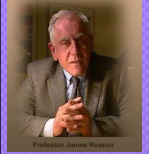


PRACTICE: 7. LEARNING FROM MISTAKES

BIG IDEA



- × Professor James Reason, University of Manchester, has done a lot of research about mistakes that lead to disasters (aeroplane crashes, mistakes in surgery, etc.)
- × His findings can be applied to mistakes we make whenever we do something challenging.
- × Luckily, the mistakes you make don't have any serious consequences (at least not compared to an aircrash!)
- × His findings found that mistakes are a fundamental part of learning.
- × His findings suggest that mistakes actually accelerate the speed at which we improve and master skills.



2



**HERE ARE A FEW
MISTAKES FOR
YOU TO ENJOY.**

3



**LET'S HOPE THEY
LEARNT FROM
THEM...**

5

**THE FOLLOWING 3
STEPS WILL HELP YOU
ACCELERATE YOUR
SPEED OF LEARNING:**

**STEP 1:
MAKE MISTAKES!**

**IT MAY SOUND OBVIOUS BUT
SOME STUDENTS FEEL
FRIGHTENED OR DEPRESSED
WHEN THEY MAKE MISTAKES,
SO AVOID MAKING THEM.**

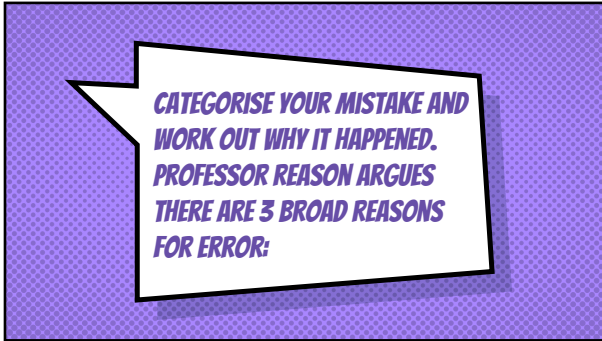
**IF A PIECE OF WORK IS DIFFICULT
AND THEY ARE LIKELY TO MAKE A
LOT OF MISTAKES, THEY WILL
COPY SOMEONE ELSE'S WORK OR
"FORGET" TO HAND IT IN...**

**YOU MUST MAKE MISTAKES SO
YOU CAN LEARN FROM THEM.**

**STEP 2 -
OWN THE ERROR!**

**ONCE THE ERROR IS MADE, GRAB
IT. MISTAKES ARE INFORMATION.
DON'T IGNORE THEM, HIDE THEM
OR QUICKLY CORRECT THEM,
INSTEAD....**

**STEP 3 -
STUDY THE ERROR**



TYPE OF MISTAKE	POSSIBLE RESPONSE
1. ACTIVE MISTAKE	

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<p>Example – Misreading an exam question, e.g. <i>"Assess the likely reasons for McDonalds using mainly quantitative market research data."</i> Quantitative is easily misread as Qualitative This would be classed as an "Active Mistake"</p>	<p>Examine the processes. Categorise them. Attach processes to problems – are you using the right one? E.g. Get into the habit of reading exam questions 3 times before starting your answer</p>

