# 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 13<sup>th</sup> vs post March 13<sup>th</sup>
- 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

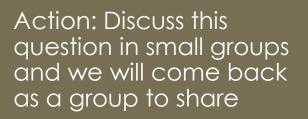
- Problem Solving
- •Taking care to details

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?





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:

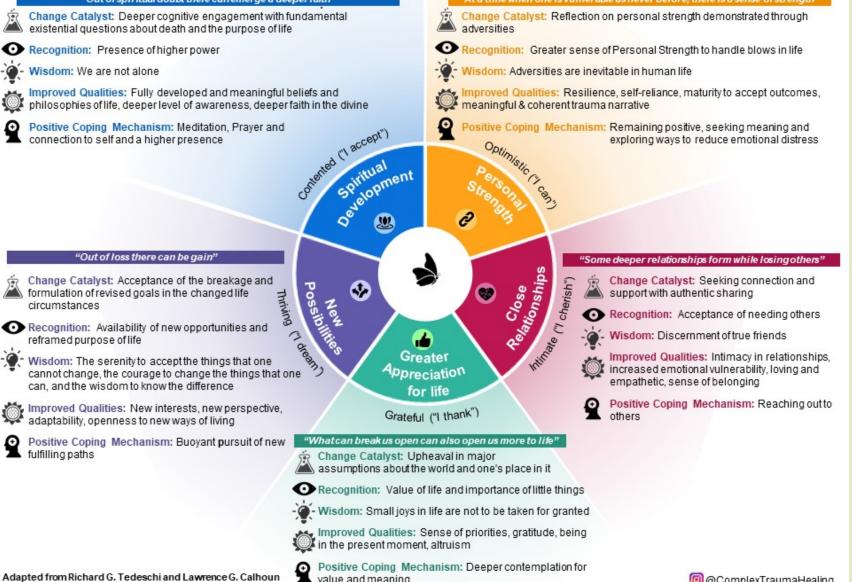
Question 3: How can we use this current disruption to create posttraumatic growth?

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

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#### 5 Domains of Post-Traumatic Growth "Out of spiritual doubt there can emerge a deeperfaith' "At a time when one is vulnerable as never before, there is a sense of strength "



ComplexTraumaHealing

value and meaning

Adapted from Richard G. Tedeschi and Lawrence G. Calhoun

### Group Share-back How can we use this current disruption to create post-traumatic

Notes:

growth?

# 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 distancelearning, and how this current disruption can create post-traumatic growth by being more intentional with our teaching moving forward.