

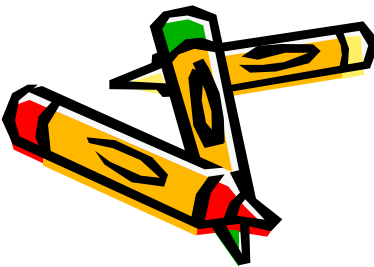


Session #2:

Engaging Students with the Integration of Project-based Learning, Multiple Intelligences and Web 2.0 Tools

"Are we preparing kids to write tests for life, or are we preparing FOR the tests of life"

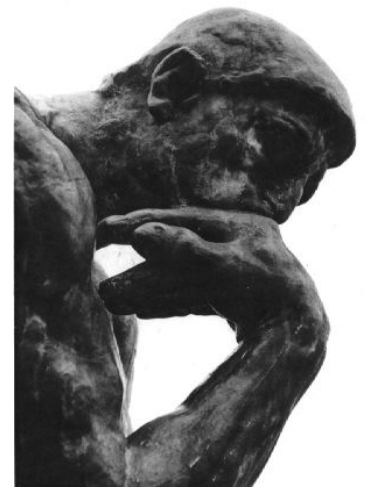
**** Art Costa, Habits of Mind*



Brent Galloway,
Middle Years Program Coordinator, Red Deer College
Brent.galloway@rdc.ab.ca
[MiddleYearsGuy@Twitter.com](https://twitter.com/MiddleYearsGuy)



What if.....



....students were assessed
by projects THEY created
versus exams created by
OTHERS?



