Ecological Well-Being through Social Testing
(Added subtitles during CILC, inspired by Thorne & Crowley)
Re-Wilding the Social Collaborative,
An Exciting Educational Ecolinguistic Enskillment Event

Tim Murphey
Kanda University of International Studies

BBB Split Story
Social Test
1. What activity has the highest rated effect size?
2. Why might social testing be good for students?
3. What does III stand for?
4. What is asking?
5. What is the top skill that teachers say is the most necessary to teach? (HATO)
6. How can students scaffold answers, instead of just giving them?
7. What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life?

Grade 1 ____ %  Grade 2 ____ %  Grade 3 ____ 
Who helped you? 
Who did you help? 
Comment: ____________________________________________________________
COMMENTS FROM 75 students 20 negative, 13 somewhat negative, 37 positive, 5 super positive, 4 below (2013)

1. It was interesting because I think it is important to help each other and share information. I also had a chance to speak to strangers.

2. The most fascinated test that I’ve ever had.

3. I think this type of test is awesome!! We can help each other even in Quiz!! I think that is amazing! We can actually show our courage. We can co-construct our knowledge.

4. I really like this type of test. I’ve never done such a creative and interactive test, and I really think that I was required to get information and help people, and these are vital skills to live in real life!
Sample Social Quiz Question:

What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life?

The ending is … She said…
She said: 
“It’s in your hands.”
“It’s in your hands” is an embedded and embodied metaphor for someone taking responsibility.

It becomes enacted with self-evaluations in social testing (your score is up to you! You are responsible for your grade. It is in your hands.) It is extended when students apply the idea to their own lives and realize that they too have agency, i.e. the responsibility to evaluate themselves. The social testing offers agentic affordances through self evaluations and ASKING.

Ultimately, for most of us, our lives are in our hands and it is up to us to decide the core material and meaning and to make the evaluations. Thus, starting early to do this may give our students an advantage, a head start.
4E cognition (Embodied, Embedded, Extended, Enactive) Applied to Social Testing

• Students get up and walk around asking questions during the social part of the test, so the learning is embedded and enacted in their own bodies (embodied) and contexts as they interact with each other. Learning is extended beyond what any one mind can capture as they discuss possible answers for themselves and others. Motivation and dialogue are enacted through social discourse and embedded in the contexts about things that matter to them immediately, i.e. answers to test questions.
• Why might collaboration, being social, be so essential?
• Learning
• Teaching
• Bonding
• Loving
• Growing
• Longevity
• Well-being
• Attachment Theory

Neuro-science is telling us these are all related neurologically and biologically. Our brains are simulation machines that relay information back to our bodies for well-being.
HATO Project 2015

• in Japan near 4 national universities
  450 schools in each region, 6 teachers
  from each school, involving a total of
  nearly 10,000 teachers in 3 categories:

• Elementary / JHS / HS
What skills do you think should be taught at school?

- Cooperation
- Autonomy
- Resilience
- Overcoming failure
- Respecting diverse opinions
- Adjusting to different environments
- Problem finding/solving
- Broad cultural knowledge
- Interest in society
- Logical thinking
- Self-assertiveness
- Leadership
- Basic skills for living
- ICT skills
- Knowledge about work
- Critical thinking

http://berd.benesse.jp/up_images/research/HATO_Kyoin_tyosa_all.pdf
How much of these activities do you do?

Group Work
Discussion
Experiments/Observations
Any ICT use
Transdisciplinary
Presentations
Fieldwork
Self Made Class
Materials

http://berd.benesse.jp/up_images/research/HATO_Kyoin_tyosa_all.pdf
We remember ___% of what we ___.
(Guess first...)

<table>
<thead>
<tr>
<th>%</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>hear</td>
</tr>
<tr>
<td>70%</td>
<td>read</td>
</tr>
<tr>
<td>50%</td>
<td>see</td>
</tr>
<tr>
<td>30%</td>
<td>teach</td>
</tr>
<tr>
<td>20%</td>
<td>see and hear</td>
</tr>
<tr>
<td>10%</td>
<td>say</td>
</tr>
</tbody>
</table>

(Silverman, L.K., “Global Learners: Our Forgotten Gifted Children.” Paper presented at the 7th World Conference on Gifted and Talented Children, Salt Lake City, Ut., Aug. 1987.)
After 2 weeks we tend to remember...

