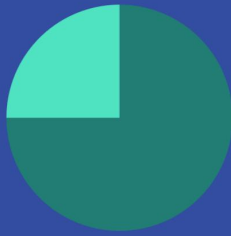


Around the Room in Many Ways: Practice Makes Perfect

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75%
Students spent 75% of their time on deliberate practice activities.



130 minutes
Out of 3 hours of observations, students spent 130 minutes on individual and group work.

"Exactly right!"

Teachers circulated throughout the room to different tables and activities to provide feedback.

Feedback helped students assess how well they understood concepts (Wollenschlager et al. 2016).

"I got the wrong one."
"That's okay, we're learning. That's what we're practicing."

Students spent a majority of their time using deliberate practice individually or in small groups.

Deliberate practice has been shown to benefit both student learning and engagement (Deslauriers et al., 2011).

Most of the students we observed were engaged throughout the class period.

When students are engaged, learning is improved! (Loyens et al., 2015)



Learning Opportunities

Whole Class Work



Classroom A = ★
Classroom B = ★
Classroom C = ★

Small Group Work



Individual Work



Recommendations



- Encourage a variety of activities that foster deliberate practice of curricula (Deslauriers et al., 2011)
- Keep students engaged to improve learning (Loyens et al., 2015)
- Provide consistent, constructive feedback (Wollenschlager et al., 2015)

References

Deslauriers, L., Schelew, E., & Wieman, C. (2011). Improved learning in a large enrollment physics class. *Science*, 332, 862-864. doi:10.1126/science.1201785

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