

# unlearning Book Study

## Kansas Infinitec

### Pre reading activity:

Think about barriers that you face in your classroom and with a certain student in mind. Check out this website:

<https://www.montgomeryschoolsmd.org/departments/hiat-tech/udl/udl-tool-finder/index.aspx>  
and see if you can find any tools to help your class overcome these barriers.

### GroupMe:

In order to facilitate more ideas/discussion, we will use groupme. Hopefully this will make it easy to comment or respond! This is a texting system so please think of responses/comments that are short:) If everyone could contribute a comment or a question at least 1 time for each chapter, hopefully this will contribute to our group thought!

Join using this link:

More information about GroupMe-

[Video how to use GroupMe](#)

[GroupMe website for more information](#)

### Introductions

What type of expert learner are you? Share a strategy or tool that works for you!

## Chapter 5: Relight the Pilot Light to Unleash Expert Learners.

As educators, we are challenged to teach and model for our students how to become experts at doing what they need to achieve their best learning: be self-directed, motivated, and goal-driven in their learning. Some days, this can feel incredibly challenging; but just like the heater, we can't allow our students to quit and we can't quit. We have to keep high expectations for all learners because our belief matters. We understand that our students face very real barriers

that may prevent them from learning, but we are the ones who set the goals and expectations for learning in our classrooms.

### **Resources**

- Check out this blog from Katie Novak on the Growth Mindset and Teaching students to be expert learners [bit.ly/GM-Novak](http://bit.ly/GM-Novak)
- Explore this article from Education Leadership on [“The Power of Collective Efficacy”](#)
- This TEDx from Jon Stolk breaks down Creating Autonomy through Supportive Learning Environments - [bit.ly/Supportive-Learning-Environment](http://bit.ly/Supportive-Learning-Environment)

### **Discussion Questions**

- What are your expectations for each one of your learners?
- How do you think the UDL shift to firm goals and flexible means can reduce some of the expectancy effects that groupings and labels may imply?
- What helps you hold high expectations for all students?
- How can you use the Unlearning Cycle to design for students to become more autonomous in their learning?

### **Activity:**

In your group, discuss examples of UDL in each category and add it to this padlet.