



Improving implicit learning through Challenging Times

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While you're waiting: What do students implicitly learn in a school setting?



Who's voice is heard

- ▶ Poll: what role do you play in secondary education?
 - ▶ High School Math Teacher
 - ▶ High School Science Teacher
 - ▶ High School Other Teacher
 - ▶ Middle School Math Teacher
 - ▶ Middle School Science Teacher
 - ▶ Middle School Other Teacher
 - ▶ High School Administrator
 - ▶ University Professor
 - ▶ Other




Introducing myself

- ▶ Engineering teacher at Wheeler High School in Marietta, GA
- ▶ 2017 WWTF from Kennesaw State University
 - ▶ Student-taught Geometry and Algebra
- ▶ Graduated from Georgia Tech BS Electrical Engineering
 - ▶ Startup company: Clean-Hands Safe-Hands
- ▶ Involved in campus
 - ▶ JV basketball, robotics, SWE, F1 in schools, AVID, Wheeler Fresh Collaborative, Check and Connect Mentorship program, Lettuce Club



Why I teach


- ▶ Aligns with my core values:
 - ▶ Making an Impact
 - ▶ Building a better future
- 



Goal of this session:


Session Goal: Have a dialogue between educators about what our students are implicitly learning in school and how we should address teaching this

- Discussion 1: understand what our students are implicitly learning in a school setting
- Discussion 2: How have these implicit learnings been effected by distance learning and how we can address this needs during distance-learning
- Discussion 3: how this current disruption can create post-traumatic growth in what our students are implicitly learning




So we are all on the same page...

Terms

- ▶ Implicit learning
 - ▶ Doesn't need to be implicit...
 - ▶ School-setting vs distance-learning
 - ▶ Pre March 13th vs post March 13th
 - ▶ Post-traumatic growth
- 

Question 1:
What are our
students implicitly
learning in a school
setting?



Action: Discuss this question
and categorize what implicit
learnings (and examples)
your students are learning.
How does it fall into one of
these categories (or a
different category). We will
come back as a group and
discuss these together


Social

Personal

Cultural

Conceptual Learning

Question 1:
What are our
students implicitly
learning in a school
setting?



Action: Discuss this question and categorize what implicit learnings (and examples) your students are learning. How does it fall into one of these categories (or a different category). We will come back as a group and discuss these together

Social

- Interacting with people different from themselves
- Working in a team
- Interacting with authority
- Having authority over others

Personal

- Delayed gratification
- Dealing with setbacks/adversity
- Comparing themselves to others/self-worth

Cultural

- Understanding needs of others in respect to their own
- Implications of being a different race, gender, sexual orientation, economic class
- How rules change from one class to another
- How a professional environment responds to national stories and tragedies

Conceptual Learning

- Problem Solving
- Taking care to details




Group Share-back

What are our students implicitly learning in a school setting?

▀ Notes:

Question 2:
How are these
implicit learnings
effected by
distance learning
and how can we
address this need if
distance learning
returns?



Action: Discuss this
question in small groups
and we will come back
as a group to share

Question 2:
How are these
implicit learnings
effected by
distance learning
and how can we
address this need if
distance learning
returns?

Action: Discuss this
question in small groups
and we will come back
as a group to share



Explicitly
teaching

What could
this look like?



Providing space
for collaboration

What could
this look like?



Providing space
for unstructured
learning

What could
this look like?




Group Share-back

How are these implicit learnings effected by distance learning and how can we address this need if distance learning returns?

➤ Notes:



Question 3: How
can we use this
current disruption to
create post-
traumatic growth?



Action: Discuss this
question in small groups
and we will come back
as a group to share

Question 3: How can we use this current disruption to create post-traumatic growth?

5 Domains of Post-Traumatic Growth



Action: Discuss this question in small groups and we will come back as a group to share



Group Share-back


How can we use this current disruption to create post-traumatic growth?

▸ Notes:





closing

- ▶ What I want to change in my teaching during distance learning (or otherwise altered school schedule)
 - ▶ What I want to change about my teaching when “normalcy” returns
- 



Abstract



- ▶ If it takes 10,000 hours to become an expert, then educators need to ask what our students are implicitly learning over the 15,000 hours spent in a K-12 school. Much of the intangible skills students learn –from collaboration with peers of different backgrounds to responding to adversity and trauma– is rarely explicitly taught. This session's focus is to understand what our students are implicitly learning in a school setting but are missing during distance-learning, how we can address these needs during distance-learning, and how this current disruption can create post-traumatic growth by being more intentional with our teaching moving forward.