Story Time



Jordan.galloway@gmail.com



sschultz@wolfcreek.ab.ca



*Teach less,
learn more*



Let's Review



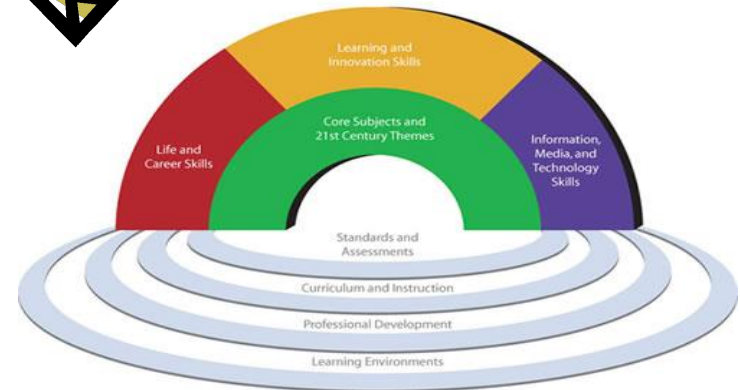
Wordle™



Bingo

Today'sMeet

moodle



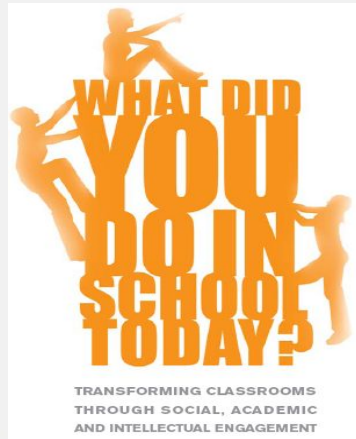
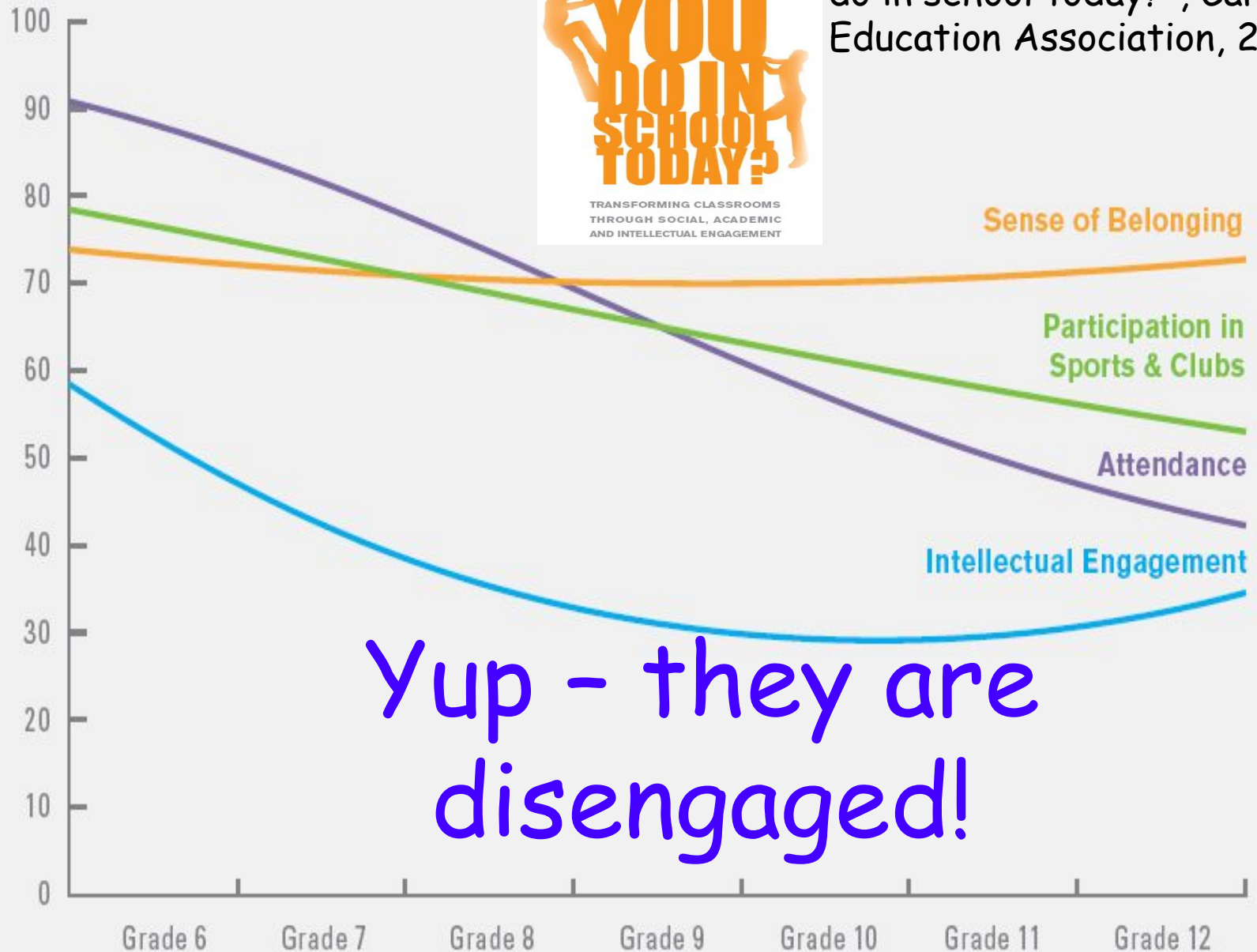
twitter

Galloway Vault

Baby Works iPad Perfectly. Amazing Must Watch!
mikewilsonmusic 16 Videos | Subscribe



Percentage of Students

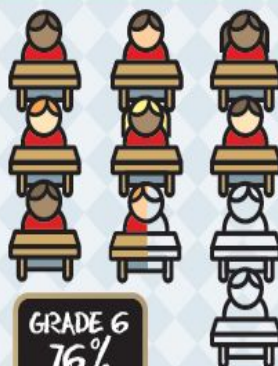
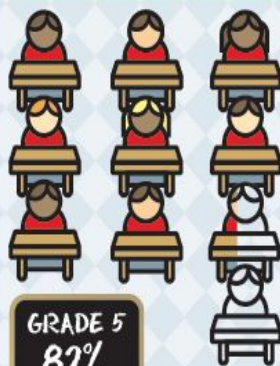


Retrieved from "What did you do in school today?", Canadian Education Association, 2009

Yup - they are disengaged!

