

PROGRAM

09:30	Velkomst
09:45	Skoleskak som metode til inklusion?
10:45	Pause
11:00	Skoleskak For Alle og erfaringer fra praksis
12:00	Frokost, netværk, læringskonsulenter og PLAYMASTERS
13:00	Hvordan tænker og prioriterer skolelederne?
13:30	Paneldebat – hvad KAN skoleskak mellem 100 SKAL-opgaver?
14:00	Kaffe og kage
14:15	Kan skak blive et mediehit? + stormesterskak
14:55	Tak for i dag

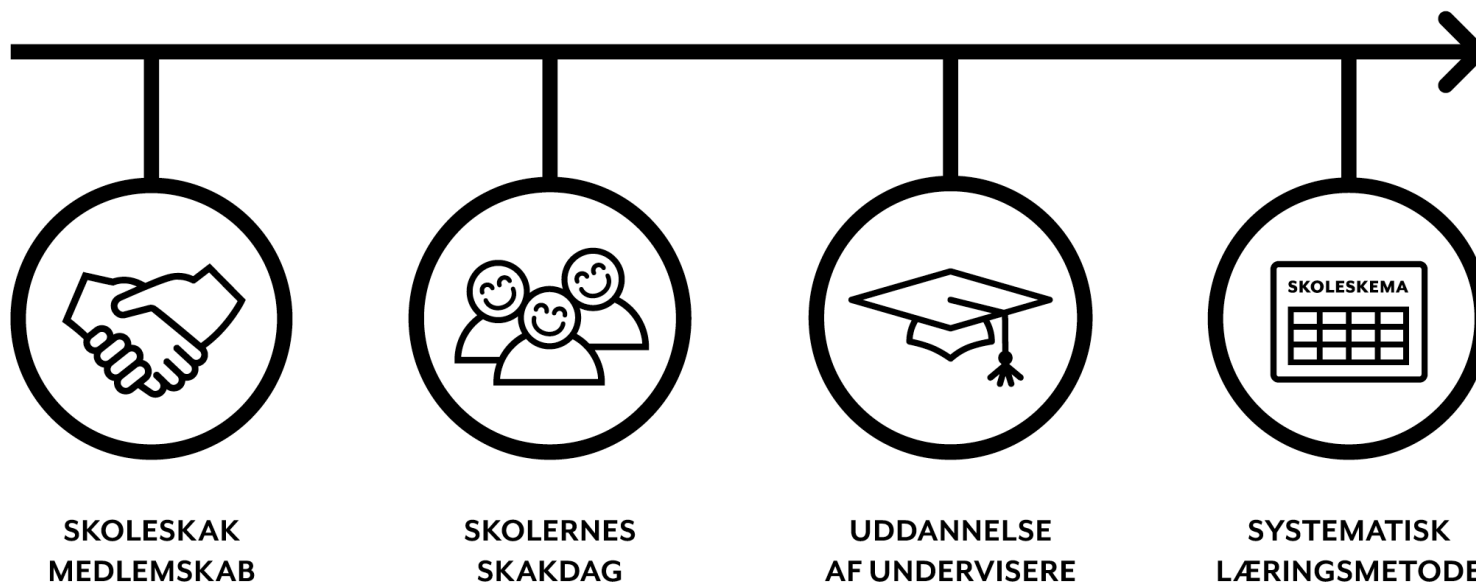




SKOLESKAKREJSEN

FRIVILLIGT TILBUD
ILDSJÆL
GOD SPILAKTIVITET

SKEMALAGTE TIMER
UNDERVISNINGSTEAM
LÆRINGSEFFEKT



Scholastic chess for all: What works?

Dansk Skoleskak National Vidensdag
Odense, 10th May 2019

Dr Barry Hymer
Emeritus Professor of Psychology in Education
University of Cumbria in Lancaster, England

Aim



- To relate evidence about learning to scholastic chess, with particular emphasis on the inclusion of all children
- To offer a tentative critique of the search for the 'holy grail' in chess research, and to suggest a more nuanced approach

A professional's privilege:

As teachers, we **choose**
which interventions (tools,
techniques, strategies and
models) to employ.

But shouldn't all of us
on earth give the best
we have to others and
offer whatever is in our
power?

