This newsletter is coming to you from Deans for Impact to support your work in the Learning by Scientific Design Network. Together, we'll continue exploring how we can support novice teachers to use learning-science informed practices in their teaching. This week, let's take a look at the common pitfalls novice teachers fall into when eliciting effortful thinking from students.

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**Effortful Thinking Common Pitfalls**

*Novice teachers fall into four common pitfalls when trying to elicit effortful thinking from students.*

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**#1. Guess What’s in My Head** — Questions as a way to ‘get through the lesson’ or only 1-2 students doing the thinking. Moving on as soon as someone ‘gets the answer’ rather than doing deep thinking.

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**#2 One-Word-Answer Questions** — 4 W’s (Who, What, When, Where) but no Why or How questions. Or accepting shallow/simplistic answers to why and how questions. Can be a function of low expectations of student capabilities.
#3 Rounding Up Student Thinking — Teacher may answer their own questions, rephrase in such a way that cues the answer, or provide inadequate wait time so that all students are not able to think deeply and process their ideas.

#4 Questions Dress-Up — Asking questions that only seem effortful. These may skip overthinking (“What did you do next?” or “Who else noticed something?”) or ask recall questions disguised with higher-order verbs (“Create a list of words.”)

Vignette: Effortful Thinking Pitfall

A TESOL* teacher wants students to practice using scientific language as they discuss magnetism. She asks, "How can magnetic force be a push or a pull?"

Student: "Because of the poles!"

Teacher: "Yep! Exactly! Two opposite poles create a pull force; that’s why we say opposites attract! But two of the same pole will push each other away."

*Teaching English to Speakers of Other Languages
Which pitfall did this novice teacher fall into? Click HERE to check your answer.