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You May Not Have Let the Pigeon Drive the Bus but His Efforts Can Have Meaning Regarding Persistence in

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Objectives

- To refocus attention on the role of the affective domain by examining the role that persistence in learning plays through children's literature.
- To examine Caldecott Medal & Honor books, 2000-2015, as exemplars for each of Johnston's (2012) Dynamic Learning Frames outlined in *Opening Minds: Using Language to Change Minds*.
- To explore resulting biographies and the intentional dialogic language and conversations surrounding each of the nine Dynamic Learning Frames connecting to the theme of language and literacy for all.



PETER H. JOHNSTON

Opening Minds

Using Language to Change Lives

Perspectives of our research

- As Peter Johnston (2012) outlines in *Opening Minds: Using Language to Change Lives*, learning requires a shift in classroom conversations from a Fixed/Performance frame to a Dynamic/Learning frame.
- His intriguing work encourages teachers to change their language and shift the conversation to adhere toward the Dynamic Learning Frame (Johnston, 2012), which focuses less on fixed traits than on growth and persistence.

Extended Rationale



- Nystrand (2006) contends dialogic classrooms can overcome disadvantages related to SES, race, or ethnicity, noting “students recalled their readings better, understood them more in-depth, and responded more fully to aesthetic elements of literature than did students in more typical, monologically organized classes.” (p. 412).
- Johnston (2004; 2012) notes that dialogic classrooms are preferred for a variety of reasons including critical thinking, open mindedness, problem solving, empathetic behavior, and even higher levels of happiness, the researchers made a determination to use the Dynamic Belief Systems Frame as a sieve for the intentional coding of children’s books with related themes.

Dynamic Belief Systems



FIXED / PERFORMANCE FRAME

- 1. People have fixed traits such as smartness, intelligence and personality that they cannot change.
- 2. Learning happens quickly for smart people so trying hard is not valued - if you have to try hard you probably aren't smart.
- 3. The most important information is whether one is successful. It shows who is smart and more valuable. How one succeeds is irrelevant. (Cheating - lying justifiable routes to success.)
- 4. The goal is to look as smart as you can.
- 5. Frequent success without trying is an indicator of one's (fixed) ability and value.
- 6. Problems/challenges/errors are indicators of one's intellectual ability.
- 7. Challenging and novel activities are risky/stressful.
- 8. Value competition and believe that success requires ability and a competitive focus. Seeking help is evidence of one's intellectual inadequacy.
- 8. Value competition and believe that success requires ability and a competitive focus. Seeking help is evidence of one's intellectual inadequacy.
- 9. Greater competence means being smarter and therefore better (and more valuable) than others, and potentially having power over others.

DYNAMIC / LEARNING FRAME

- 1. **The more you learn the smarter you get. Smartness, minds, who you become can be changed.**
- 2. **Learning takes time and effort, so trying hard is valued.**
- 3. **The most important information is how someone did (or could do) something because that's what we can learn from.**
- 4. **The goal is to learn as much as you can.**
- 5. **Frequent success without trying hard indicates choosing activities that are too easy to learn from.**
- 6. **Problems/challenges/errors are to be expected if a person is taking on challenge – which is valued (even experts/authors make mistakes).**
- 7. **Challenging and novel activities are engaging.**
- 8. **Value collaboration and believe that success requires it, along with, interest, and efforts to comprehend. Seeking help is sensible after exhausting one's own resources.**
- 9. **Greater competence means being able to take on new challenges and greater opportunity to help others.**

Methodology

- Conducting content analysis to find possible exemplars in Caldecotts echo each of these nine beliefs.



- Each of the books was coded using the nine belief systems as a schema
- Differences were discussed and reconciled by the researchers, who then identified a series of emergent patterns.
- The books were also intentionally compiled to highlight each of Johnson's (2012) nine belief systems.

Data Sources

- The corpus of books included high quality books that received the Caldecott Medal or Honor between 2000 and 2015.



- Each book was read and reread by the researchers who sought to answer the following questions: a) Does the text include the exemplars of belief systems regarding literacy learning and/or persistence, and b) If so, what is the nature of the exemplar and which of the nine belief systems is best represented?

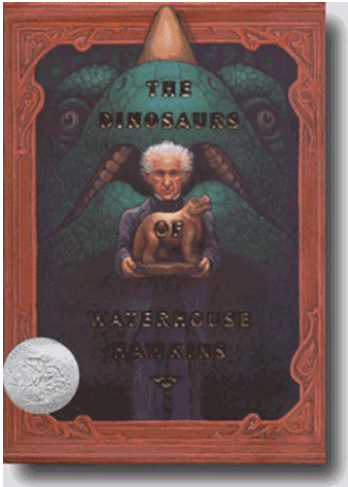
Preliminary Findings

- Exemplars of dynamic learning frames were plentiful, but not universal. Exemplars found in 47 of 69 (68%) total titles 2000 to 2015.



- Exemplars were more likely to be found in earlier books than later. The award year of 2002 had the greatest number of indicators.
- Dynamic indicator #7 “Challenging and novel activities are engaging” was the indicator represented most often
- Books with a narrative arc were more likely to include the dynamic learning frames than traditional informational texts.

