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Habits of Mind, Cognitive Dissonance, Adaptive Teaching

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www.IESConference.org



What Images, Thoughts, Values are Attached to these Words?

- Studious
- Work Ethic
- Inquiry
- Respectful
- Friendly
- Agreeable
- Engaged
- Motivated
- Compliant
- Academic
- Thoughtful
- Rigor
- Helpful
- Articulate
- Cooperative

Archetype of Typical School/Classroom Environment, Expectations and Forms of Engagement

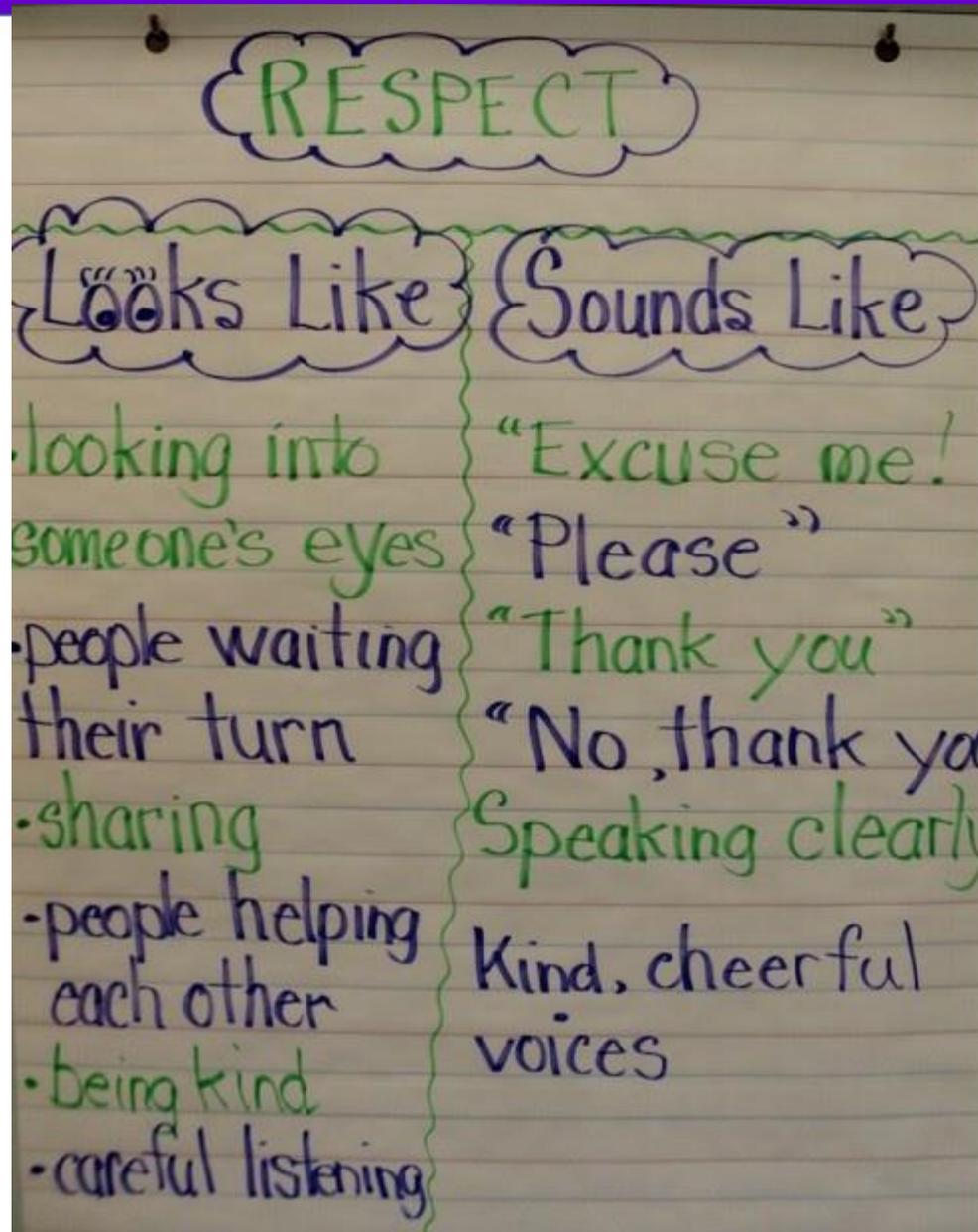


Which Students experience benefit within this classroom?



Which Students experience a mismatch within this classroom?





Consider....

