



# Success

Timely tips to improve student achievement

January 2019

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## Hubbard EV teaches 21<sup>st</sup> century skills with Legos

**Hubbard EV's** Hubbard Elementary school has started a science, technology, engineering and math class in which students build structures with Legos and learn computer skills. Parents' fundraising efforts contributed to the program, intended to teach students 21st-century skills such as problem-solving, teacher **Mary Ann Smiley** said. To read the full story, go to <http://links.ohioschoolboards.org/SU526>.

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## Columbiana County CTC nursing students learn via simulator

Nursing students at **Columbiana County CTC** are learning hands-on skills using a simulator called Noel. In particular, the device has helped students feel comfortable being a nurse in an OB-GYN environment. Instructors can create scenarios both for Noel and the sophisticated baby she gives birth to, giving students a chance to react to varying situations. For more, visit <http://links.ohioschoolboards.org/SU527>.

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## Youngstown City begins advanced manufacturing program

**Youngstown City's** East High will be the third high school in the country to feature an advanced manufacturing program called Ignite: Mastering Manufacturing. The program is the result of a partnership between Youngstown-based America Makes and two other institutes located in Detroit and Chicago. Students will learn about materials science in their first year and advanced manufacturing over the following two years. Go to <http://links.ohioschoolboards.org/SU528> for more on the program.

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## What teachers can do to boost creativity in class

Educators do not have to decide between sticking to the curriculum and allowing students to be creative, said author and former art teacher **Katie White**, who notes that schools have room for both. She shares how teachers can encourage the creative process and use observation to assess creative work at <http://links.ohioschoolboards.org/SU529>.

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## Technology helps urban, rural schools connect

Students in New York City and Eastern Kentucky are using a combination of video conferences and in-person meetings to learn about each other's differences and the things they have in common. Principal **Hazel Joseph-Roseboro** of University Heights High School in the Bronx says the program helps expose students to "different people, different ways of life." Visit <http://links.ohioschoolboards.org/SU530> to read the full story.

# Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

## Report shines light on different ways of learning

In 2000, when the National Academies of Sciences, Engineering and Medicine first released “How People Learn: Brain, Mind, Experience, and School: Expanded Edition,” the private, nonprofit institution couldn’t have predicted how important the research report would become in the field of K-12 education over the next 18 years, writes Senior Contributing Editor **Dian Schaffhauser** for THE Journal.

According to Schaffhauser, the updated version, “How People Learn II,” picks up from the original research, providing new insights related to the ground covered in the first report, but expands the discussion to include learning that occurs beyond K-12.

Schaffhauser interviewed Study Director **Sujeeta Bhatt** to find out how the latest study was undertaken and its key findings.

“One of the things that the Academies have been doing for some time now is tracking how popular reports are in terms of [free downloads and purchases],” said Bhatt. “For a very long time, the “Expanded Edition” of “How People Learn” has been the No. 3 most-downloaded report of over 10,000 reports for the Academies.”

So in 2008, Bhatt said the National Academies Press commissioned market research to help it understand how readers have used How People Learn in educational settings, and it also examined what topics were recommended for a revision of the book.

“When asked about recommendations for revisions, the two areas that were most frequently noted were technologies for learning and neuroscience,” Bhatt said. “And so ... the decision was made to expand the report beyond K-12 and to cover learning across the lifespan in both formal and informal settings. They also decided to focus on educational technologies, neuroscience, learning across the lifespan, including research on the aging brain, which kind of relates to neuroscience, and the influence of culture, motivation and emotion on learning.”

According to Bhatt, some of the How People Learn II key findings are:

- Culture plays an important and complex role in shaping how people learn;
- Learning is a dynamic process that continues across the lifespan;
- Mental models help people retain lessons learned by applying knowledge appropriately to solve new problems or make inferences;
- Motivation evolves throughout the lifespan.

To read the rest of THE Journal summary article, which contains links to the full report, visit <http://links.ohioschoolboards.org/SU531>.

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