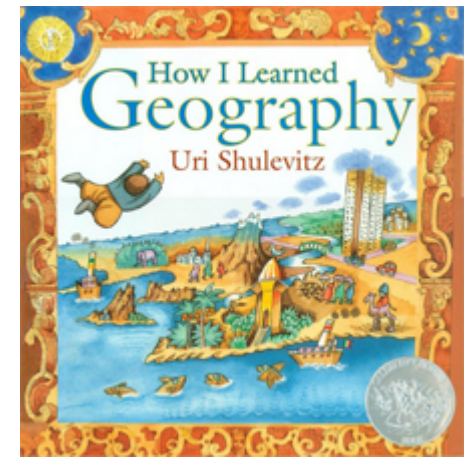
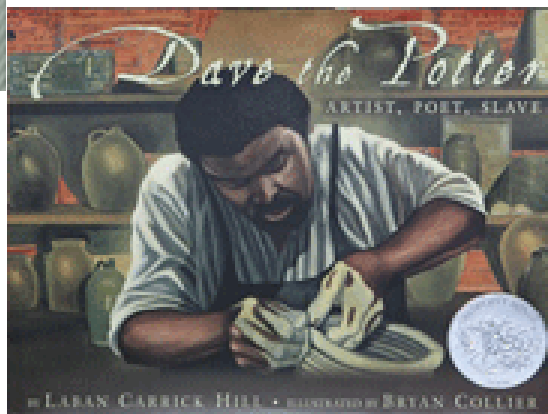
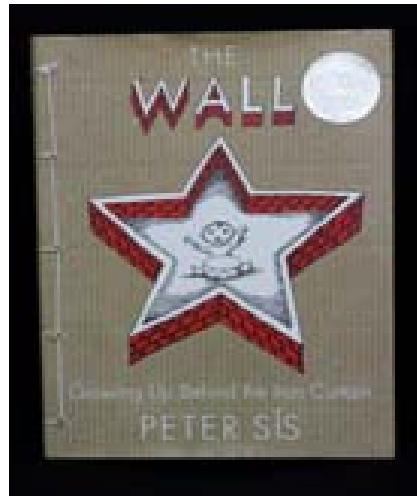
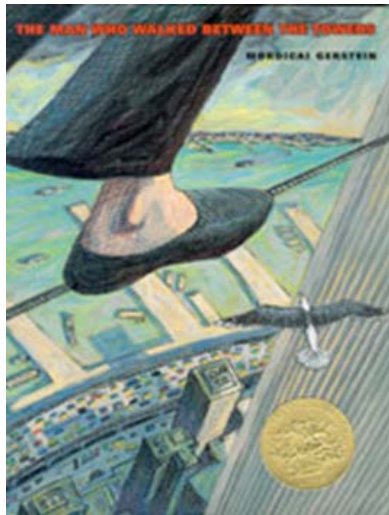
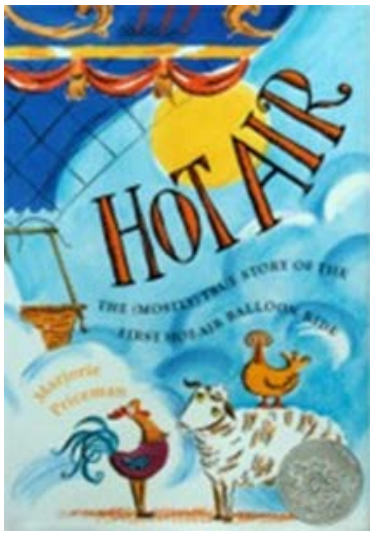
Finding: Biographies and autobiographies



- Provided a particularly rich source of exemplars:
 - *Martin's Big Words* (Rappaport, 2007),
 - *The Dinosaurs of Waterhouse Hawkins* (Kerley, 2001),
 - *Moses: When Harriet Tubman led her people to freedom* (Weatherford, 2006),
 - *The Right Word: Roget and his Thesaurus* (Bryant, 2014),
 - *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art* (Rosenstock, 2014),
 - *River of Words: The story of William Carlos Williams* (Bryant, 2008),
 - *The Wall: Growing up Behind the Iron Curtain* (Sis, 2007),
 - *How I Learned Geography* (Shulevitz, 2008),
 - *The man who walked between the towers* (Gerstein, 2003),
 - *Dave the potter: Artist, poet, slave* (Hill, 2010),
 - *Henry's freedom box* (Levine, 2007),
 - *Me...Jane.* (McDonnell, P. (2011), and
 - *Rosa* (Giovanni, 2005).
- Two bios exemplified all nine indicators: *Martin's Big Words* and *The Dinosaurs of Waterhouse Hawkins*.



More biographies emphasize the finding that this genre serves as particularly rich vessel of dynamic learning.

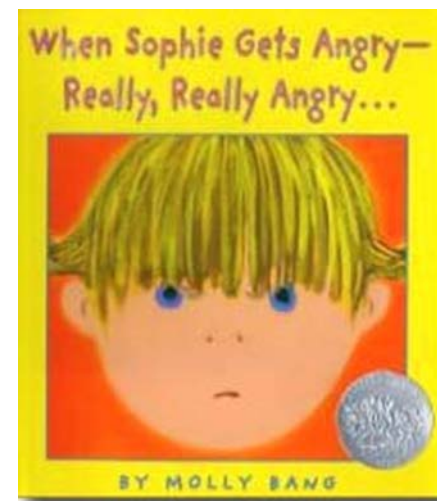
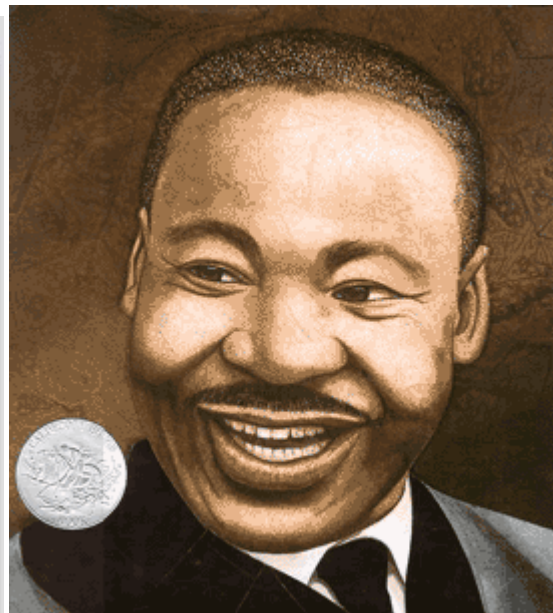
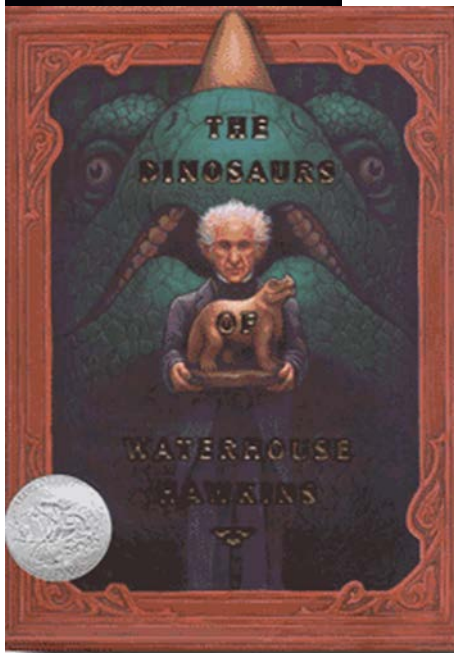
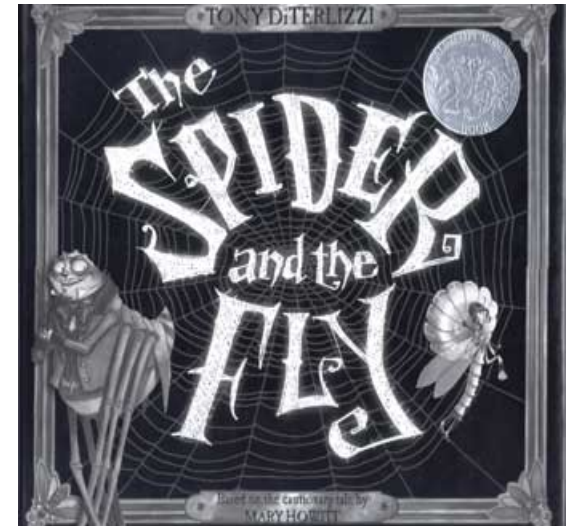
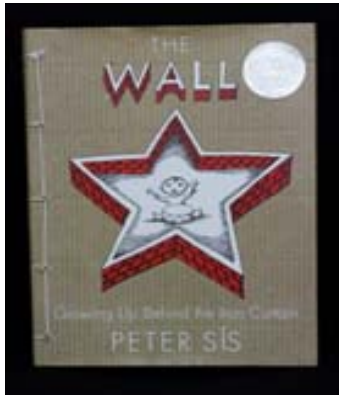