Hans Christian Andersen

What really, really works

(Ben Levin, *How to Change 5000 Schools*, 2008)

- High expectations for all students
- Strong teacher-student-parent relationships
- Greater student engagement and motivation
- A rich and engaging curriculum (formal *and* informal)
- Effective teaching in all classes, daily
- Effective use of data and feedback by staff and students
- Early support for students in need
- Effective engagement with the wider community

Research into chess and education

- ADHD: El Daou et al (2015)
- ADHD: Blasco-Fontecillo et al (2016)
- Learning difficulties: Hong & William (2006)
- Learning difficulties: Scholz (2008)
- Chess and maths: Gumedde & Rosholm (2015)
- A review of chess and education outcomes: Gobet & Campitelli (2006)

A way of capturing evidence: **meta-analyses**

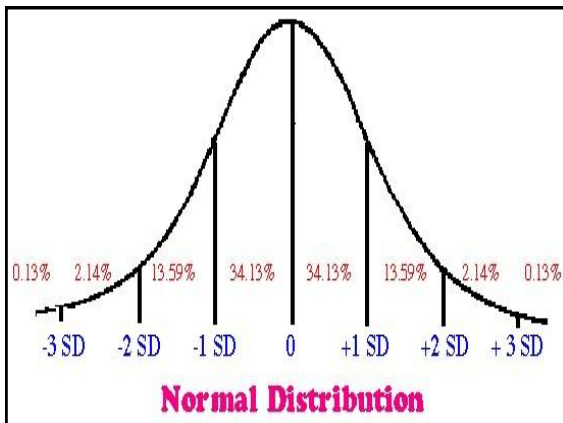
A meta-analysis combines the results from multiple studies to determine the overall effect of a given instructional strategy or technique .

This effect is expressed as an *effect size*.



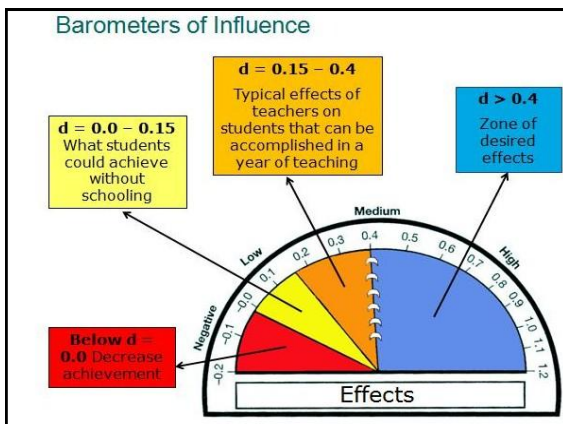
What is an effect size?

An effect size expresses the *change in achievement of the experimental group in standard deviation units*.



How is an effect size calculated?

- An effect size is obtained by dividing the impact of the intervention by the "spread" (the 'standard deviation') of the scores. So:
- E.S. (d) = $\frac{\text{Average (post-test)} - \text{Average (pre-test)}}{\text{Average Spread (standard deviation)}}$



A (rare) meta-analysis of the effects of chess instruction on academic and social skills:
Gobet & Sala (2016)

So what exactly *does* evidence give us?



John Dewey

"Evidence does not supply us with rules for action, but only with hypotheses for intelligent problem-solving, and for making enquiries about our ends in education."

Achievement goal theory

(Senko *et al*, 2011)

- Developed to understand students' responses to achievement challenges
- Mastery goals – focused on acquiring and developing competence (e.g. scholastic chess)
- Performance goals – focused on demonstrating one's competence and outperforming others (e.g. competitive chess)

"I like mastery goals, and I like performance goals, but which are better?"

	Mastery	Performance
Find classes interesting	x	
Persist in the face of difficulties	x	
Value cooperativeness	x	
Seek help when confused	x	
Self-regulate effectively	x	
Use deep learning strategies (elaboration, connection)	x	
Manage tough decisions	x	
Experience positive emotion	x	
See the point of a task	x	

Typical features:

Mastery education

- Learning focus
- How to think (process)
- Strategies for mastery of knowledge/skill domains
- High levels of learner autonomy
- Emphasis on 'non-cognitive' factors
- Under-engineered lesson outcomes

Performance education

- Performance focus
- What to think (content)
- Strategies for gaming the examination system
- High levels of teacher-control
- Emphasis on predictive value of 'capacity' factors
- Over-engineered lesson objectives

Mastery programmes (def.):

"Educational enterprises which serve explicitly to promote and nurture those largely non-cognitive character strengths that are the antecedents of achievement in all domains of human endeavour."

"The hallmark of successful individuals is that they love learning, they seek challenges, they value effort, and they persist in the face of obstacles."
(Carol Dweck, 2000)

The common threads:



1. Conceptual challenge

2. Metacognition
3. Feedback
4. Deep and surface learning
5. Quality relationships

"Children develop only as the environment demands that they develop."

(Sherman & Key, 1932)

What the research shows consistently is that if you face children with intellectual challenges and then help them talk through the problems towards a solution, then you almost literally stretch their minds. They become cleverer, not only in the particular topic, but across the curriculum. It can therefore be argued that teachers cannot afford to allow their pupils to miss out on the opportunities for deep thinking.

Prof. Philip Adey, 2008

"If everything feels easy we aren't pushing ourselves hard enough or being challenged enough."



(Kasparov, *How Life Imitates Chess*)

The common threads:



1. Conceptual challenge
2. **Metacognition**
3. Feedback
4. Deep and surface learning
5. Quality relationships

What are they?

