why a Growth Mindset Makes a Difference to Learning and What It Can Do for You
JAMES NOTTINGHAM + BOSSE LARSSON
Foreword: Carol Dweck

The Learning Pit
by James Nottingham

www.challenginglearning.com/resources/books

← swedish

← english