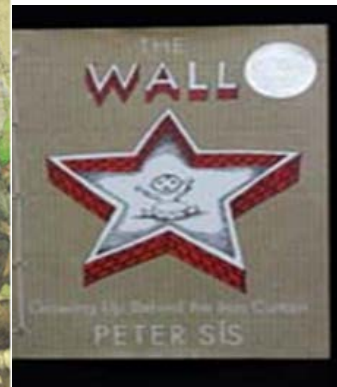
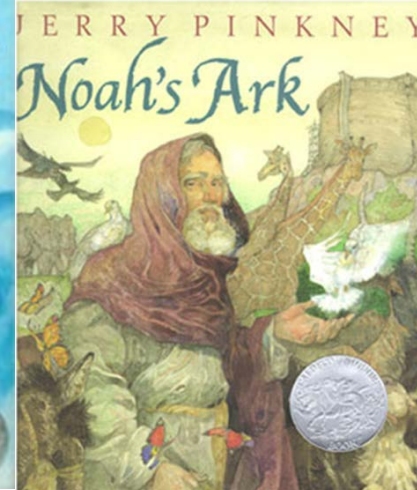
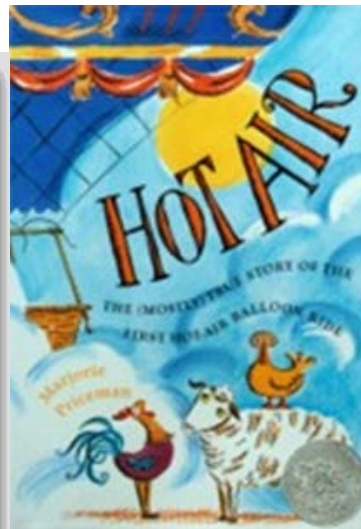
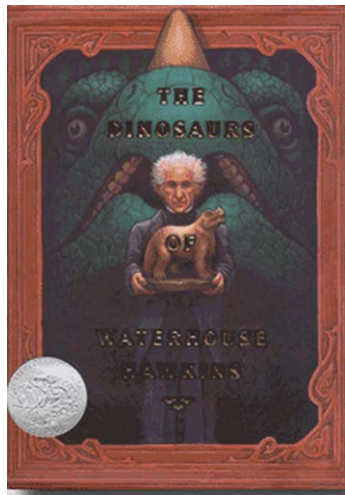
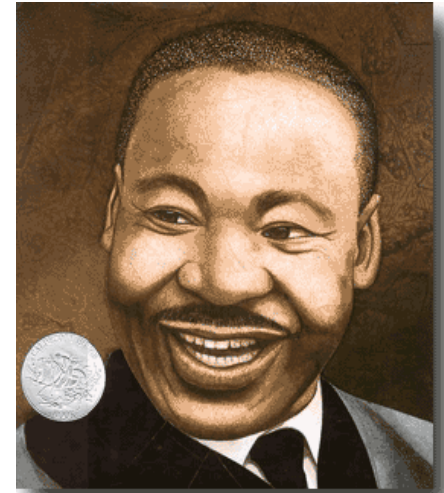
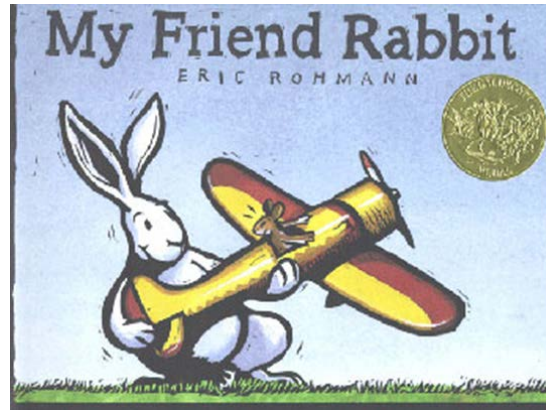
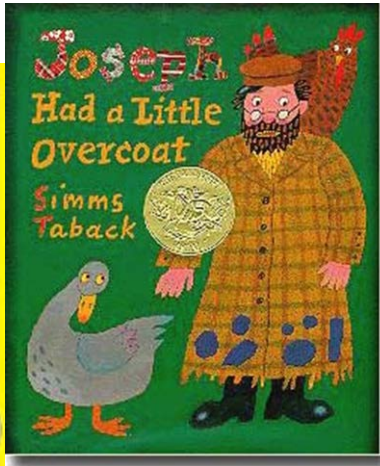
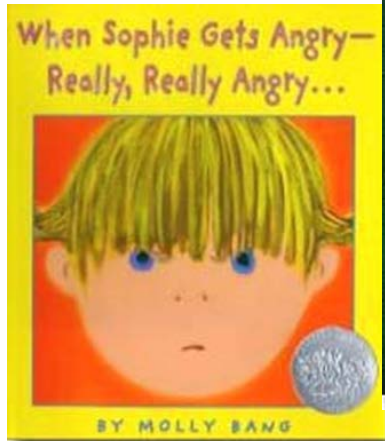
Exemplar Texts