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils strategies to plan, monitor and evaluate their own learning. It is usually more effective in small groups so learners can support each other and make their learning explicit through discussion
(Higgins, 2011)

Sample evidence-base (1)

- Higgins (2011) reports potential gains for metacognition and meta-cognitive strategies of 8 months+ ($d = 0.67$) - i.e. *high impact at low cost*
- Hattie (2012) ranks meta-cognitive strategies at #14, with an effect size of 0.69
- Wang (2004) gives pre-eminence to meta-cognitive processes (see Hero 3)

Sample evidence-base (2)

- Marzano (1998): *The Metacognitive System is the Engine of Learning*

The metacognitive system appears to be the primary vehicle for learning. Specifically, instructional techniques that employed the metacognitive system had strong effects whether they were intended to enhance the knowledge domains, the mental process within the cognitive system, the beliefs and processes within the self-system, or the processes within the metacognitive system itself.

"It's not enough to work hard and study late into the night. You must also become intimately aware of the methods you use to reach your decisions."
(Gary Kasparov, *How Life Imitates Chess*)



Meta Starters

What do you want to learn today?
What skills do you have that could be useful this lesson?
What might hinder your thinking?
When have you had to think like this before?
What have you learnt that is similar?
What do you already know that might be useful?
What are the signposts to your learning?
(must, should, could)

Meta Main Courses

What are you currently thinking about?
Has any of the lesson so far been about you?
What connections have you made?
How do you feel about the lesson?
How have you got involved in the lesson?
What should you do to further your thinking?
What breakthroughs have you made?
What do you want to know more about?

Meta Desserts

How are you going to remember this learning?
What is the key aspect you will remember from this lesson?
What has this lesson reminded you of?
Which senses were most important?
What did you learn that you didn't know before?
What have you learnt that could be useful elsewhere?
What have you learned elsewhere that is like this?
How will you apply what you have learnt?

The common threads:



1. Conceptual challenge
2. Metacognition
- 3. Feedback**
4. Deep and surface learning
5. Quality relationships

Sample evidence-base (1)

- Marzano (2001) reports effect sizes ranging widely from 0.19 to 1.35 (percentile gains from 7-41) for feedback, but generally clustering at >0.5 . These big differences reflect the nature and delivery-context of the feedback provided.
- Higgins (2011) reports potential gains for feedback of 9 months+ ($d = 0.73$) - i.e. *very high impact at low cost*

Sample evidence-base (2)

Yeh (2011) ranks "rapid formative assessment" as the most cost-effective of 22 approaches, including:

- School reform
- Computer-assisted instruction
- Longer school day
- Improvements to teacher education, experience or salaries
- Summer school
- Value-added teacher assessment
- Class size reductions
- 10% increase in pupil expenditure
- Head Start/Sure Start
- An extra school year, vouchers, charter schools

Sample evidence-base (3)

- Hattie (2009, 2012) ranks feedback at #10 (out of 150 influences on learning), with an effect size of $d = 0.75$. Formative evaluation is ranked #4, $d = 0.9$! Like Marzano, he finds "while feedback is among the most powerful moderators of learning, its effects are among the most variable." Summary: Feedback is a nuanced concept – done well it's magnificent, done poorly it's worthless.

Good feedback – its nature (1)

- It's "corrective" – i.e. it provides students with an explanation of what they're doing right and wrong – but especially right. Test-like feedback produces weak or even negative effects
- It's timely – i.e. generally, delayed feedback leads to delayed progress

Good feedback – its nature (2)

- It's specific and criterion- (not norm-) referenced – i.e. it tells students where they stand relative to the targeted skill or knowledge, not where they stand in relation to others
- It's invitational – i.e. students should increasingly be encouraged to provide their own

The common threads:



1. Conceptual challenge
2. Metacognition
3. Feedback
- 4. Deep and surface learning**
5. Quality relationships

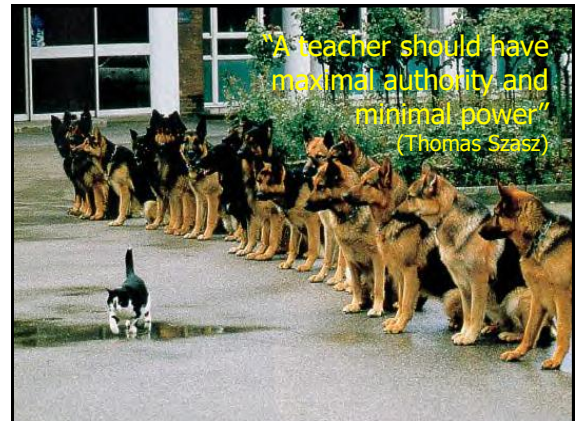
"Teaching facts is one thing. Teaching pupils to apply facts is another. But providing learning opportunities which encourage pupils to use information naturally in the face of uncertainty in a manner which results in capability is a challenge of a different (and far more demanding) kind."

