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Week Seven: Chapter 5 Reading Guide

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Chapter 5 Read Guide

1. In order for practice to foster learning and performance, what three elements of practice are needed? p. 127
2. Research indicates that goal-directed “deliberate practice” increases learning. What happens when students don’t know what or how to practice? p. 128
3. What is instructional scaffolding? What is Vygotsky’s Zone of Proximal Development? pp. 130-132
4. A key indicator that a task is at the right level for challenge is referred to as *flow*. What does this mean? p. 132
5. What is the purpose of feedback? What factors related to feedback need to be considered? pp. 137-138
6. What is the difference between formative and summative feedback? What is targeted feedback and why is it important to students’ learning? pp. 139-141
7. How soon and how often should feedback be given? Should feedback be minimal or more in-depth? pp. 142-144
8. What three aspects of feedback must align with your goals to promote student learning? pp. 142-144

Think It Over

If the distribution of a rubric “leads to better outcomes” (p. 130), what could you do to promote student learning when an assignment is new and you haven’t develop a rubric?

Examine the graph on page 135. Where do the major of the students in your target course fall on the graph? What implications does this have for your practice?

“Students need *sufficient practice* that is *focused on a specific goal* . . . and is at an *appropriate level of challenge*” (p. 136). Are you currently following best practices related to practice? What changes do you need to make? Why?

Of the two features related of effective feedback, content and timing, which do you think is most critical to your students’ learning? Explain. pp. 138-143

Of the strategies for goal-directed practice on pages 145-148, which are the *most* critical for student learning in your target course?

Of the eight strategies for targeted feedback on pages 148-152, which one(s) should you use but have *not* yet implement? What is your plan for doing so?