Dynamic Learning Frames

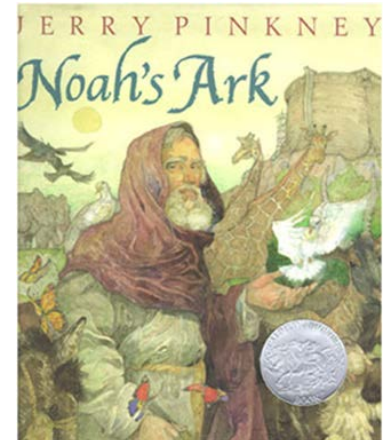
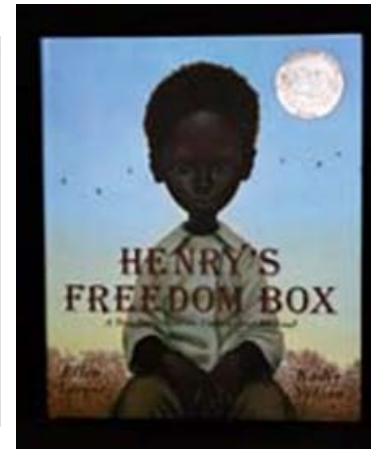
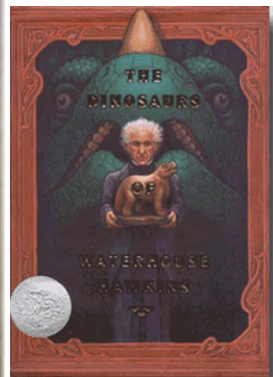
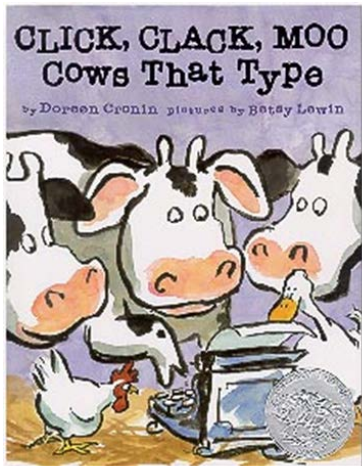
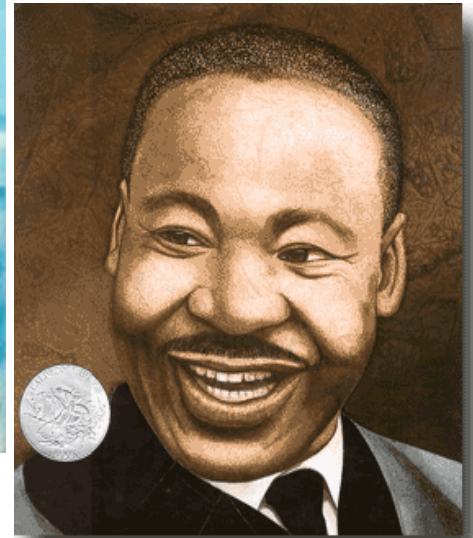
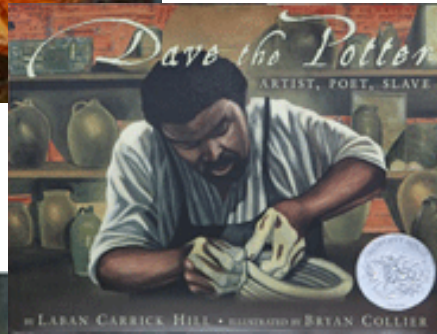
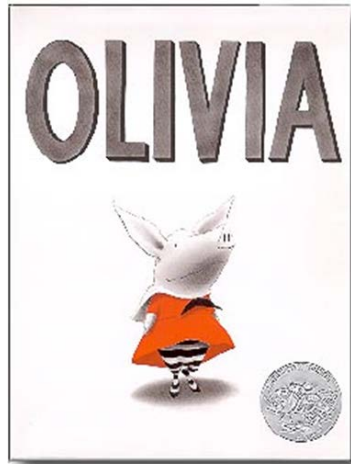
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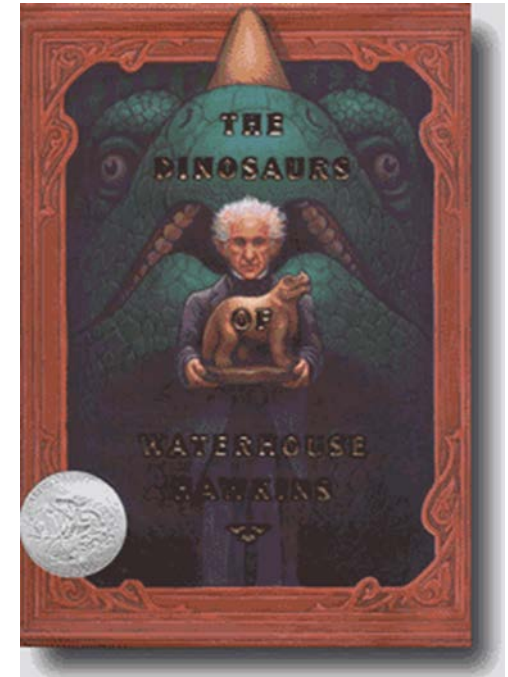
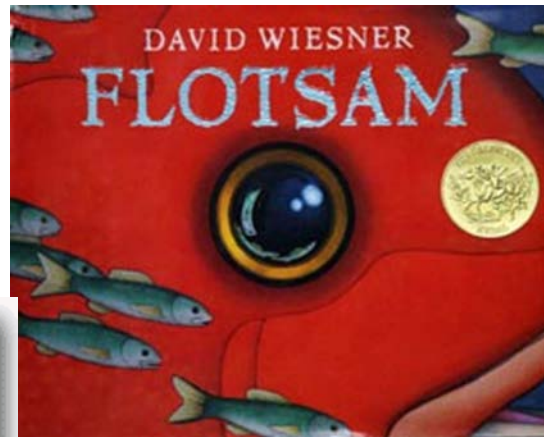
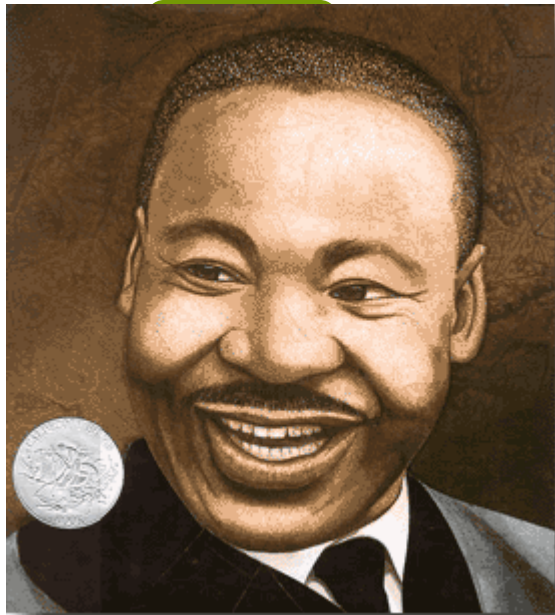
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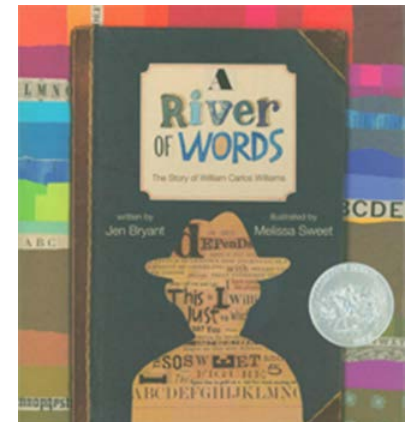
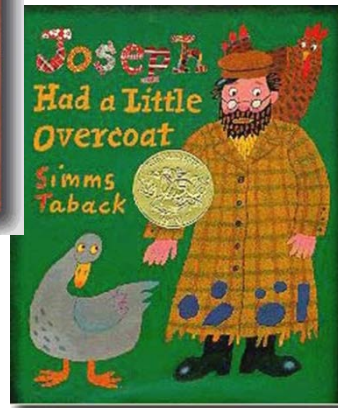
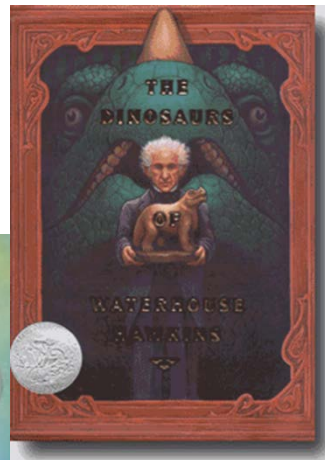
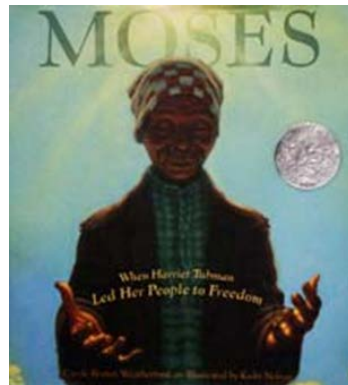
