

Looking at the Lesson

EdMethods.com / Fall 2016 / Week 3

Three key elements of student engagement

1. Higher-order thinking
2. Choice and reflection
3. Classroom strategies

Higher order thinking

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

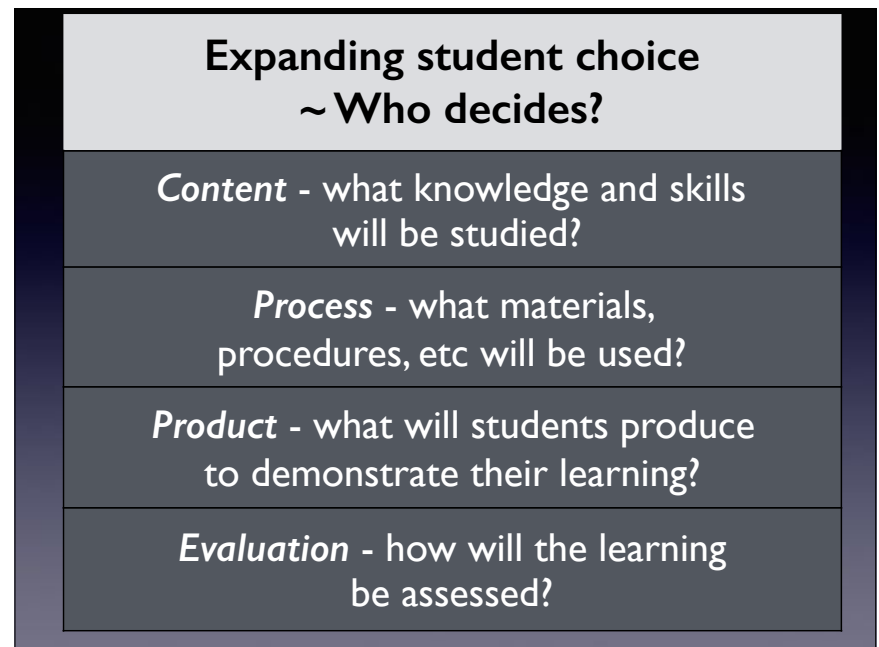
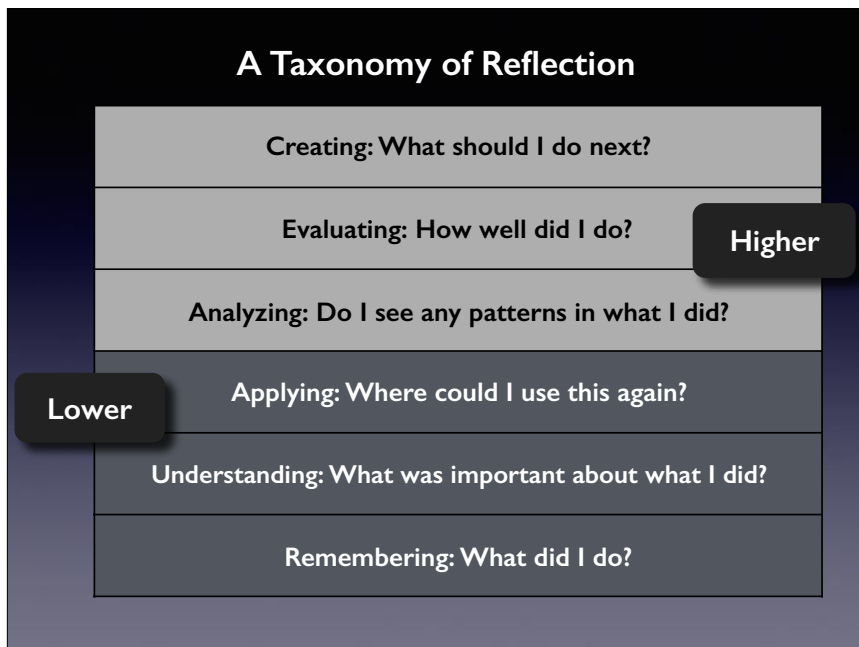
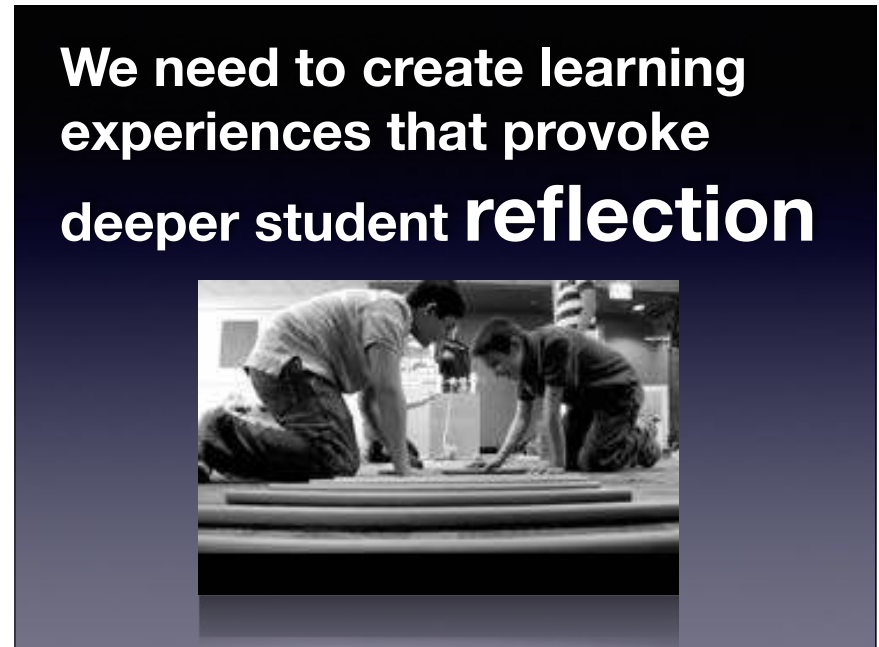
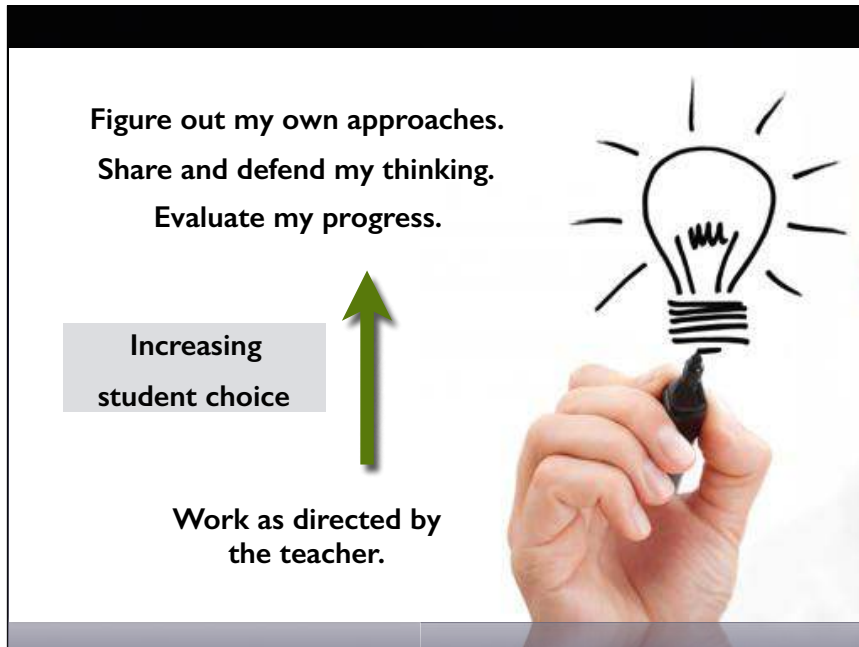
Lower order thinking

