



Getting Students Grit On: Helping to create resilient students

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Authorised Platinum Exam Centre

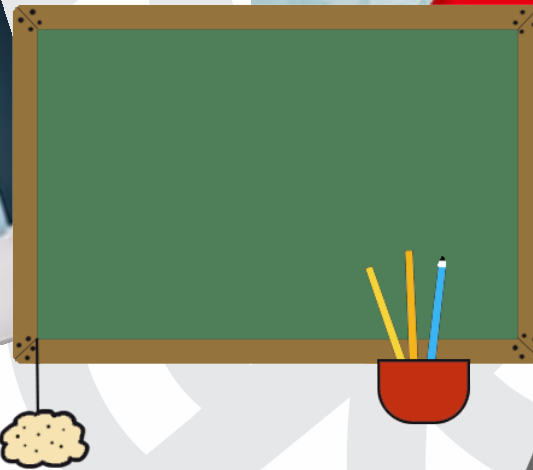


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Education Today





Reality

- Naturally curious, tendency to engage with one's surroundings
- The problem arises in the students' reluctance to take charge of their own learning due to the exposure of passive roles in their learning (Little, 2007)

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Definitions

- Resilience
 - the ability to recover quickly from difficulties, toughness
- Grit:
 - passion and perseverance for long-term goals
 - willpower
- Learner autonomy
 - those who have the ability to take responsibility for their learning agenda, plan, monitor and evaluate learning process overall.
- self-efficacy
 - individual's beliefs on one's learning

Long term



Why should we?

- Autonomy is directly proportional to academic success. Niemiec, (Lynch, Vansteenskiste, Bernestein, Deci & Ryan, 2005)
- Students who accept their learning responsibilities are more willing to learn, therefore, becoming more successful. (Yalcin & Seyma, 2011)
- The capacity for autonomous learning is a gradual process and requires practice(Little, 1999)
- Students who are capable of assuming their learning responsibilities have the ability to have a better understanding of their own self-efficacy, resulting in better understanding of how they can progress in their academic lives.

Misconceptions

- Being autonomous does not require people to act independently of external prompts or pressure (Niemi et al., 2010).
- Students are not left to manage what they are not capable of managing (Little, 1999).
- There is always a certain level of control.

Aspects that must appear to aid students

- Reflection - Why?
- Self-awareness - Where?
- Feedback - What?
- Plan - How?

Practical Idea 1 - Planning

Final Product: A written task of a genre of your choice, 800-1000 words.

Step 1 – Find out about the origins of the real Tollund Man.

Step 2 – How does Heaney link the real Tollund Man to the poem (look at your notes in class on the poem analysis).

Step 3 – What would you like to explore further?

Step 4 – How are you going to write it? What is the genre you are going to choose?

Step 5 – What are the characteristics of that genre? Think of layout and language used.

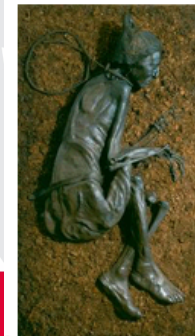
Step 6 – Further research?

Step 7 – Plan your writing and show someone.

Step 8 – Make changes suggested and get approval from your teacher.

Step 9 – Write your first draft.

<p>I</p> <p>Some day I will go to Aarhus To see his peat-brown head, The mild pods of his eye-lids, His pointed skin cap.</p> <p>In the flat country near by Where they dug him out, His last gruel of winter seeds Caked in his stomach,</p> <p>Naked except for The cap, noose and girdle, I will stand a long time. Bridegroom to the goddess,</p> <p>She tightened her <u>torc</u> on him And opened her <u>fen</u>, Those dark juices working Him to a saint's kept body,</p> <p>Trove of the <u>turfcutters'</u> Honeycombed workings. Now his stained face Reposes at Aarhus</p>	<p>II</p> <p>I could risk blasphemy, Consecrate the cauldron bog Our holy ground and pray Him to make germinate</p> <p>The scattered, ambushed Flesh of <u>labourers</u>, Stockinged corpses Laid out in the farmyards,</p> <p>Tell-tale skin and teeth Flecking the sleepers Of four young brothers, trailed For miles along the lines.</p> <p>III</p> <p>Something of his sad freedom As he rode the tumbriel Should come to me, driving, Saying the names</p> <p><u>Tollund</u>, <u>Grauballe</u>, <u>Nebelgard</u>, Watching the pointing hands Of country people, Not knowing their tongue.</p> <p>Out here in Jutland In the old man-killing parishes I will feel lost, Unhappy and at home.</p>
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Practical Idea 2 - Self-awareness

- According to Gaskell and Cobb (2004), learners frequently define good quality of writing as the absence of errors, which at these levels tends to occur.
- Show examples

Identifying an effective piece of writing.

Step 1 – Students look at the text.

Step 2 – identify the purpose.

Step 3 – What would you like to explore further?

Step 4 – Decide if it's an effective piece of writing.

Step 5 – Look at the mistakes made.

Step 6 – Look at all the positive aspects of the text.

Step 7 – Final conclusion: Effective pieces of writing may have mistakes, but there are other positive aspects. What could you use for your version of this text?

Practical Idea 3 - Self-awareness and Feedback

- Technology
 - <http://www.englishprofile.org/>
 - Grammar
 - Vocabulary
 - thesaurus.com
 - Concordance
 - <http://skellm.sketchengine.co.uk/run.cgi/skell>

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THANK YOU!