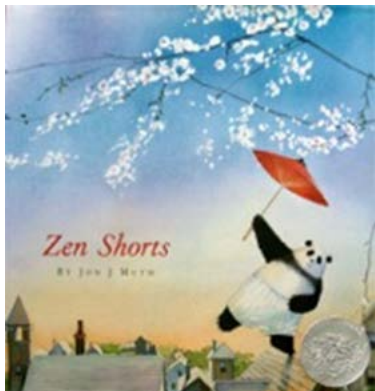
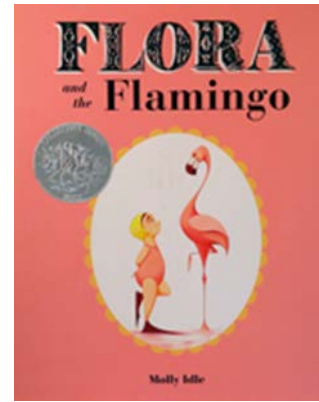
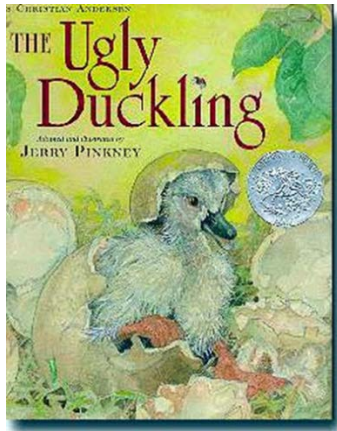
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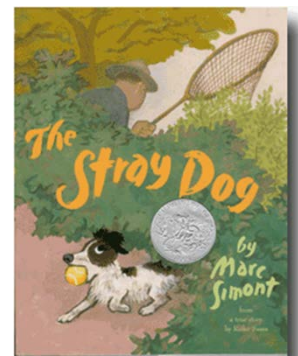
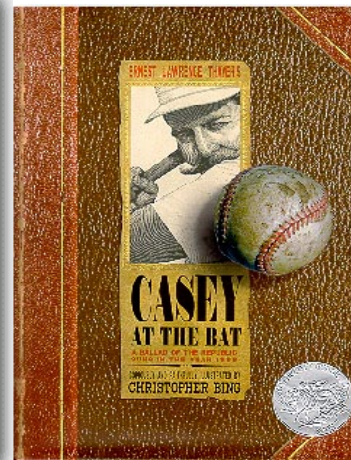
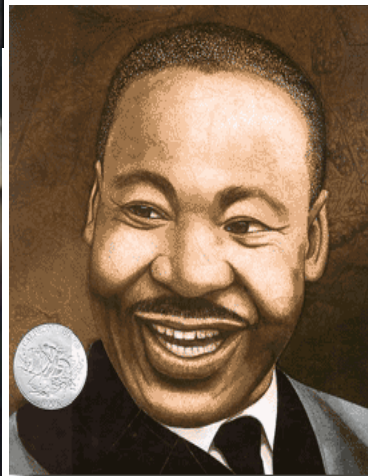
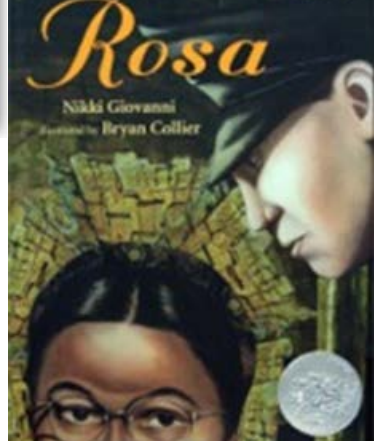
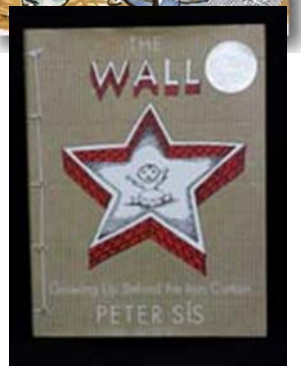
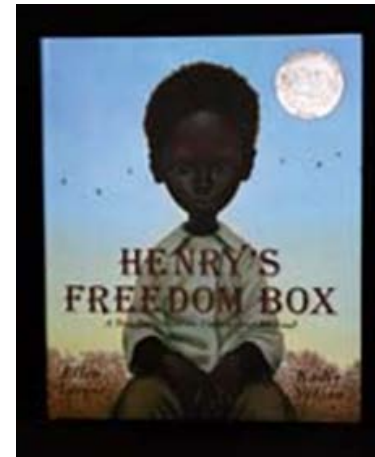
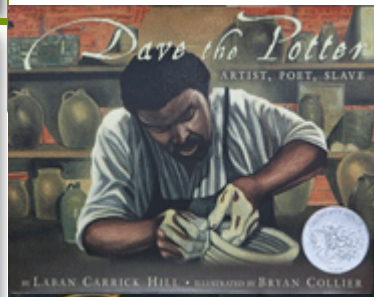
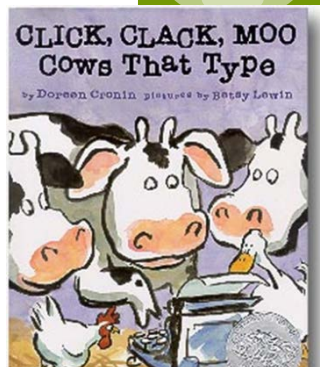
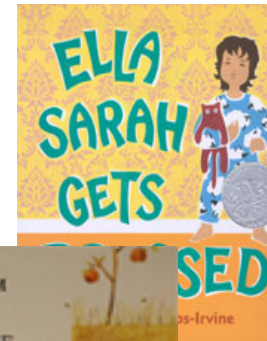
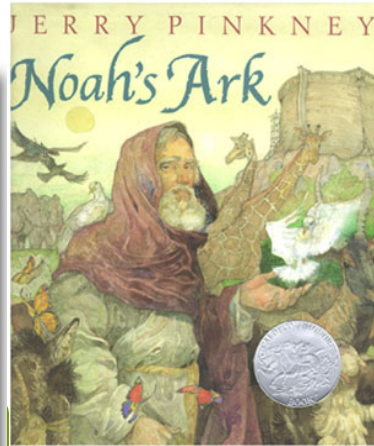
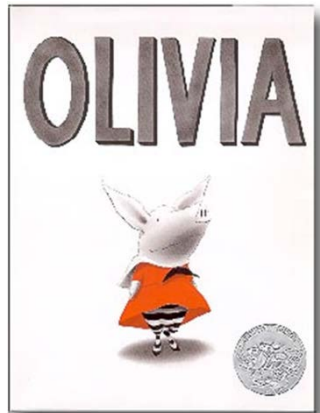
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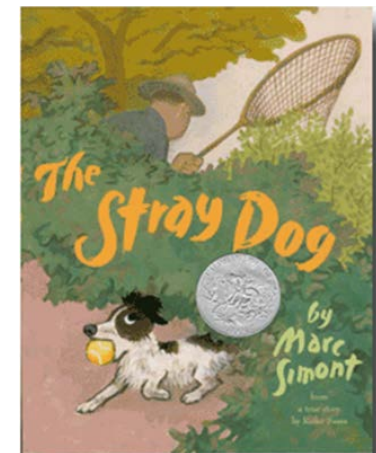