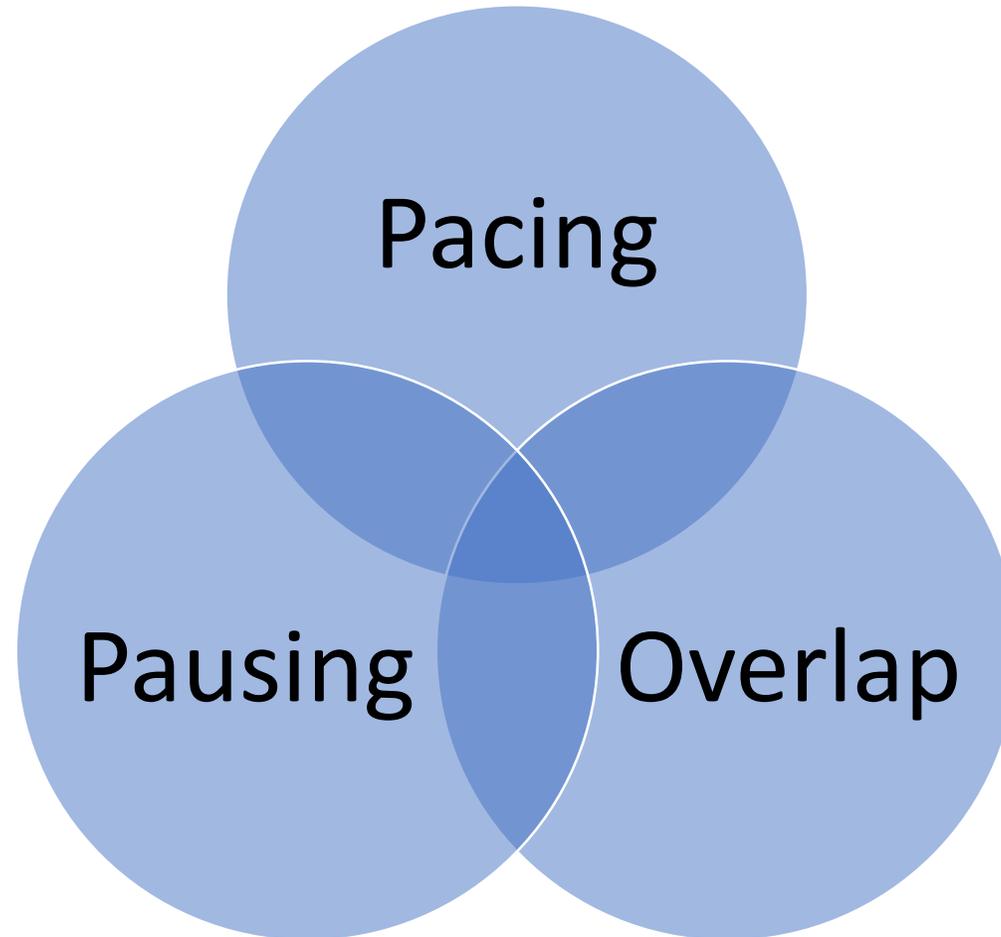


“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

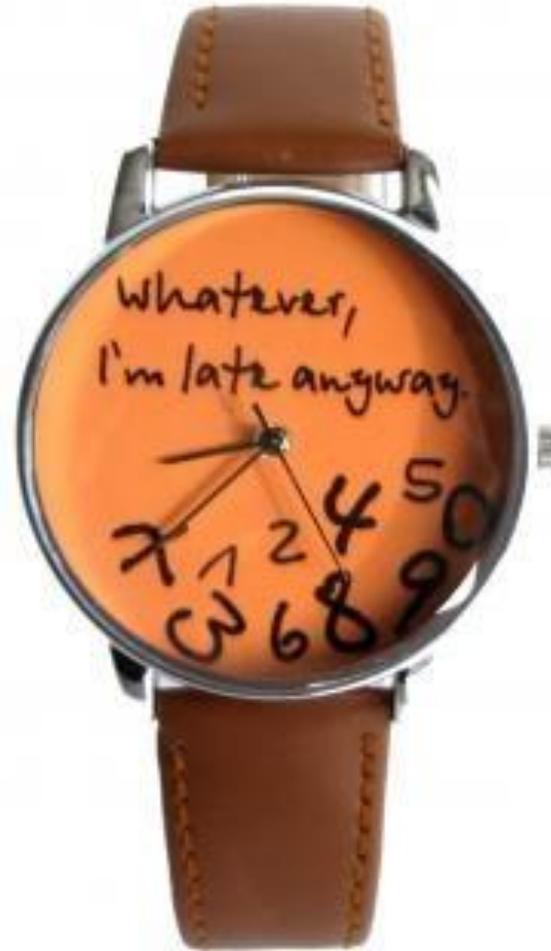


Communication/Idea Exchange Rate





Clock Time/Cyclical Time



Task



Relationship

-
- Concerned primarily with completing the job, solving the problem, and working persistently
 - Gains energy from completing tasks
 - Builds trust through task completion
 - Compare their performance with personal standards
 - Feels accomplishment with task completion

