



# CONNECTION

RESEARCH-PRACTICE PARTNERSHIP (RPP) NEWSLETTER



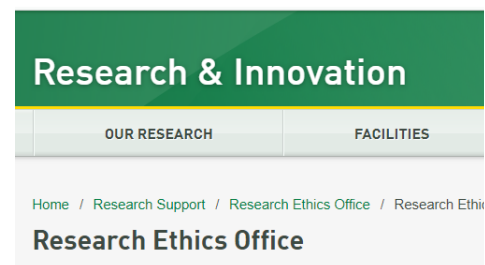
## UPDATE ON REQUEST TO PUBLICLY DISTRIBUTE THE CONNECTION NEWSLETTER

In the previous issue of Connection, we wrote about our partner schools' request to have us name the schools involved in the research publicly in the Connection newsletter. The newsletter can be directly accessed from [Leighton4learning.com](http://Leighton4learning.com) using a password. We submitted an amendment to the University of Alberta Research Ethics Office to obtain permission.

The Research Ethics Office discussed the matter directly with Jacqueline, and indicated that naming the schools in the newsletter **could not** be done. The reasoning behind this decision was that the consent forms, which parents and teachers signed (and to which children assent), indicate that **no names will be made public**. However, the Research Ethics Board did indicate that if school leadership, teachers and/or parents or children wish to identify themselves as participating in the project, they can do so (e.g., via newsletters or on school websites) as the University Research Ethics Office only controls what is disseminated by researchers.

We acknowledge how important it is for Alberta Public Charter Schools to promote their research activities. To this end, we support their efforts in finding ways to share their participation on research projects. If you have any questions about this process, please contact Jacqueline at [jacqueline.leighton@ualberta.ca](mailto:jacqueline.leighton@ualberta.ca).

If you are interested in learning more about the ethics review process at the University of Alberta, please click on the link to the right to access their website.



## FIRST PHASE OF STUDENT INTERVIEWS COMPLETE

In the month of November, we completed interviews with 28 Suzuki Charter School students. Two consenting students were randomly selected from each class. Interviews were conducted in a private room, and the conversations were audio-recorded. The procedures for conducting the interviews were shared in the consent/assent forms that parents signed and students agreed to this school year.

The children who were interviewed were asked a series of questions. During the conversations, there was time and opportunity to explore topics on learning to obtain a deeper understanding of how students feel about making mistakes and feedback. It is precisely because we wanted to learn from the children and not feel rushed that the length of the interviews was scheduled for 1 hour. **We are deeply indebted to the parents and children who agreed to participate.**

The second phase of interviews will occur in the spring of 2020. Interviews will take place with the same students who participated in the first round to see the continuity.

## USING THE INTERVENTION

Last month, teachers received instructions to use Fiona's Feedback Adventure and document their experiences via the online questionnaire. We have started to receive responses from teachers and look forward reading about their experiences.

As a reminder, the book is designed to serve as a *catalyst or starting point* for questions and discussion with students about feedback, learning, and making mistakes. Teachers were invited to use the storybook (or some alternative of their own choosing) at least three times during the school year. Then, share their experiences by submitting responses via the online questionnaire. Teachers' feedback will help us refine the story by documenting what works and does not work with students.

To reiterate, teachers were given the option to use the storybook as is, modify the storybook or select an alternative source if they prefer not to use Fiona's Feedback Adventure as it is presented. Whatever the choice, we invite teachers to complete the online questionnaire to document *why* they chose a given option and how it worked out!

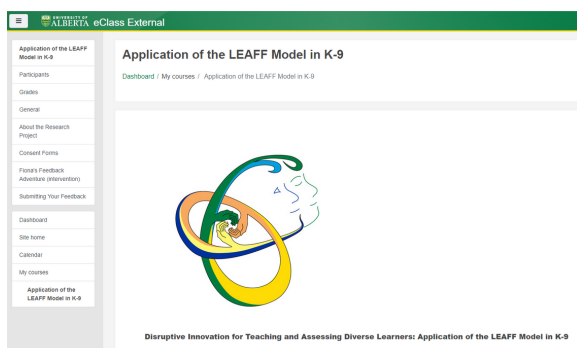
Please contact Vicky Qualie or Jacqueline Leighton if you have any questions.

### REMINDER: COMMUNITY OF PRACTICE

We would like to remind teachers of the *voluntary* opportunity to join a community of practice (COP) as they use and adapt the feedback intervention (*Fiona's book or alternative*).

Using the University of Alberta's eClass platform, we have created a space for teachers to share ideas and ask questions. In addition, all of the teacher-generated ideas from the fall launch are captured in this space.

Please contact Vicky Qualie if you wish to join the COP, or if you want a copy of the teacher-generated ideas. You can reach her via email at: [vicky.qualie@ualberta.ca](mailto:vicky.qualie@ualberta.ca)



## DELIBERATE PRACTICE

K. Anders Ericsson is a prominent scholar and faculty member at Florida State University, Department of Psychology. One key area of research that he leads is "The Acquisition of Expert Performance and Deliberate Practice" (Florida State University, n.d.). Dr. Ericsson and his team have studied a variety of 'top performers' from musicians to surgeons to explore what variables put them at the top of their game.

Medium.com published an article by Janie Kliever (2017) where she described Ericsson's model of 'deliberate practice' (see link to article below).

### Get Better at Anything: 6 Steps of Deliberate Practice

Follow in the experts' footsteps to learn better, work smarter, and meet more goals



Janie Kliever  
May 30, 2017 · 7 min read



The basis of Ericsson's model is that when individuals acquire a new skill, their improvement inevitably stalls - where people become frustrated with minimal progress. Kliever (2017) summarized that "just repeating a skill or task... doesn't build expertise" (para. 9). People need to push past their level of basic [or some other current level of] competence and challenge themselves.

The six steps of Ericsson's deliberate practice include:

1. Get motivated. What makes you determined to move past obstacles?
2. Set specific, realistic goals. When you set small, achievable, well-defined steps you are more likely to achieve them.
3. Break out of your comfort zone. You need to stretch yourself to grow by trying something different.
4. Be consistent and persistent. Maintaining short, but intense daily practice can set you ahead of the pack.
5. Seek feedback. In the article, Kliever quoted Ericsson: "Without feedback ... either from yourself or from outside observers - you cannot figure out what you need to improve on or how close you are to achieving your goals" (para. 27).
6. Take time to recover. It is important for people to rest regularly to avoid mental or physical fatigue.

You can read more about deliberate practice in Ericsson's 2016 book: *Peak: Secrets from the New Science of Expertise*.

## REFERENCES

Florida State University. (n.d.) Department of Psychology: Dr. K. Anders Ericsson. Retrieved from <https://psy.fsu.edu/faculty/ericssonk/ericsson.dp.php>

Kliever, J. (2017). Get better at anything: 6 steps of deliberate practice [blog]. Retrieved from <https://medium.com/the-crossover-cast/get-better-at-anything-6-steps-of-deliberate-practice-19830bfc9460>