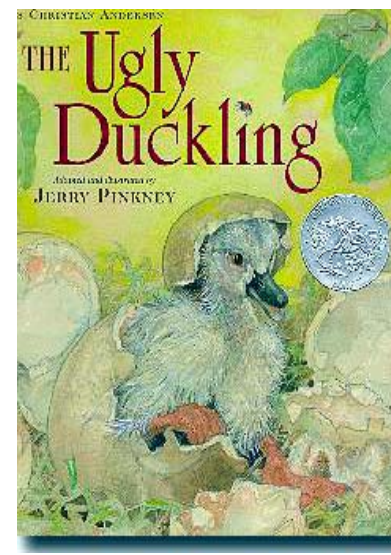
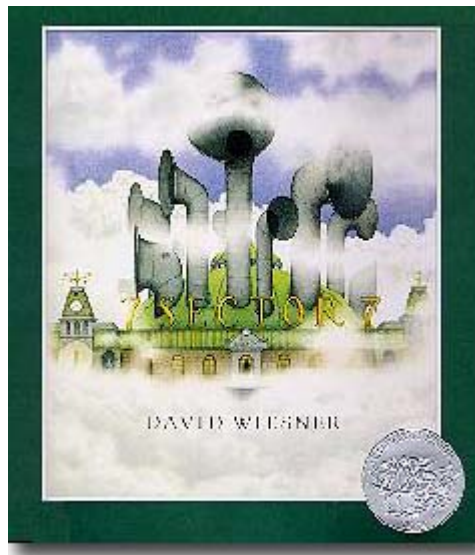
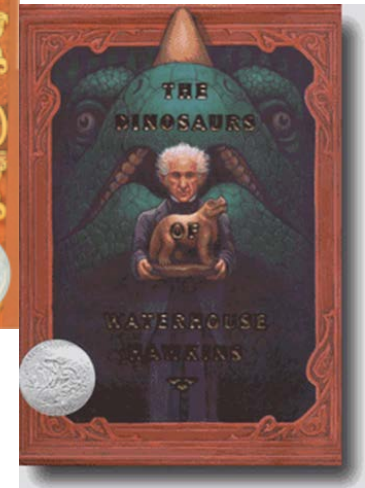
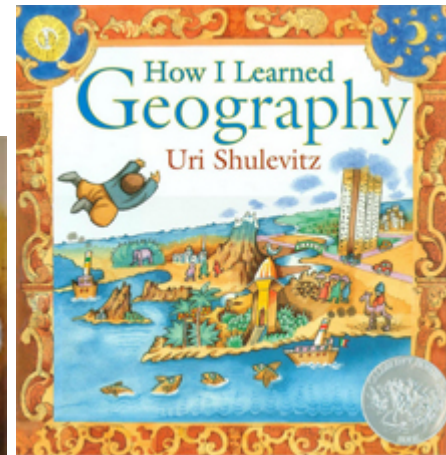
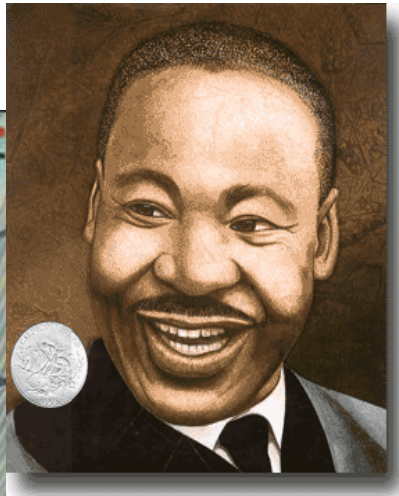
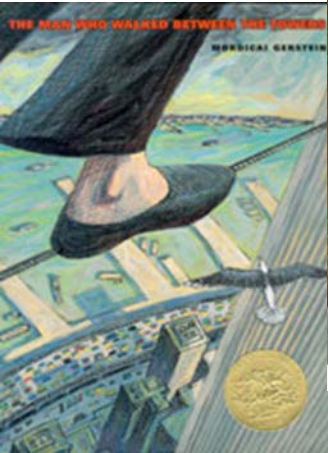
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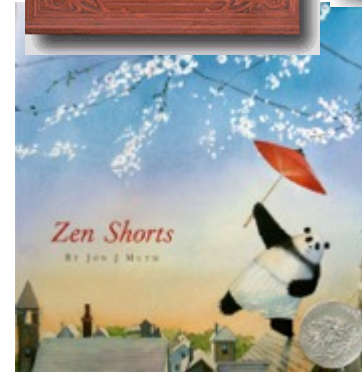
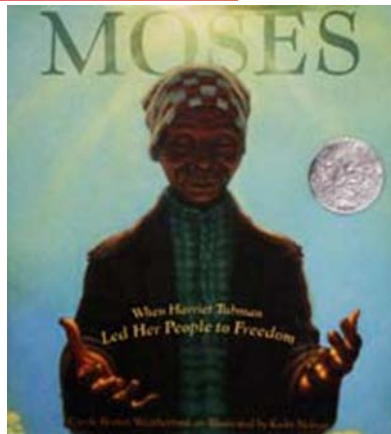
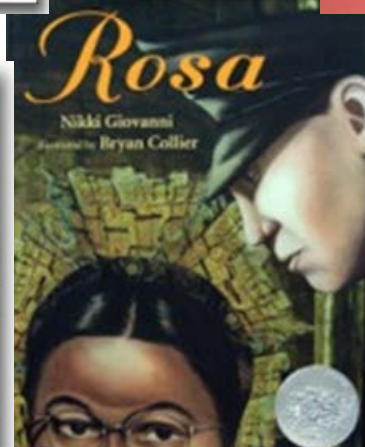
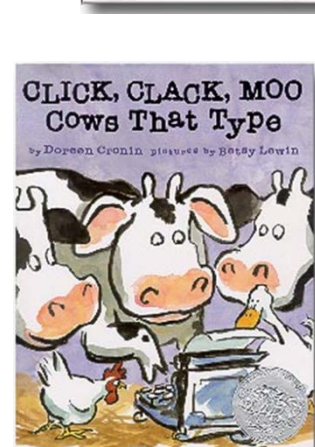
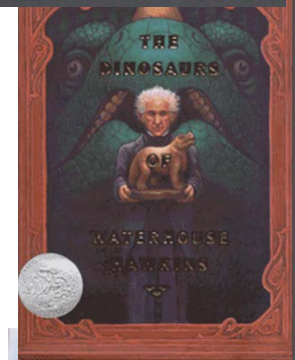
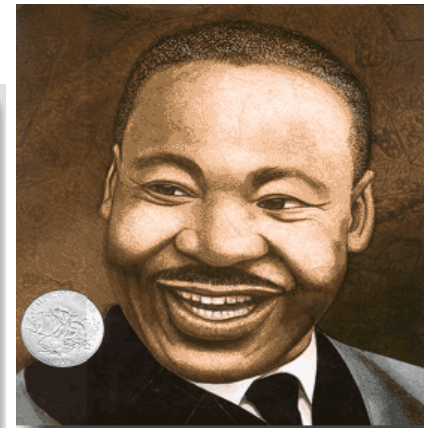
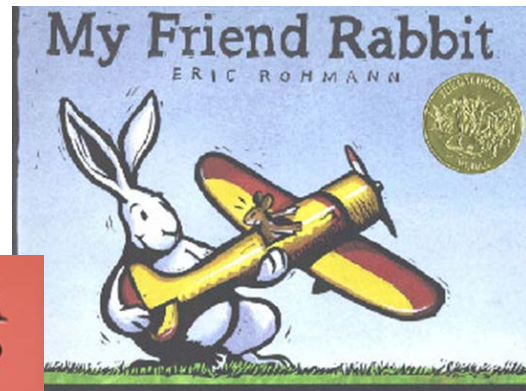
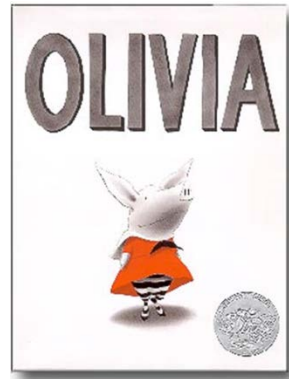
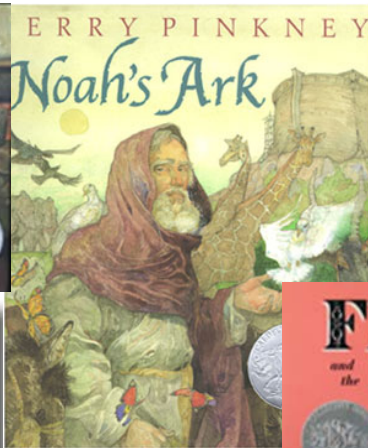