- Concerned with needs of others, with their experience in interpersonal relationships, with the opinions others have of them
- Gains energy from relationships
- Builds trust through relationships
- Feels accomplishment through feedback from relationships

Emotion

Restrained

- Internalized Emotion
 - Minimal display
 - Constrained vocalization (monotone)
 - Hides feelings though nonverbal behavior (crossed arms, looking away)
- Sensitive to: attention for emotion or hurting the feelings of others
- Builds trust through emotional control
- Emotional suppression necessary for credibility

Expressive

- Externalized displays of emotion:
 - Overt
 - Varied vocalization
 - Display feelings with nonverbal behavior (facial expressions, hand gestures)
- Sensitive to: being asked to restrain own emotions
- Builds trust through emotional commitment
- Emotional information is necessary for credibility

Emotion

Restrained

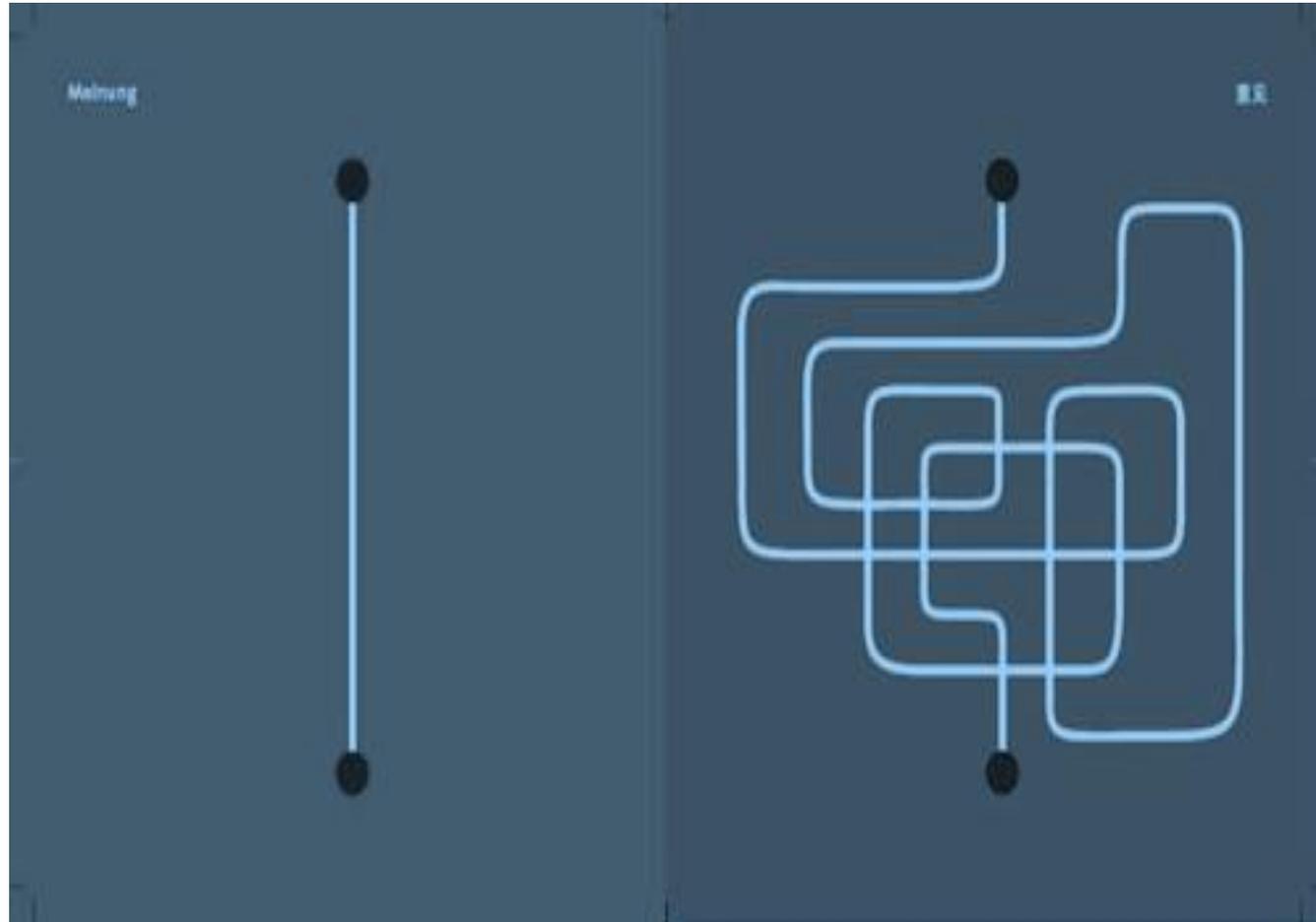
- “The first to raise their voice loses the argument” –Chinese
- “Silence produces peace, and peace produces safety” -- Swahili