(George Hicks, HMI, 1983)

The common threads:



1. Conceptual challenge
2. Metacognition
3. Feedback
4. Deep and surface learning
- 5. Quality relationships**



Sample evidence-base (1)

- Hattie (2012) ranks teacher-student relationships at #12, with an effect size of 0.72
- Cornelius-White (2007), in a meta-study involving 15,000 teachers, 350,000 students and 2,500 schools, identified effect sizes for eight teacher-student variables:

Sample evidence-base (2)

(Cornelius-White, 2007)

Classes with person-centred teachers reveal:

- more engagement
- more respect of self and others
- fewer resistant behaviours
- greater non-directivity (student-initiated and regulated activity)
- higher achievement outcomes.

Most school refusers dislike school primarily because they dislike their teacher

Sample evidence-base (3)

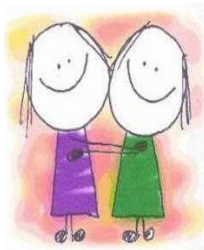
- Marzano (2001) reports effect sizes from 0.30 to 0.78 (percentile gains from 12-28) for cooperative learning. Summary: Be sparing in your use of ability groups (but these are better than no grouping), keep groups small (3-5), and find a balance between consistent use and over-use.
- Higgins (2011) reports potential gains for peer-assisted learning of 6 months+ ($d = 0.5$ – one GCSE grade) – i.e. *high impact at low cost*

Sample evidence-base (4)

- Hattie (2009, 2012) cites an effect size of 0.82 for classroom discussion, and evidence that cooperative learning is superior to individualistic learning ($d = 0.59$) and to competitive learning ($d = 0.54$), but that competitive learning is somewhat superior to individualistic learning ($d = 0.24$). Summary: Peers are powerful agents of and resources for learning

The power of peer interaction

Conclusion of Roseth et al study (2006):
"If you want to increase student academic achievement, give each student a friend."



So where does scholastic chess fit in? (See Elizabeth Spiegel)

- Chess introduces complexity sooner than other subjects
- No advanced verbal skills are required
- Chess rewards thinking, focus and grit
- Chess is emotional
- Feedback is immediate, authentic and accessible
- Chess demands honesty: your decisions have consequences

References

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- Gobet, F. (2019); *The Psychology of Chess*. Routledge
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- Van Secker, C. E., & Lissitz, R. W. (1999). Estimating the impact of instructional practices on student achievement in science. *Journal of Research in Science Teaching* 36 (10), 1110-1126
- Wang MC, Haertel GD and Walberg HJ (1994), "What helps students learn?" *Educational Leadership*, 51(4): 74-79
- Wang M, Haertel G and Walberg H (1990), "What influences learning: a content analysis of review literature", *Journal of Educational Research*, 84(1): 30-43.
- Wang M, Haertel G and Walberg H (1993), "Toward a knowledge-base for school learning", *Review of Educational Research*, 63(3): 249-294



SKOLESKAK FOR ALLE

MIKKEL NØRGAARD
PROGRAMLEDER



UDVIKLINGSINDSATS

- Egmont Fonden
- Livsmuligheder
- 3.300 elever
- 53 skoler/institutioner





ELEMENTER

- Kompetenceudvikling
- GAMBIT®
- Supervision
- Elevaktiviteter
- + 200 undervisere - 1 ugentlig lektion i 3 år





ELEVERNE

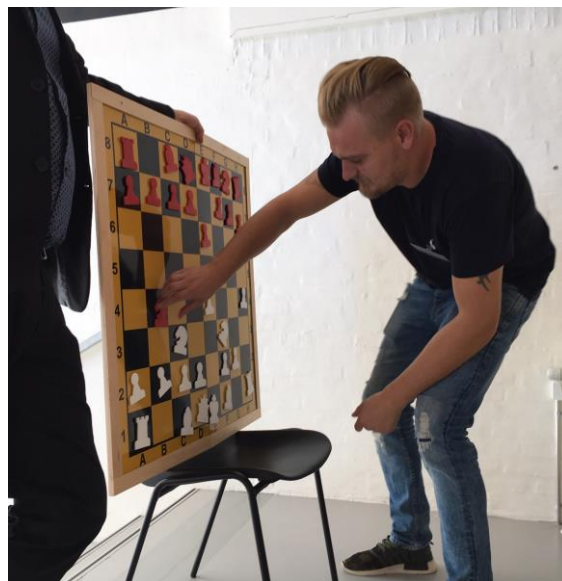
- Personlige kompetencer
- Kognitive kompetencer
- Faglige kompetencer
- Sociale kompetencer
- Selvværd
- = **"DE FEM"**