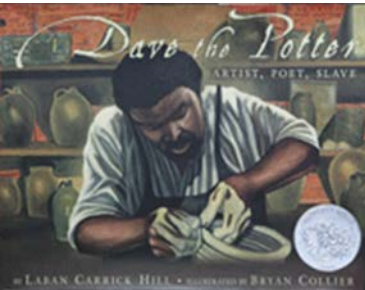
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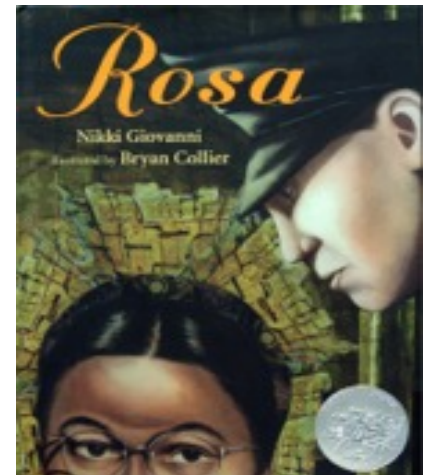
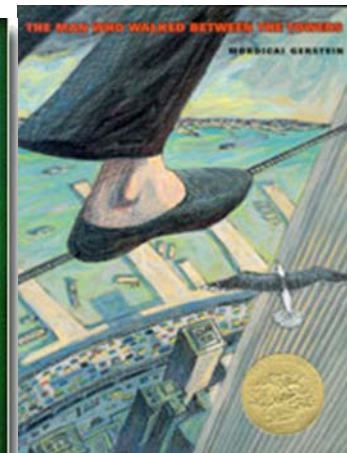
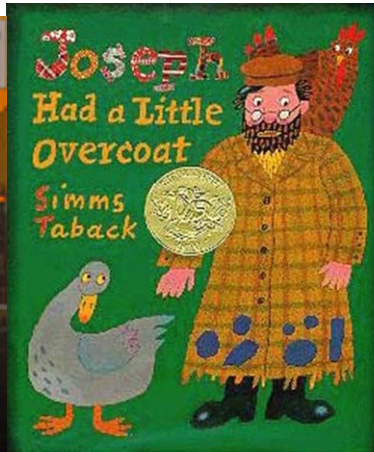
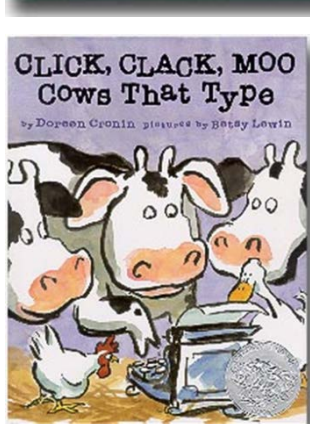
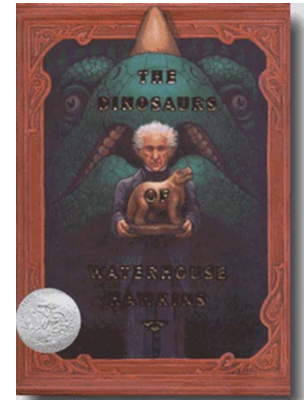
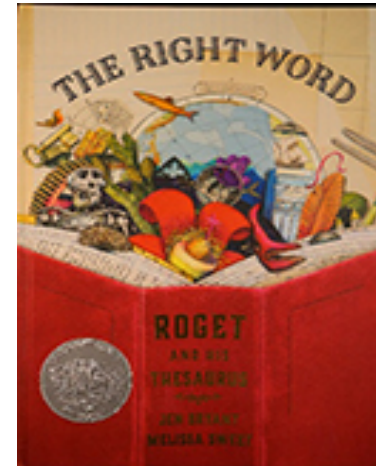
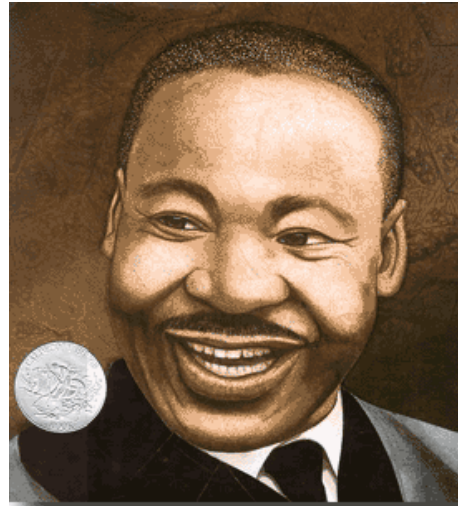
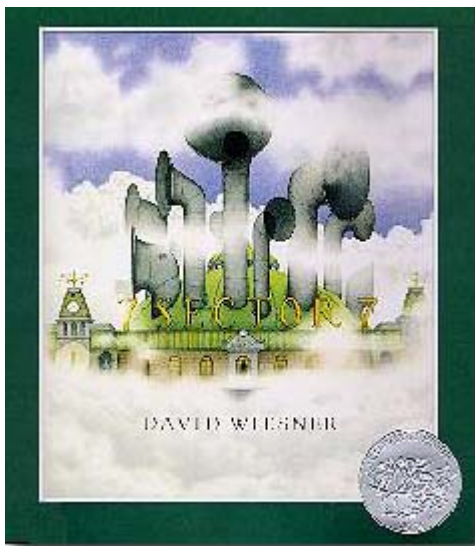
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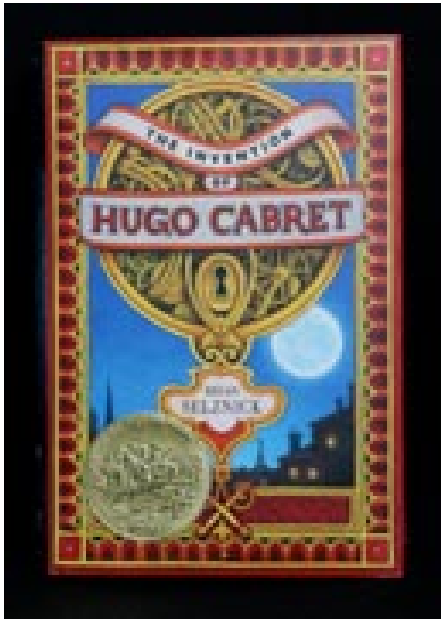
8. Value collaboration and believe that success requires it, along with, interest, and efforts to comprehend. Seeking help is sensible after exhausting one's own resources.



