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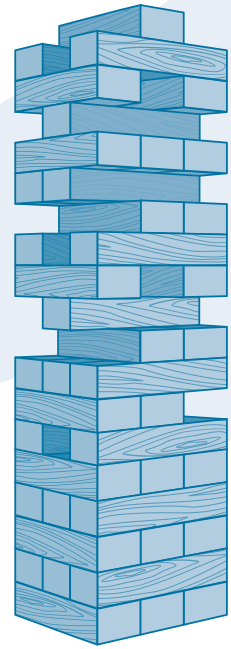
Please enjoy this complimentary excerpt from *Collective Student Efficacy* by John Hattie, Douglas Fisher, Nancy Frey, and Shirley Clarke.

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INTRODUCTION

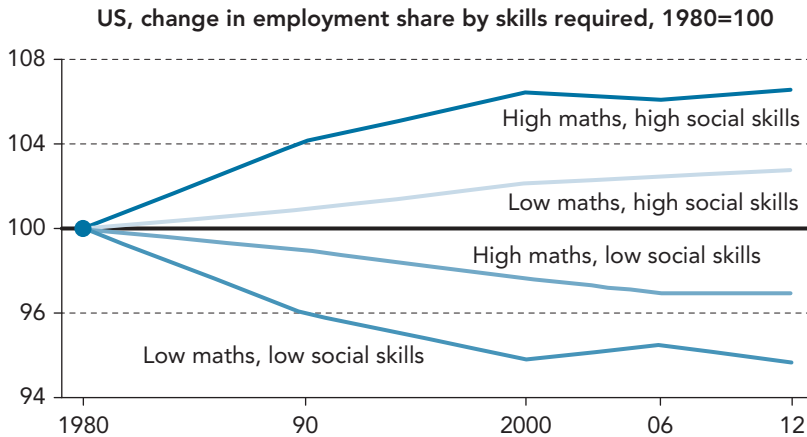
WHY COLLECTIVE EFFICACY?



In theory, there is wisdom in the crowd. As we will see, that is only true sometimes, under some conditions. But when it works, the collective is very powerful and can actually accelerate learning. Before we turn our attention to the ways in which teachers can mobilize collective efficacy in their classrooms, let's explore the idea of the collective a bit further.

David Deming (2017) noted that employment for low-skilled production and trade jobs shrank in the 1980s. In the 1990s, a “hollowing out” of the labor market occurred as computers both substituted for labor in routine tasks requiring mid-level skills and complemented high-skilled labor. Further, since computers have begun to automate “cognitive” tasks, the employment rate in high-paying jobs has shown little or no growth since 2000. But tasks that required social skills started to increase, primarily, he argues, because computers are still very poor substitutes for tasks where programmers don't know “the rules” and where the skills of social sensitivity are critical. In these social aspects, computers have yet to pass what is known as the Turing test. In 1950, Alan Turing proposed the following test: An interviewer asks written questions of two respondents and is given the task of determining which respondent is human and which is a computer. Turing proposed that a machine would pass the test once it could convince a human 70 percent of the time after five minutes of conversation.

Deming traced the employment rates in the United States from 1980 onward for those with science skills (especially math and science, but our hunch is that this would apply to many other domains). He divided



Source: "The Growing Importance of Social Skills in the Labor Market", by David Deming, Aug. 2016.

Figure 0.1

individuals with the math (or science) skills into two groups—those above and below the median. (He called them “high” and “low,” although a clearer picture is seen if we call them “higher” or “lower”—as low can, in this case, falsely mean negligible skills). Figure 0.1 shows that occupations with higher math and higher social skill requirements have grown robustly throughout the wage distribution, and jobs with higher social skill and lower math requirements have also grown, although they are mostly concentrated in the bottom two-thirds of the wage distribution. Jobs with high social skill requirements have experienced greater relative growth, but employment and wage growth has been strongest in jobs that require high levels of *both* cognitive and social skills.

Deming’s conclusion is that nearly all job growth since 1980 has been in occupations that demand social skills working in collectives. Jobs that require high levels of analytical and mathematical reasoning but low levels of social interaction have fared poorly. We see his work as showing the critical importance of developing collective student efficacy—alongside and indeed implicit to also developing precious knowledge. Employers want team players, translators, communicators, and those with high social sensitivity along with the previously valued knowledge.

We suspect that employers find it difficult to teach seventeen to twenty-year-olds these social skills but find it relatively easier to educate them in the content skills of the specific vocation. Thus, if we do not teach

students the skills of collective efficacy, then we may be helping make them unemployable. Hence, the imperative of this book.

In the chapters that follow, we explore the components of collective student efficacy that can, and should, be taught. We start Chapter 1 visiting a classroom where the students are accustomed to working together in ways that build their collective efficacy, and we identify the vital components and success criteria for students' collective efficacy. In Chapter 2, we visit the evidence base that informs our ideas and recommendations. It may surprise you, given what you know about us as authors, to learn that there is no meta-analysis or even a set of studies that could be used to create a meta-analysis on collective student efficacy. However, there is a significant amount of evidence that can be used to inform decisions about building collective student efficacy.

Chapters 3 and 4 explore the critical "I" and "We" skills that are going to be important in the development and successful enactment of lessons involving collective efficacy. Learning to work in a collective is not a given for many students, as they may have limited awareness of themselves and how they interact with others, and limited awareness of group norms, sharing, and giving, and learning from others. We identify a set of specific "I" and "We" skills that need to be developed to ensure students have the skills and the confidence to contribute and confidence in the group processes and probability of success.

In Chapter 5, we explore the nature of learning design and preparing lessons for ensuring students have opportunities to engage in collective efficacy. If we consider that developing collective efficacy skills is important in our lessons, it is necessary that there is constructive alignment between the learning intentions, the tasks, and the success criteria. These issues are explored in Chapter 6. There are also important structures we can use to maximize the value of these skills, such as student roles in the collective, optimal group size, and awareness of the possible barriers to success (Chapter 7). Complementing the intent of the lessons and the structures to enable collective efficacy there must be constructive alignment with the assessments. If the final assessments are more focused on the individual, then this can have marked negative effects on the value and development of collective skills, but major issues also arise if only group assessment occurs. These issues are covered in Chapter 8. We conclude in Chapter 9 by revisiting the major themes.