UNDERVISERNE

- + 200 lærere & pædagoger
- "Det store læringsteam"
- Samskabelse





-



SFA - PRAKSIS

LENE BITSCH BIERBAUM
LOUISESKOLEN

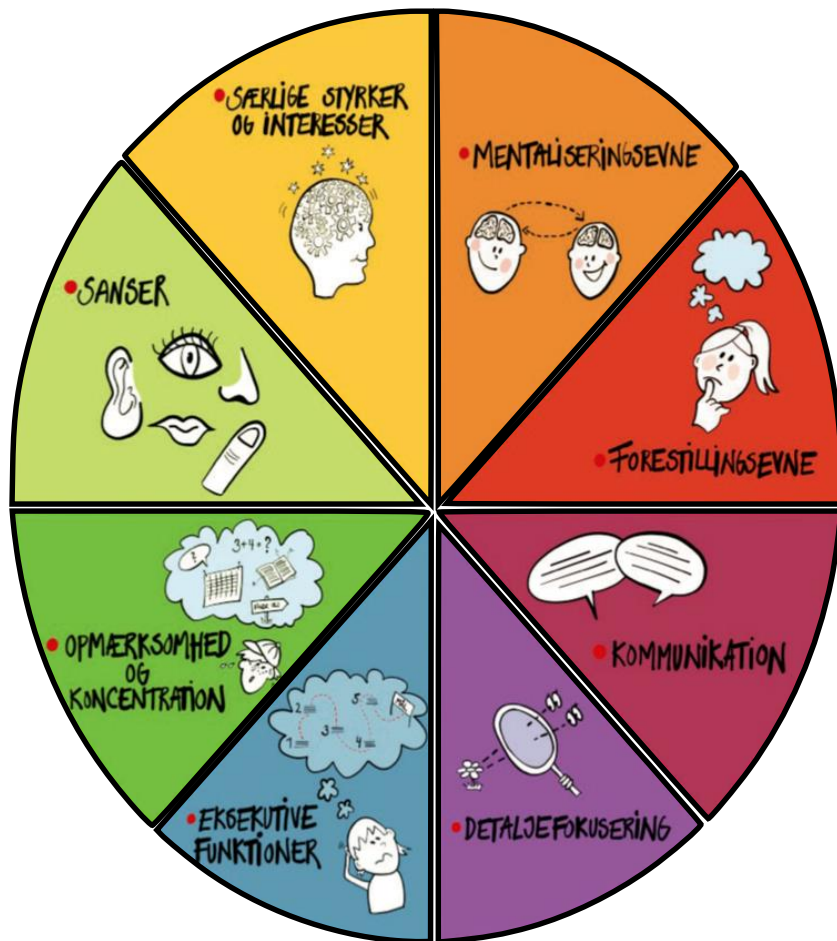
Skoleskak i specialskolen

Hvad kan skak i specialklassen?
- en foreløbig erfaring

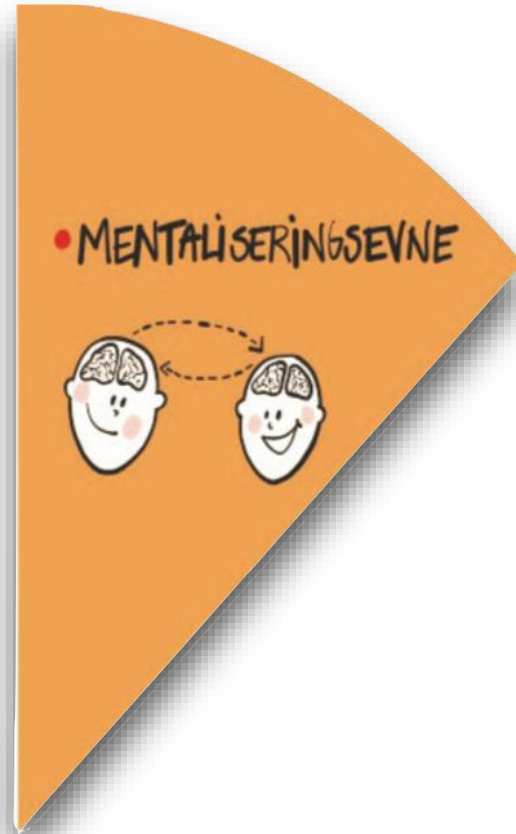
Lene Bierbaum

Louiseskolen

- Specialskole
- Ca. 160 elever
- ADHD, autisme, generelle indlæringsvanskeligheder, svære socio-/emotionelle udfordringer
- 5 lærere/pædagoger på SFA
- Etableret fagteam



