



Looking at the lesson

Week #2: Sept 2, 2013

A few random thoughts

There's an "art" and "science" to teaching.

I thrived in classroom because I figured out how to get others working productively.

I will model ways of structuring learning - you need to figure how you can adapt them.

We need to keep reflecting on what's going on in the class.

Your top goals for the course

- How to design lessons
- Lesson ideas for my placement
- Practice in how to deliver a lesson

Watch an art class

Let students be the historians



We'll look at the lesson from the students' perspective



- Lesson components
- Levels of thinking
- What choices will students make?

based on *Instructional Rounds*
~ Elizabeth City and Richard Elmore

Components of a lesson

Content - what knowledge and skills will be studied?

Process - what materials, procedures, etc will be used?

Product - what will students produce to demonstrate their learning?

Evaluation - how will the learning be assessed?

Participant
Observer

Keep asking
the question:
what just
happened?

First the
thinking

Define
higher order
thinking

Is this scene from *The Emperor's Club* an accurate
example of *higher order thinking* as you defined it.



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1. Describe the
skills the
students used
in this
competition

Historic thinking is higher order
thinking

Higher
order
thinking

- **Creating** -generating new combinations
- **Evaluating** - justifying a decision or choice
- **Analyzing** - discovering patterns

- **Applying** - using info in a new setting
- **Understanding** - explaining idea or concept
- **Remembering** - recalling information

Lower
order
thinking

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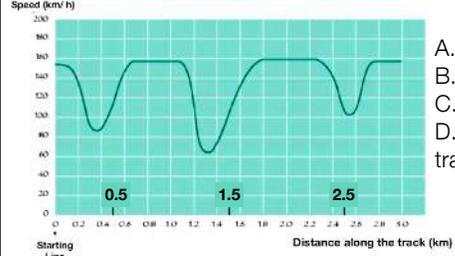
2. What's does
"analyze" mean
to a student?

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3-5. Let's try a few questions using different levels of Bloom

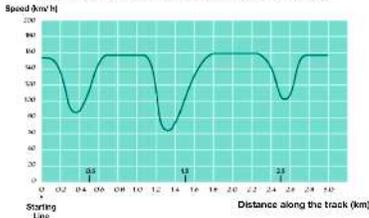
At about what distance is the car traveling at the lowest speed?

Speed of a Racing Car along a 3 km track (second lap)

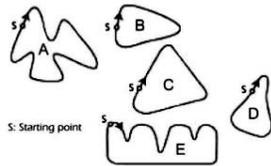


- A. At the starting line
- B. At about 0.8 km
- C. At about 1.3 km
- D. Halfway around the track

Speed of a Racing Car along a 3 km track (second lap)



What is the shape of the track?



What's it like to lack background knowledge?

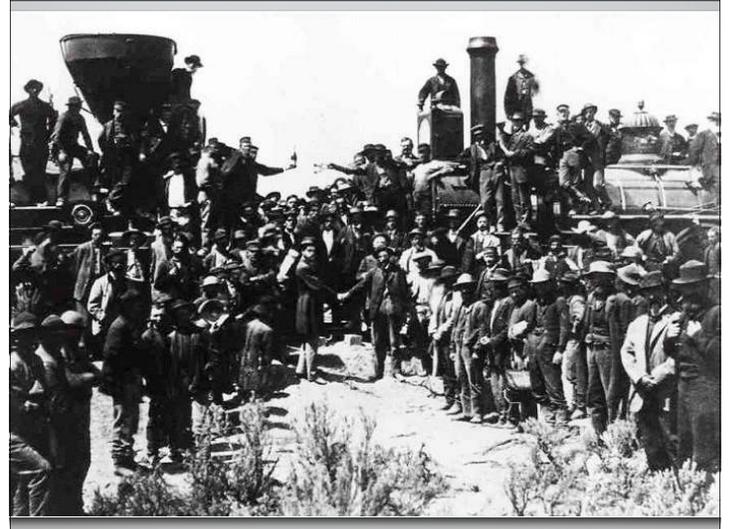


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6. Describe the skills you used in this exercise



What questions are we asking our students?



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7. Something this photograph tells you about the history of transportation in the US.



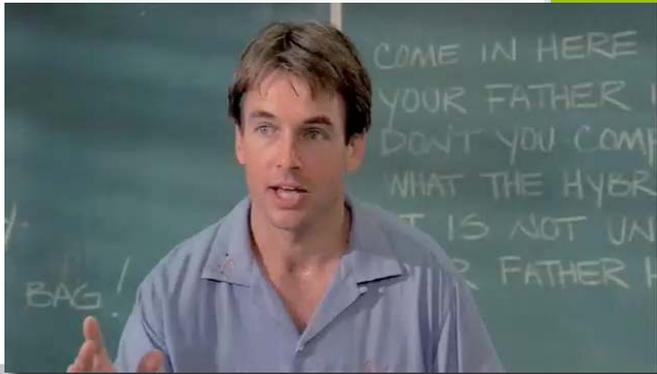
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8. Something this photograph tells you about the history of transportation in the US.

Second essential

Discuss a definition for relevance?

Is this scene from *Summer School* an accurate example of *relevance* as you defined it.



Learning is relevant when the student:

- understands how this information or skill has some **application in their life.**
- has an opportunity to **follow their own process rather than just learn "the facts."**
- is not just learning content and skills, but is **reflecting on their work and their progress as learners.**

Justin, a second grader, talks about math



From: *Math Is Language Too: Talking and Writing in the Mathematics Classroom* Phyllis Whitin

Question: A cruise ship carries 200 passengers and crew. Each life boat carries 30 people.
How many lifeboats will the ship need?

Almost one-third of the 8th graders who took the NAEP math test answered
"6 remainder 20"



From a high school valedictorian:

"I could **memorize** very **easily**, and became **valedictorian**.

But I was **embarrassed** that I **understood much less** than some other students who cared less about grades.

I felt that my **brain** was a way station for **material** going in **one ear** and (after the test) **out the other.**"

~ High School Student quoted in Wiggins and McTighe
Understanding by Design

Making the class more student centered

Using skills and knowledge in routine school setting.

Work as directed by the teacher.

Using skills and knowledge for myself in the real world.

Figuring out my own approaches.

Evaluating my progress

What happens when students help answer these question?

Content - what knowledge and skills will be studied?

Process - what materials, procedures, etc will be used?

Product - what will students produce to demonstrate their learning?

Evaluation - how will the learning be assessed?

Good teaching provokes deep student reflection



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Peter Pappas • 31 May 2010 • in Commentary Leadership Reflection Strategies Visualizations Web 2.0



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I am proud of my life-long career in public education - especially the 25 years I spent as a teacher. For over 20 years, I have been a leader in the field of reflective practice.

A Taxonomy of Reflection

Creating: What should I do next?

Higher

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Lower

Applying: Where could I use this again?

Understanding: What was important about what I did?

Remembering: What did I do?

Lower order reflection



Daniel Pink "Drive" on factors that motivate

Student Voice Choice and Engagement

- Autonomy
- Mastery
- Challenge
- Make a difference
- Purpose