| **FROM** |  | **TO** |
| --- | --- | --- |
| Students avoid mistakes |  | Students reflect on and learn from mistakes |
| Teacher is seen as the sole expert on what students know |  | Student expertise is known and valued by peers |
| Students avoid cognitive struggle |  | Students value generative struggle and confusion |
| Teacher uses goals and criteria |  | Teacher and students use goals and criteria |
| Students emphasize the correctness of responses  |  | Students highlight their emerging understanding |
| Students complete assignments |  | Students set academic and personal goals |
| Students rely on grades for motivation |  | Students internalize criteria to support learning |
| Students regard learning as a private activity |  | Students engage in feedback with peers to contribute to and benefit from the learning of others |
| Students offer non-specific or overly prescriptive feedback to peers |  | Students offer feedback that scaffolds learning for peers |
| Feedback is seen as a final step in a learning process |  | Students engage with feedback to further learning |
| Students are dependent on teacher to carry cognitive load of task |  | Students carry most of the cognitive load of task |
| Students unsure how to tackle new problems |  | Students adapt learning strategies when needed |
| Students keep what they don’t know private |  | Students ask questions of themselves, the teacher, and others |
| Students are slow to share their ideas |  | Students give thoughtful and extended responses |
| Students don’t feel like they have a say |  | Students feel comfortable making suggestions and choosing ways to enhance their own learning |
| Students play it safe |  | Students take risks in learning |
| Students give up quickly |  | Students persevere in their learning |
| Students see learning as an independent activity |  | Students value learning with and from peers |
| Students do not let others know when they are confused about an idea or concept |  | Students seek out support from peers or others when they are confused about an idea or concept |
| Teachers respond to evidence |  | Teachers and students respond to evidence |
| Teachers ask questions to enhance learning |  | Teachers and students ask questions to enhance learning |