- **Strategi**
- **Korrigere**
- **Reflektion**



- Træffe valg
- Konsekvensberegne
- Hvis - så



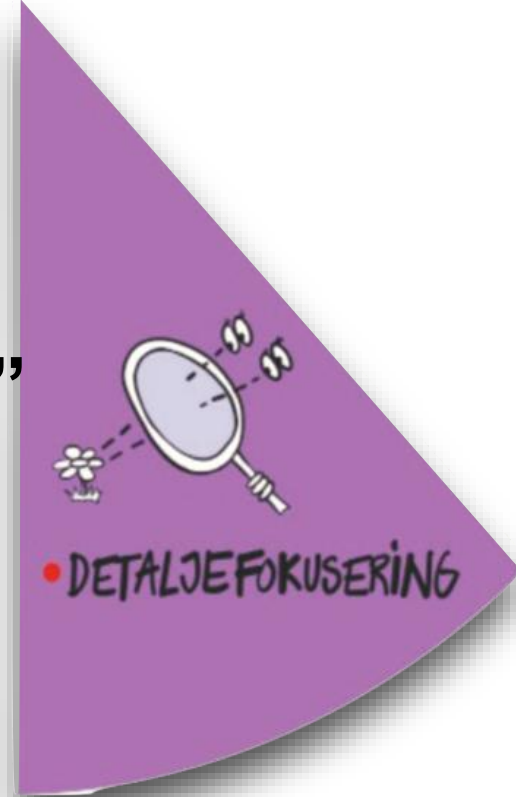
**Noget at
kommunikere om**

- **Kunne skabe en
relation**



• **KOMMUNIKATION**

- **Overskue helhed**
- **“Konsekvensangst”**
- **Reducere kompleksitet**



- Lægge en plan
- Udføre planen
- Korrigere

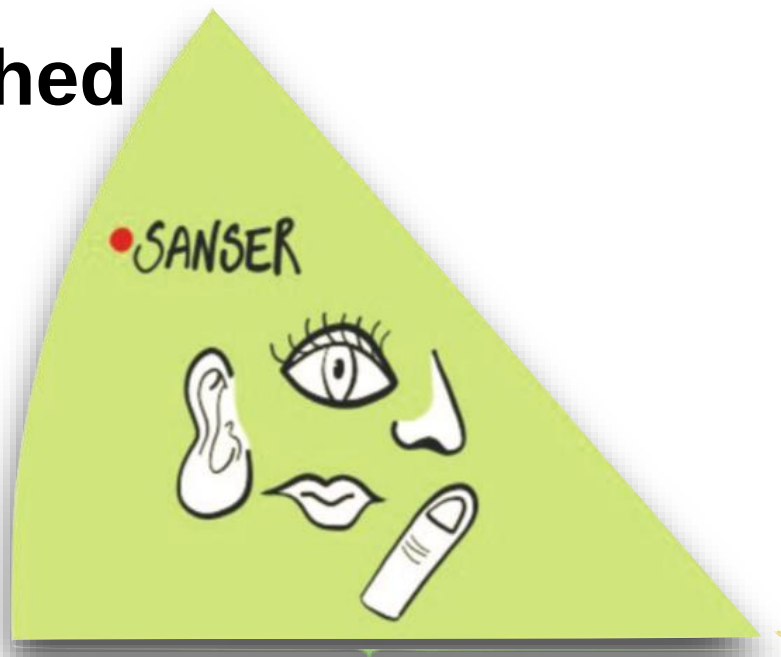


- Fokus på aktiviteten
- Tydeligt mål
- Begrænset stimuli



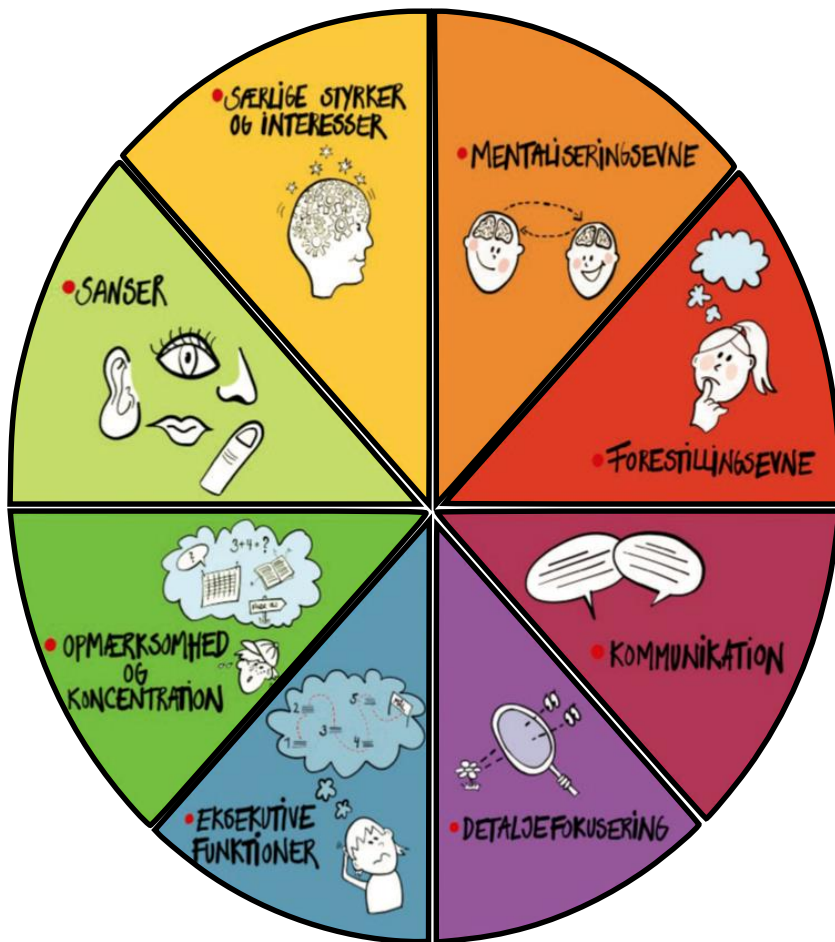
- **Regelmæssighed**

- **Ro**



- **Skjulte styrker**
- **Fælles tredje**





•Tålmodighed

•Tålmodighed

•Tålmodighed



SKOLELEDERNE

HVORDAN TÆNKES OG PRIORITERES?

HENRIETTE ANDERSEN

BALSMOESKOLEN

Skoleskak på Balsmoseskolen



Balsmoseskolen

- 560 elever
- 2 almen spor
- 1 ASF-spor
- 100 medarbejdere



Skoleskak for alle

- Alle klasser er med i både almen og ASF
- 14 Skakmedarbejdere (lærere, pædagoger, medhjælpere)
- 1 ugentlig undervisningslektion i alle klasser i UUV eller matematik
- Frivillige skakaktiviteter



SFA set fra et lederperspektiv

- Behov for sammenhængskraft på skolen
 - Stærke børnefællesskaber på tværs af skolen
 - Nye professionelle arbejdsfællesskaber på tværs af skolen
- Fagligt løft i matematik
- Kvalificering af praksis
 - Se børnene på nye måder
 - Bringe børnenes resurser i spil på nye måder.





SKOLELEDERNE

HVORDAN TÆNKES OG PRIORITERES?

MARTIN HYLGAARD LARSEN

NØRREVANGSSKOLEN

FRA ILDSJÆL TIL UNDERVISNINGSTEAM

Nørrevangsskolen

Skoleleder

Martin Hyldgaard

NØRREVANGSSKOLEN

- 550 elever
- Kommunens tiendeklassescentre
- Team Danmark eliteidrætsklasser