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2. SLIP UP	

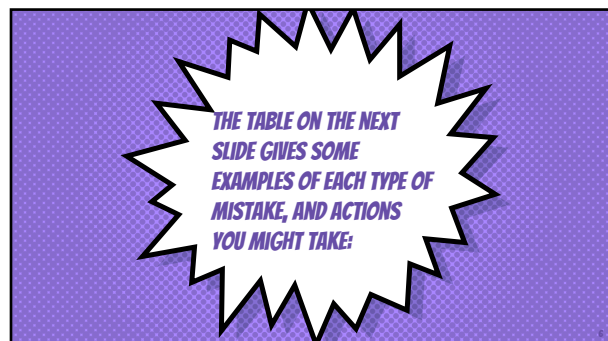
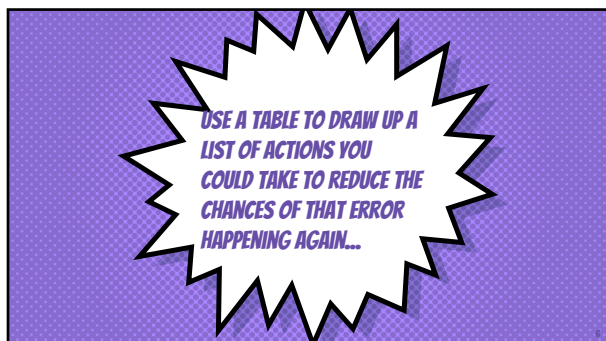
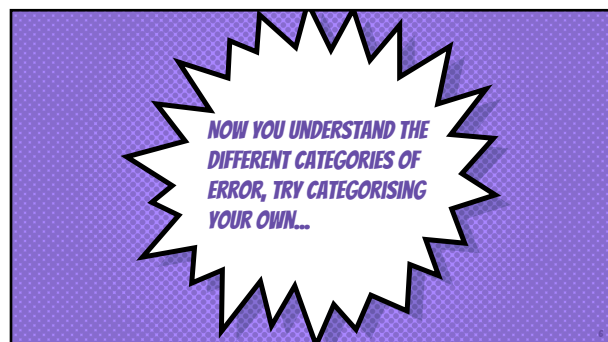
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<p>Example – Misreading an exam question, e.g. <i>"Assess the likely reasons for McDonalds using mainly quantitative market research data."</i> Quantitative is easily misread as Qualitative This would be classed as an "Active Mistake"</p>	<p>Examine the processes. Categorise them. Attach processes to problems – are you using the right one? E.g. Get into the habit of reading exam questions 3 times before starting your answer</p>
<p>The correct process is chosen but errors in the execution of that process lead to a lower mark (eg. a paragraph lacks detail or is missing a key component. A science or maths solution works to a point, but then breaks down.)</p>	

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<p>Example: "Using the data in Extract E, calculate the percentage of the world's top 25 exporting economies. You are advised to show your working." The student may start the calculation correctly, but not provide the correct final answer, or working out. This would be classed as a "slip-up"</p>	<p>Practise the process. Collect examples of the process being done well. E.g. Learn the correct method of calculating cost of production, repeat with different examples</p>

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<h3>3. BLACKOUT</h3>	

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<p>The information needed to complete the challenge is missing or forgotten.</p>	

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<p>Example: Not having the correct knowledge to answer the question. <i>"Evaluate which is the most suitable leadership style for a business such as McDonalds."</i> In this example having no understanding of leadership styles would be a "Blackout" error</p>	<p>Review notes and knowledge. Check another student's notes. E.g. Use course textbooks to strengthen learning. Strengthen recall through revision techniques. (Graphic Organisers)</p>



TYPE OF MISTAKE	ACTIONS TO TAKE
1. ACTIVE MISTAKES a) Eg. Lost marks for not including key information requested in the question	<i>Get a copy of the mark scheme, and see where you went wrong with your answer. Are you using the right PROCESS? (i.e. sentence structure – PEEL, etc)</i>
2. SLIP UPS a) Eg. Calculation in science works at the start then breaks down, and you get the wrong answer	<i>The process is correct, but you need to practice it. Get an example of the equation being applied correctly. Use Right, Wrong, Right exercise.</i>
3. BLACKOUTS a) Eg. Key information in your answer is missing, or misunderstood.	<i>You need to join the dots of your knowledge! Go through graphic organisers exercise. Create a mindmap or visual metaphor for this topic</i>

FINAL THOUGHTS...

- × Just the act of getting all your feedback together in one place is an extremely useful activity.
- × Many students have lots of teacher feedback, but it is scattered across nine or ten different pieces of work.
- × ..or jammed into bags or stranded in different files!
- × By auditing you teacher feedback you stand a much better chance of working effectively on your weaknesses.