Relational Suasion
Enhanced Lesson Design (ELD)
Personalized Learning

1. 4 “propellants” of learning:
- **What I Know** (Cognitive)
- **How I Learn** (Metacognitive)
- **Why I Learn** (Motivational)
- **How I Relate** (Social/Emotional)

2. **Learning habits**

3. **Built within**
   - School Community
   - School
   - Classroom

Relational Suasion
- Teacher’s ability to influence a student’s learning and personal competencies by virtue of their personal knowledge of, and interaction with the student and the student’s family.

Enhanced Lesson Design (ELD)
- The process of refining and/or adding personal competency elements to enhance lesson designs.

Personalized Learning
- A teacher’s relationships with students and their families and the use of multiple instructional modes to scaffold each student’s learning and enhance the student’s personal competencies.

What does this look like?
## Techniques for Enhancing Personal Competencies in Enhanced Lesson Design

### Cognitive- What the Student Knows

**Enhance student’s cognitive competency by:**

**COG 1:** Reviewing prior learning and connecting it with newly introduced topics.

**COG 2:** Expecting that specific knowledge is memorized and teaching memorization techniques.

**COG 3:** Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

**COG 4:** Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.

**COG 5:** Assigning rich (complex) reading and the application of the reading in written work and discussion.

**COG 6:** Encouraging each student’s curiosity by providing pathways of exploration and discovery.

**COG 7:** Reinforcing elements of mastered knowledge through review, questioning, and inclusion in subsequent assignments.

**COG 8:** Using writing assignments to connect new learning with prior learning and deepen understanding.

**COG 9:** Encouraging family activities that contribute to students’ general knowledge.

### Metacognitive- How the Student Learns

**Enhance student’s metacognitive competency by:**

**MET 1:** Thinking out loud to show, by example, how a learning task is approached and pursued.

**MET 2:** Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method.

**MET 3:** Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.

**MET 4:** Teaching the learning process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan’s implementation; and (c) adapting the plan based on feedback (self-check, peer check, teacher appraisal).

**MET 5:** Including self-checks and/or peer-checks as part of assignment completion.

**MET 6:** Showing how to chart and graph assignment completion and objective mastery.

**MET 7:** Including the documentation of learning processes and strategies employed in the completion of an assignment.

**MET 8:** Teaching the procedures of logic, synthesis, analysis, and evaluation to employ in critical thinking.

**MET 9:** Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.

**MET 10:** Helping parents build students’ home study and reading habits.

### Social/Emotional-How the Student Relates

**Enhance student’s social/emotional competency by:**

**SEM 1:** Including social/emotional objectives in the lesson plan.

**SEM 2:** Teaching and reinforcing specific pro-social skills.

**SEM 3:** Modeling or role playing responsible behavior, caring, optimism, and/or positive verbal interactions.

**SEM 4:** Establishing and reinforcing classroom norms for personal responsibility, cooperation, and concern for others.

**SEM 5:** Guiding students in managing their behaviors in specific situations to control emotions.

**SEM 6:** Helping students set and pursue constructive goals for personal development and social relationships.

**SEM 7:** Teaching students to understand the consequences of their decisions and to attribute the consequences to their behavior.

**SEM 8:** Using cooperative learning techniques in small group work.

**SEM 9:** Teaching techniques for appropriate questioning to obtain information, seek help from others, and engage others in conversation.

**SEM 10:** Engaging parents to promote social/emotional competency at home.

**SEM 11:** Arranging support services from psychologists and social workers when students demonstrate need for support.

### Motivational- Why the Student Learns

**Enhance student’s motivational competency by:**

**MOT 1:** Attributing learning success to effort and self-regulation, reinforcing the idea that both actual ability and self-efficacy are malleable and grow with practice; insist upon and reward persistence to mastery.

**MOT 2:** Connecting learning tasks to the student’s personal aspirations.

**MOT 3:** Differentiating assignments to provide the right balance of challenge and attainability for each student.

**MOT 4:** Helping students “find the fun” [satisfaction] in learning rather than simply making learning fun.

**MOT 5:** Stretching the student’s interests to find value in new topics (acquired relevance).

**MOT 6:** Making individual student progress visible with clear indicators.

**MOT 7:** Provides high levels of student engagement aimed at learning objectives.

**MOT 8:** Helping parents understand the significance of their verbal attributions of students’ successes and disappointments.