- 50 % tosprogede
- To specialklasser
- Skolen modtager alle nye danskere i aldersgruppen 6-9. klasse
- 20% af eleverne har boet i Danmark i under 5 år
- Skolen har siden 2015 været under tilsyn fra ministeriet.
- En del af elevløft

SKOLESKAK PÅ NØRREVANGSSKOLEN, TILFÆLDIGHED ELLER STRATEGI?

- Båret af underviserne
- Vedholdenhed
- Opbakning fra ledelse og kollegaer
- Gejst
- Begejstring
- Det skal give mening
- Tænk det ind i jeres hverdag
- Argumenter, som hjælper andre.

HVORFOR SPILLER VI SKAK PÅ NØRREVANGSSKOLEN?

- Dannelse
- Strategisk tænkning
- Koncentration
- Overblik
- Nærvær
- Fællesskab
- Fremmøde
- Mestring
- Forældrene



SKOLELEDERNE

HVORDAN TÆNKES OG PRIORITERES?

JETTE HANSEN
HERNINGVEJ SKOLE

UDVIKLINGSPROJEKT



SKAK OG SKYDNING

Fra februar til april 2014



Mål

- Lære spille- og adfærdsreglerne i skoleskak samt sikkerheds- og adfærdsregler på skydebanen.

Langsigtede mål

- Forbedret evne til at koncentrere sig
- Forbedrede matematiske kompetencer
- Styrkede læsefærdigheder
- Styrkede sociale kompetencer

For en særligt udvalgt gruppe elever i projektet:

- Eleverne lærer at håndtere og udtrykke følelser i forbindelse med at lære at vinde/tabe i et miljø præget af samarbejde, struktur og et klart adfærdskodeks.

Vi prioriterer skak fordi



- Sproglig træning
- Social træning
- Koncentration
- Taktisk og strategisk tænkning



**Aalborg
Kommune**



Sådan gør vi



- Skak på skemaet i 0. kl.
- Skak på PLC
- Værksteder i
indskolingen
- Understøttende
undervisning – skak på
skemaet i perioder.

Læringsmiljø både inde og ude som giver børnene mulighed for at spille skak.