Examples

Expressive

- “What is the nearest the heart is nearest the mouth” --Irish
- “After a storm, fair weather; after sorrow, joy” -- Russian

Communication Element: Messaging Direct and Indirect



Communication Element: Messaging

Direct

Indirect



The primary purpose of communication is to inform or decide	Primary purpose of communication is to connect or preserve relationships, to consider ideas or plans, to maintain harmony
Message and meaning are conveyed by words	Meaning is conveyed by suggestion, implication, story, questions, understatement and/or non-verbal behaviors. (pauses, silence, tone of voice etc.)
Contextual factors such as situation or timing are less important than clearly and currently communicating the message	Pays attention to contextual factors that may impact the message and relationship i.e situation or timing.
Messages are communicated directly to and between parties involved	Messages may be sent through a 3 rd party or written communication
Uses definitive statements and words such as “should” and “have to”	Uses open-ended statements such as “maybe” and “possibly”
The speaker is responsible for clear communication of the message	The listener is responsible for interpreting the message and understanding the meaning
	Avoids conflict, tension or uncomfortable situations



Communication Element: Messaging

Direct

Indirect



Direct Communication: Values and Phrases	Indirect Communication: Values and Phrases
Tell it like it is. Get to the point. The facts speak for themselves.	If you don't have anything nice to say, don't say anything at all.
The squeaky wheel gets the grease.	Being polite is more important than being honest. If the truth might hurt, soften it.
It's okay to say no.	Avoid saying no; say "maybe" or "possibly," even if you mean "no."
Honesty is the best policy. The truth is more important than feelings.	Read between the lines. We mean more than we say, and gather meaning beyond words.
Say what you mean and mean what you say.	Save face—do not insult others
Take communication at face value.	Small talk before business is important.
It's okay to disagree with "superiors", it's okay to disagree in public.	Criticism of others, especially people with more authority, should be unspoken or careful and veiled. Should not be done in public.



Locus of Control

the extent to which individuals believe they can control events affecting them



Internal

- events in my life are created primarily from my own actions
- praise or blame myself and my abilities for my outcomes
- hard work leads to positive outcomes
- every action has its own consequence

External

- events in my life are created primarily by fate or luck, or power systems that I do not control
- praises or blames fate, luck, or systems for my life experiences
- work hard to be prepared for any experience, occurrence or outcome
- be adaptable and flexible with what life brings you

Not Time for Stories

Case Studies on Diversity and Social Justice (5.2)

- What differences do you notice between Madelyn and DeQuan's response to their teachers question? What similarities do you notice?
- Ms. Ward gave DeQuan instructions. What might have caused DeQuan to react the way he did?
- How did Ms. Ward's behavior in this scenario fail to ensure an equitable learning environment?
- How would you feel if your child DeQuan, came home and told you this story?
- What long-term effects can manifest if Ms. Ward does not remedy the situation?
- What advice would you give Ms. Ward in order to re-engage DeQuan?



A Place to Study

Case Studies on Diversity and Social Justice (5.5)



1. What outcome was Ms. Grady hoping to achieve by talking about study habits during the Back to School meeting? Do you feel her strategies were useful? Why or why not?
2. Ms. Grady had an expectation for how the pencil case should be used and even gave Shua an additional case to ensure the proper use. Was her expectation reasonable? Why or why not?
3. Shua became uncomfortable when his teacher followed up with him about her recommendations. How, if at all, should she have handled the conversation differently?
4. Ms. Grady was feeling frustrated for many reasons and was wondering how she should handle the situation at the upcoming conference, including addressing the homework concerns and suggesting other learning activities. If you were Ms. Grady's co-worker, what advice would you give her?





**“Our Similarities bring us to a common ground;
Our Differences allow us to be
fascinated by each other”**
~ Tom Robbins

www.FinestQuotes.com





Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.

Dr. Kevin Maxwell

Where the
magic happens

Your
comfort
zone



Try? Remember? Share?



Thank You for Your Presence!



Questions:

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