Passive

- Reading: 10% of what we read
- Hearing Words: 20% of what we hear
- Looking at pictures: 30% of what we see
- Movies/Videos/Exhibits, Demonstrations
- Seeing it done on location: 50% of what we see and hear

Active

- Participating in a discussion
- Giving a talk
- Doing a dramatic presentation
- Simulating the real experience
- Doing the real thing: 90% of what we say and do
I hear, and I forget;
I see, and I remember;
I do, and I understand.

- Confucious
“Tell me and I forget.
Teach me and I remember.
Involve me and I
learn.” Benjamin Franklin
What I **hear**, I forget.
What I **hear and see**, I remember a little.
What I **hear, see, and ask questions about or discuss** with someone else, I begin to understand.

What I hear, see, discuss and **do**, I acquire knowledge and skills about.

What I **teach** to another, I **master**.

- Silverman (1996)
The World Happiness Study Leaders For 2018, Denmark, Israel, Norway, and Australia have two things in common:
• 1. The ability to find the positive even in difficult situations.

• 2. The presence of positive relationships amongst friends and family, coworkers and community groups. Vs III
TESTING usually ISOLATES and INDIVIDUALIZES forcing us to work alone, when in our real lives we want to encourage people to collaborate and to be brave enough to ask others for help.

Could we embed “social asking” and “self evaluations” into test taking and counter the trend of Increasing Individualization and Isolation (III).
In a 2008 meta-study, John Hattie popularized the concept of visible learning. Hattie compared the effect size of many aspects that influence learning outcomes in schools and points out that in education most things work. The question is which strategies and innovations work best and where to concentrate efforts in order to improve student achievement. The Times Educational Supplement described Hattie's meta-study as “teaching’s holy grail”.

According to Hattie’s findings, visible learning occurs when teachers see learning through the eyes of students and help them become their own teachers. Hattie found that the ten most effective influences relating to student achievement are:

1. **Student self-reporting grades** (d= 1.44)
2. **formative evaluation** (d=0.9)
3. **teacher clarity** (d=0.75)
4. **reciprocal teaching** (d=0.74)
5. feedback (d=0.73)
6. **teacher-student relationships** (d=0.72)
7. meta-cognitive strategies (d=0.69)
8. self-verbalisation/ questioning (d=0.64)
9. **teacher professional development** (d=0.62)
10. problem-solving teaching (d= 0.61).

Some of the statistical methods used by Hattie have been criticised. Hattie himself admitted that of the two statistics in 'Visible Learning', one was calculated incorrectly throughout the book.

The phrase ‘visible learning’ was used previously by Howard Gardner in his 2001 study "Making Learning Visible" as Inez De Florio argued in 2016.

References
Social Test
1. What activity has the highest rated effect size?
2. Why might social testing be good for students?
3. What does III stand for?
4. What is asking?
5. What is the top skill that teachers say is the most necessary to teach? (HATO)
6. How can students scaffold answers, instead of just giving them?
7. What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life?

Grade 1 _____ %   Grade 2 _______ %   Grade 3 _______
Who helped you?
Who did you help?
Comment: ____________________________________________
INSTRUCTIONS TO STUDENTS
The most intelligent thing you could do on this test is interact and ask lots of questions to lots of people

• Not knowing is OK.
• Not asking is failure
• Your grade is mostly about your ability to help and ask.
Part one: Write fast and answer as much as you can. Answer the questions you know easily first. Give your first grade in Score one: _
• Part 2 - No pencil or eraser. NO LOOKING at others papers. Only pen, and talk and listen. Cross out old answers with your pen.

• Ask and help lots of people quickly Give hints not answers when possible! One person, one question. Then find another! If no one knows an answer ask Tim.

• Give your second grade in Score two:
Note in the grades your scores should increase. For example
Score one: 50%.
Score two: 60%
Don’t just tell answers!
Scaffold Answers

Hint! Don’t just give the answers away
How can you hint?
G..... Pantoxxxx
One w......
Hum a T.....

Hattie “instrumental help seeking” - scaffolding :)

"Executive help seeking” - (just answers)
Social Test
1. What activity has the highest rated effect size?
2. Why might social testing be good for students?
3. What does Ill stand for?
4. What is asking?
5. What is the top skill that teachers say is the most necessary to teach? (HATO)
6. How can students scaffold answers, instead of just giving them?
7. What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life?

