

# PERSONALIZED LEARNING FILTERS



**VOICE**



**CO-CREATION**



**SOCIAL CONSTRUCTION**



**SELF-DISCOVERY**

# LISTENING WITH UNDERSTANDING

## AND EMPATHY

a chinese hanzi often requires multiple characters to create a unique word. this word uses the characters from which it is made to greater convey its meaning

'to listen'

ears

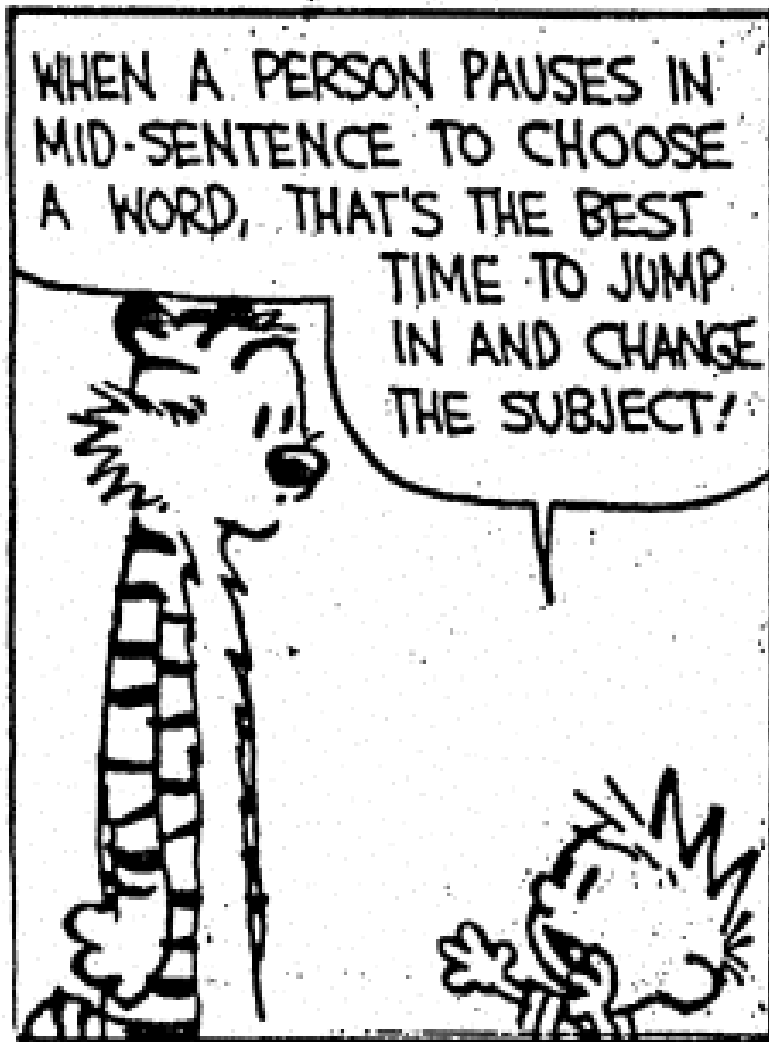


eyes

undivided  
attention

heart

# CALVIN AND HOBBS *B*



IT'S LIKE AN INTERCEPTION  
IN FOOTBALL! YOU GRAB  
THE OTHER GUY'S IDEA AND  
RUN THE OPPOSITE WAY  
WITH IT!



THE MORE SENTENCES YOU  
COMPLETE, THE HIGHER  
YOUR SCORE! THE IDEA IS  
TO BLOCK THE OTHER GUY'S  
THOUGHTS AND EXPRESS YOUR  
OWN! THAT'S HOW YOU WIN!



CONVERSATIONS  
AREN'T CONTESTS!

OK, A  
POINT FOR  
YOU, BUT  
I'M STILL  
AHEAD.

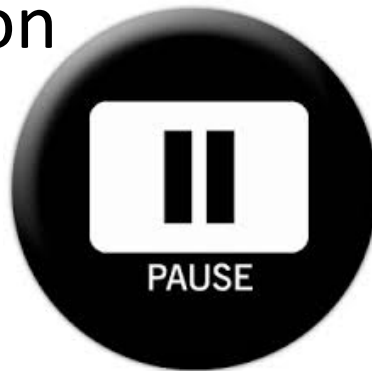


# LISTENING SEQUENCE

- Pause
- Paraphrase
- Probe

# Pause

Using wait-time before responding to or asking a question allows time for more complex thinking, enhances dialogue and improves decision making.

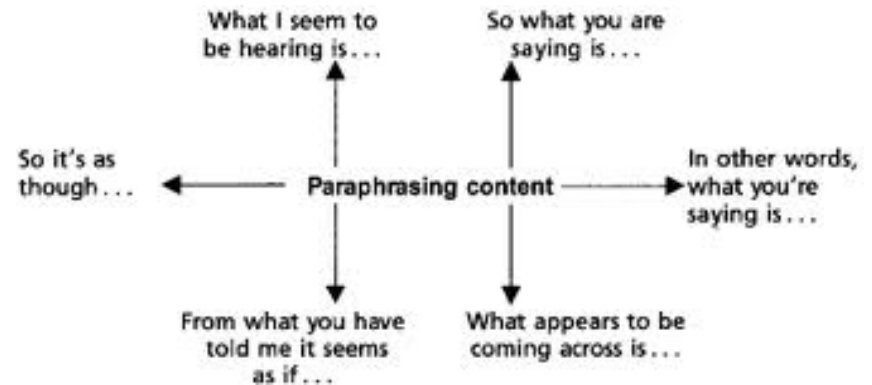


→ "After having asked a question, the average teacher waits 1 second before either calling on a student, asking another question or answering the question him/herself."



# Paraphrase

Lets others know that you are listening, that you understand or are trying to understand them and that you care.



# Probe

Increases the clarity and precision of the group's thinking by refining understandings, terminology and interpretations.

## Probing Questions

What you seek	Demand and stimulate deeper, challenging thinking. Requires engagement with concepts and ideas; the learning process.	
Examples	What if...? Would you rather...? What alternatives are there...? What does this connect with/remind you of and why...? How effective would that be...?	
What you hear	Generates multiple responses	Extends thinking beyond what is presented
	Reflection & connective thinking	Analysis of consequences

# LISTENING WARM UP

- **Listener:** Use the Pause, Paraphrase, Probe sequence
- **Speaker: Finish this sentence.**  
*When I think about student voice I am considering...*



**WHAT VALUES ARE YOU  
EXPRESSING WHEN YOU  
LISTEN TO OTHERS SO  
INTENTLY?**

# FROM STUDENTS

- It felt weird. I'm not used to doing that much talking about my ideas.
- Most of the time in school I feel like teachers don't really know anything about me. I am just another student. I don't think teachers think we have ideas. I felt that he really listened to me and to my ideas.
- I found myself choosing my words very carefully. I wanted to make sure that I was understood.
- I found that I was giving more detail about what I was saying. I was ready to stop at a more superficial level and then I needed to think more about what I was saying.
- It was weird. Usually I get started and someone will just interrupt me and start telling me what to do. I needed to think on my own.

# POWERFUL VOICES

- Helen Parkhurst
- Tony Wagner
- Sir Ken Robinson
- Will Richardson
- Seth Godin
- You

- 1. Identify one of the authors.*
- 2. Find compelling language.*  
*(Wait for it....)*
- 3. Thoughtfully respond.*

# DESIGN CHALLENGE: What does it feel like to be a student in your own class?