Lokale indrettet til skak

Uddannelse



- Elever uddannet som Playmasters
- KAS 1 og 2

Turneringer - fællesskab



- **Skolernes Skakdag** (alle)
- **Østmesterskaberne** maj (Aalborg Øst)
40 – 60 elever
- **Distriktsmesterskaberne** (Nordjylland –
Himmerland) 10 – 15 elever



Varieret undervisning

Den åbne skole

AALBORG KOMMUNES SKOLER

**NOGET
AT HAVE
DET I**

1. Alle kan se, at de bliver dygtigere hver dag
2. Alle har mod til at deltage i verden
3. Alle har en ven i skolen
4. Læringen foregår overvejende eksperimenterende og problem-løsende
5. Alle ansatte arbejder systematisk med videnproduktion

Der er minimum 10
"toningsdage" om
året samt minimum
en fælles emneuge
i uge 15



1. marts 8 - 14

SKOLERNES
MOTIONS DAG

7. - 9. kl. d. 11. okt. kl. 15 - 21
0. - 6. kl. d. 12. okt. kl. 8 - 14



FN's internationale læsedag
7. sept. 8 - 11.30

Ildrætsdag
14. juni
8 - 14



8. februar 8 - 14



unicef



To rettighedsuger
Uge 43 og 15



Understøttende undervisning ↔ Kortere skoledag
Nationale tests (benchmarking) ↔ Evalueringskultur (barnets læring og trivsel)
Flere højtuddannede elever ↔ Flere elever på Tech College
Alle elever skal spille skak ↔ En valgmulighed



Engagerede skaklærere

Tålmodighed



SKAK - ET MEDIEHIT?

LARS SCHANDORFF

STORMESTER &
VÆRT PÅ RADIO24SYV

BØRSEN.

Bliv kunde | Kontakt | Log ind

Forside Seneste Kurser Opinion Penge Finans Play Pleasure Investor Avisen Værktøjer

Nyheder > Generelt >

Norsk verdensmester i skak vil spille mod danskerne



Magnus Carlsen er måske den bedste skakspiller gennem tiden. I hans tid som verdensmester, og nu vil han spille mod 25 danskere i Cirkusbygningen.

Hvor langt kommer du med en pensionsopsparing på 3 mio. kr.?

Download "Pensionsplan på 15 minutter" og modtag løbende indsigt fra Ken Fisher's firma.

Læs mere her

FINRA INVESTMENTS NORDEN

Børsen anbefaler



migogkbh

DET SKER I KBH

SPISEGUIDE

KBH NYT



CITY / DET SKER I KBH

Sexet skakgeni og verdensmester spiller i København

20. mar 2019, kl. 15:03 Skrevet af: Rasmus Kramer Schou



SENESTE NYT

5 TIPS



MERE OM KBH
Boligkøb i København? - 5 ting du skal vide



SPORT

Skakverdensmester møder dansk mester i København

20. mar. 2019, 11:11



Magnus Carlsen skal møde den kommende danmarksmester i skak. Foto: Tolga Akmen / Ritau Scamip

af Ritau semi

Til maj møder den norske skakverdensmester 25 udvalgte spillere i simultanskak og danmarksmesteren.

MEST SETE PÅ TV2.DK



Uge-Bladet

Annoncer Menu E-avis



Jonas Bjørre fra Skanderborg er et skaktalent ud over det sædvanlige. Han har netop vundet DM-selv hos seniorerne. Arkivfoto: Christina Johansen

Skanderborgs unge skakgeni skal møde verdens bedste skakspiller

Jonas Bjørre får muligheden for at spille mod Magnus Carlsen 22. maj i Cirkusbygningen

14-årige Jonas Bjørre fra Skanderborg, skal 22. maj spille mod verdensmesteren Magnus Carlsen i

MEST LÆSTE

- Skadedyr holder kvickly i Skanderborg lukket
- Raveri mod Fakta i Skanderborg: 16-årig pige troet med kniv
- 13-årig pige på cykel ramt af bil: Kvindelig bilist overholdt ikke sin ubetingsede vigrgift
- Mand viste sit lem til 11-årig pige i Galten
- De smukke, unge mennesker...
- Højvangen får postbude
- Uheld på motorvejen: Bilist bragede op i bagenden på forankørende

DR Nyheder TV Radio

SPORT SPORER LIVE RESULTATER LÅNDSKAMPEN FEATURES FORCOLD HÅNDBOLD CYKEL

ØVINGS SPORER

14-årig dansk skakkomet skal møde verdensmesteren Magnus Carlsen

I en showkamp i Cirkusbygningen skal den bare 14-årige Jonas Bjørre møde norske Magnus Carlsen.



11. APR. 2019, 11:11

Det bliver den blot 14-årige Jonas Bjørre, der skal møde skakkomet Magnus Carlsen i en showkamp 22. maj i Cirkusbygningen i København.

Det står klart efter afviklingen af påskens danmarksmesterskaber i skak i Skanderborg.

DRAMA
PERSONLIGHED
NARRATIV