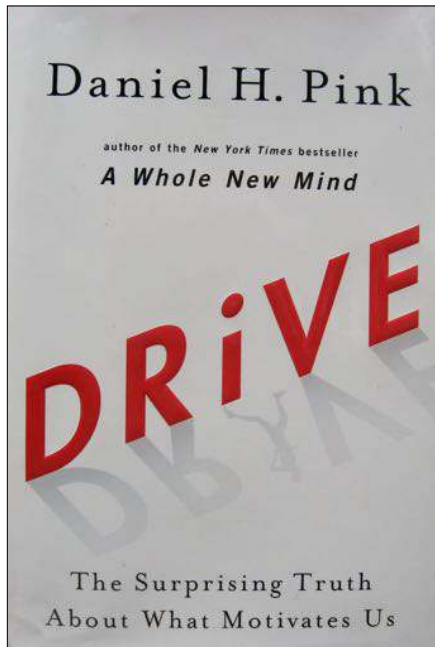
- Applying - using info in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

1. understands how this information or skill has some application in their life.

Learning is relevant when the student:

2. has an opportunity to follow their own process rather than just learn "the facts."
3. is not just learning content and skills, but is reflecting on their work and their progress as learners.





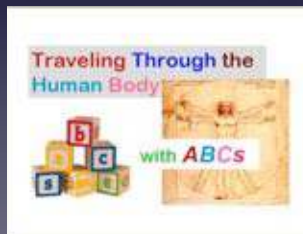
Factors that motivate

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

Traditional Writing is Assigned	Writing Assigned with Choice
Students are asked to write only on the teacher's topics.	Students can develop topics that matter to them.
Student writes for the teacher.	Audience and purpose for writing is identified.
Teacher grades their writing.	Students are asked to reflect on their growth.

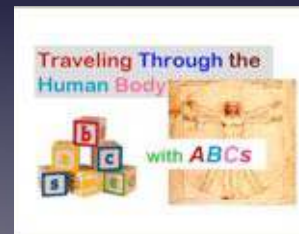
6th graders write ABC book

- Students study the organs of the body
- Develop a comparisons
- Create an ABC book



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is for
Kidney

By- Holly and Sarina

The kidneys separate waste from blood and turn it into urine. Most people have both a left and a right kidney.

By- Holly and Sarina

Pool filter

Kidney

The kidneys can relate to a pool filter because both of them separate the bad things from the good things. The pool filter empties the bugs and leaves from the water and the kidneys, they get rid of the bad things in your blood and turn it into liquid waste.

Students reflect on what they learned

- I learned that I work very well with people I am familiar with.
- I learned how fast and well I can take a word, look up the meaning, paraphrase it, compare it and make a slide of that.
- My word was ovary and most people would laugh at that but my partner and I took it seriously.
- I HAD A LOT OF FUN DECIDING HAT MY COMPARISON WOULD BE AND I FOUND THAT WITH A LITTLE THOUGHT AND EFFORT I COULD BE REALLY CREATIVE.
- I found out that Jimmy is mean and controlling and I had to learn to work with people I didn't like.
- I learned that similes help you to understand the definition of a word more easily. Also, that working with a partner helps you accomplish work more quickly.
- I learned that I don't work well with partners that don't want to work with me or partners that I don't know very well. I now can use this knowledge to be a better partner.
- What did you find out about yourself and the way that you learn?
- I LEARNED THAT YOU WON'T ALWAYS GET THE PARTNER YOU WANT AND YOU WILL JUST HAVE TO DEAL WITH IT.
- I learned that comparisons help me learn and to depend more on my partner because they're smart as well.
- I learned that I like working with someone and it makes it easier for me to work. I will enjoy working in groups in the future.
- I LEARNED YOU CAN COMPARE AND CONTRAST IN SCIENCE.
- I learned that I am good at researching things in books. I found out that I can get along with others. I had a partner that did not know much and we became closer as friends.

Learning in the digital age

Task - Are students asked to do **genuine** higher order thinking?

Interaction - Does the learning include a social component?

Choice - Are students exploring their own options for content, process, product and assessment?