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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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