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| From  **Students avoid mistakes**  To  **Students reflect on and learn from mistakes** |  | From  **Teacher is seen as the sole expert on what students know**  To  **Student expertise is known and valued by peers** |
| From  **Students avoid cognitive struggle**  To  **Students value generative struggle and confusion** |  | From  **Teacher uses goals and criteria**  To  **Teacher and students use goals and criteria** |
| From  **Students emphasize the correctness of responses**  To  **Students emphasize their emerging understanding** |  | From  **Students complete assignments**  To  **Students set academic and personal goals** |

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| From  **Students rely on grades for motivation**  To  **Students internalize criteria to support learning** |  | From  **Students regard learning as a private activity**  To  **Students engage in feedback with peers to contribute to and benefit from the learning of others** |
| From  **Students offer non-specific or overly prescriptive feedback to peers**  To  **Students offer feedback that scaffolds learning for peers** |  | From  **Teacher responds to evidence**  To  **Teacher and students respond to evidence** |
| From  **Feedback is seen as a final step in a learning process**  To  **Students engage with feedback to further learning** |  | From  **Students are dependent on teacher to carry cognitive load**  To  **Students carry most of the cognitive load** |
| From  **Students unsure how to tackle new problems**  To  **Students adapt learning strategies when needed** |  | From  **Students keep what they don’t know private**  To  **Students ask questions of themselves, the teacher, and others** |
| From  **Students are slow to share their ideas**  To  **Students give thoughtful and extended responses** |  | From  **Students don’t feel like they have a say**  To  **Students feel comfortable making suggestions and choosing ways to enhance their own learning** |
| From  **Students play it safe**  To  **Students take risks in learning** |  | From  **Students give up quickly**  To  **Students persevere in their learning** |
| From  **Students see learning as an independent activity**  To  **Students value learning with and from peers and seek out feedback to guide learning** |  | From  **Students do not let others know when they are confused about an idea or concept**  To  **Students seek out support from peers or others when they are confused about an idea or concept** |
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