Grade 1 ______ %  Grade 2 ______ %  Grade 3 ______ 
Who helped you?
Who did you help?
Comment:  __________________________________________
Embodied, Embedded, Enacted, Extended

• How might your answer have been embodied?
• What might your answer have been embedded in?
• How has your answer already become enacted in your life?
• How can this short story and idea be extended to other realms of our lives? (If no time HW) Thanks
Possible Answers

• How might your answer have been embodied? *Your physical presence, your voice, your gestures, your positioning all infer embodied-ment.*

• What might your answer have been embedded in? *This room with these people, about (in) your life!*

• How has your answer become enacted? *It was probably already enacted at certain times in your past...*

• How can this short story and idea be extended to other realms of our lives? *Perhaps I need to help my students, colleagues, & friends realize that we control much more of our lives than we think.*
Book chapter

Provoking Potentials: Student Self-Evaluated and Socially-Mediated Testing

By Tim Murphey

• © Springer International Publishing Switzerland 2017
• R. Al-Mahrooqi et al. (eds.), Revisiting EFL Assessment,
• Second Language Learning and Teaching, DOI 10.1007/978-3-319-32601-6_17
Chapter abstract and overview

• Basically I wanted to try to find a way to make testing a good learning experience in which students learned to socialize as well as learning ways to increase retention.

• At this point I have no quantitative data, only qualitative data that overwhelmingly confirms the hypothesis that students can learn more when they are interacting and asking each other questions. (I am looking for a grad student to test them statistically to see what results might appear.)
For me Ecological means involving the other 4 Es in Testing & Learning:

Embodied
Embedded
Enacted
Extended
Try it yourself with a partner! Stand up walk to meet someone across the room and exchange answers:

• **What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life? How have you applied it already?**
Cozolino introduced the concept of the Social Synapse, the medium through which we are linked together into larger organisms such as families, tribes, societies and the human species as a whole.

"Gaze, pupil dilation, facial expressions, posture, proximity, touch, and mirror systems are all reflexive and obligatory systems that work below conscious awareness.

These and other systems yet to be discovered create a high-speed information linkup between us, establishing ongoing physiological and emotional synchrony."
Inter-Species Diversity Peering/Playing
Social Test
1. What activity has the highest rated effect size?
2. Why might social testing be good for students?
3. What does III stand for?
4. What is asking?
5. What are the 8 ways to reduce stress?
6. What is the top skill that teachers say is the most necessary to teach? (HATO)
7. What is the social synapse?
8. How can students scaffold answers, instead of just giving them?
9. What is the last line of the Beautiful Blue Butterfly Story and what are the possible two meanings? How might you apply this to your life?
COPS BEES  acronym + gestures

- C
- O
- P
- S
- B
- E
- E
- S
COPS  BEES
Connect
Organize
Positive
Simplify
Breaks
Eat-well
Exercise-well
Sleep-well
4. **RAPPORT, BONDING, KIZUNA**
A COMMUNAL STATE OF FLOW

- Being in rapport with others and enjoying a learning flow, is not a thing but an activity which demands continual adjusting to the various changes inside and between participants in a complex world.
SONGLET STORIES #1

• Asking may be a moment’s embarrassment, not asking is a lifelong regret.
SONGLET-STORY #1: EMBARRASSMENT/SHAME/REGRET

- SD
- Explanation and Stories (demo)
- Student Stories (personalize and use it)
I don't want to live in a rich country. I don't want to live in a fast-growing or competitive country. I want to live in a good country, and I so, so hope that you do too.

**Simon Anholt** TED TALK  JUNE 2014
http://www.ted.com/talks/simon_anholt_which_country_does_the_most_good_for_the_world/transcript#t-991310

The GOOD Revolutions!!!!!
"Good" universities, cities, companies, classes, classmates, good testing ...
The best way to find yourself is to lose yourself in the service of others. -- Mahatma Gandhi

Helping Teaching Well-Becoming Hypothesis
• IDEAL CLASSMATES
• and PCOIZ Resources
• http://www3.hp-ez.com/hp/englisheducation/page3
• Class Publication
Booklets available at
https://sites.google.com/site/folkmusictherapy/home
Quote from Daniel Goldman, author of *Emotional Intelligence*, *Social Intelligence*, and *Eco Literate*

- A child's brain comes preprogrammed to grow, but it takes a bit more than the first two decades of life to finish the task, making it the last organ of the body to become anatomically mature. Over that period all the major figures in a child's life - parents, siblings, grandparents, teachers, and friends - can become active ingredients in brain growth, creating a social and emotional mix that drives neural development.

- Like a plant adapting to rich or to depleted soil, a child's brain shapes itself to fit its social ecology, particularly the emotional climate fostered by the main people in his or her life.