9. Greater competence means being able to take on new challenges and greater opportunity to help others.



Dichotomy of fixed and dynamic learning frames



- *The Invention of Hugo Cabret*
- Shifting the conversation activity: p. 250

“ Hugo felt stupid for thinking that he could fix it.” ... He felt broken himself.....All of this work for nothing”.

Shifting the conversation:

Concluding remarks

- Literature provides rich ***exemplars*** of the dynamic learning indicators.
- Literature offers ***invitations*** to consider dynamic learning in an authentic and safe format.
- Literature has the ***potential*** to be a vicarious and vibrant vehicle for developing and shifting the conversation about learning and persistence through reader response, but would be enhanced in the context of rich relationships and authentic discussion.



Shifting the conversation:

Concluding remarks



- By utilizing rich layers of characters, events, language & themes in Caldecott books, teachers have a vicarious avenue for shifting the conversations away from explaining successes in terms of permanent intellectual capabilities toward one wherein students value the authentic and dynamic nature of learning.
- Exposing challenges, problems, and failures as temporary, valued, and expected is needed. When our knowledge and experience changes, our language must also change.
- Therefore, the empathetic experience of reading and responding to books that resonate across the Dynamic Learning Frames allows for rich and layered conversations to shift and change belief systems.

Future Research

- Go deeper in understanding the “hows” of looking at dynamic learning and language in literature
- Explore reader response as a means to shift literacy conversations with preservice teachers in literacy education.



- Expand our dataset by looking at older titles
- Expand our dataset by looking at other bodies of literature (e.g. Newbery, Coretta Scott King)
- Use Johnston’s Dynamic Learning Frames as an intentional framework for children to examine, reveal, and articulate their changing belief systems related to persistence.

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