Are Canadian Students Engaged?

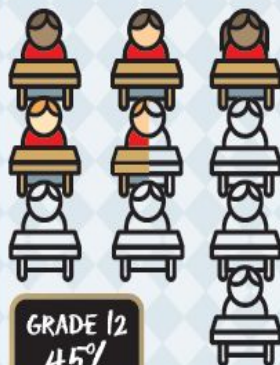
Percentage of 67,248 Grade 5 - 12 Students Engaged in Their Learning and School



SENSE OF BELONGING
71%



INTELLECTUAL ENGAGEMENT



PARTICIPATION IN SPORTS & CLUBS
66%

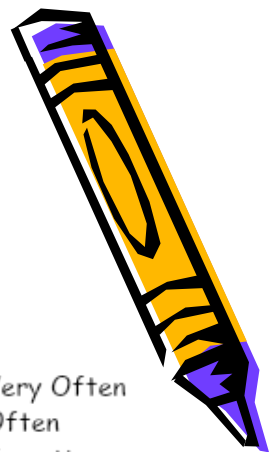
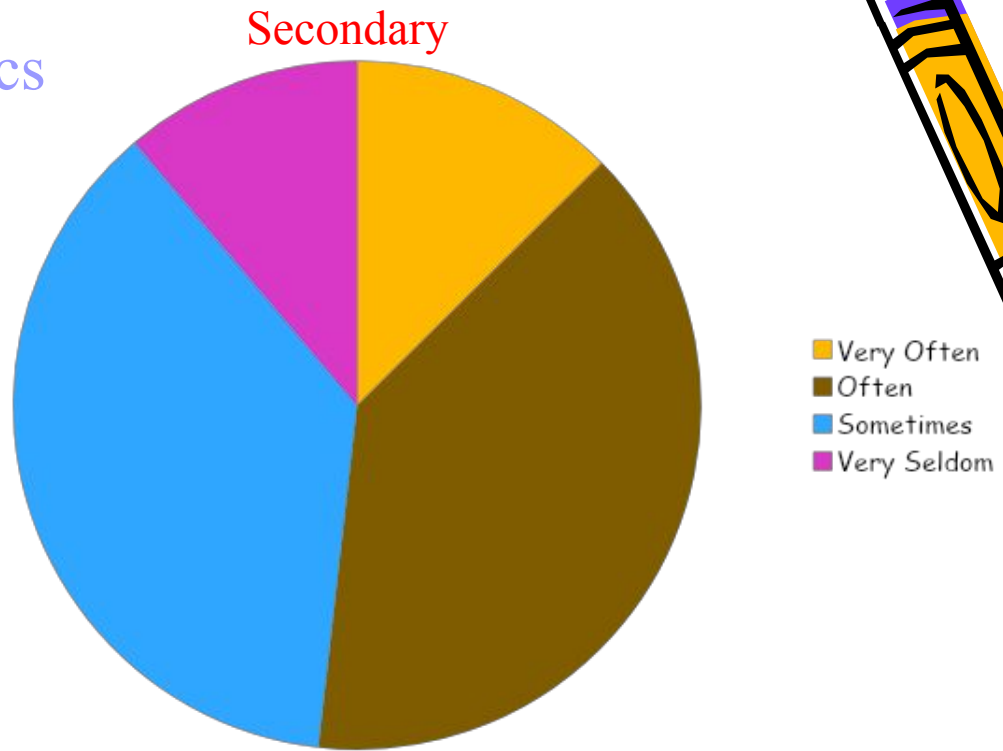


ATTENDANCE
65%

WHAT DO YOU DO IN SCHOOL TODAY?

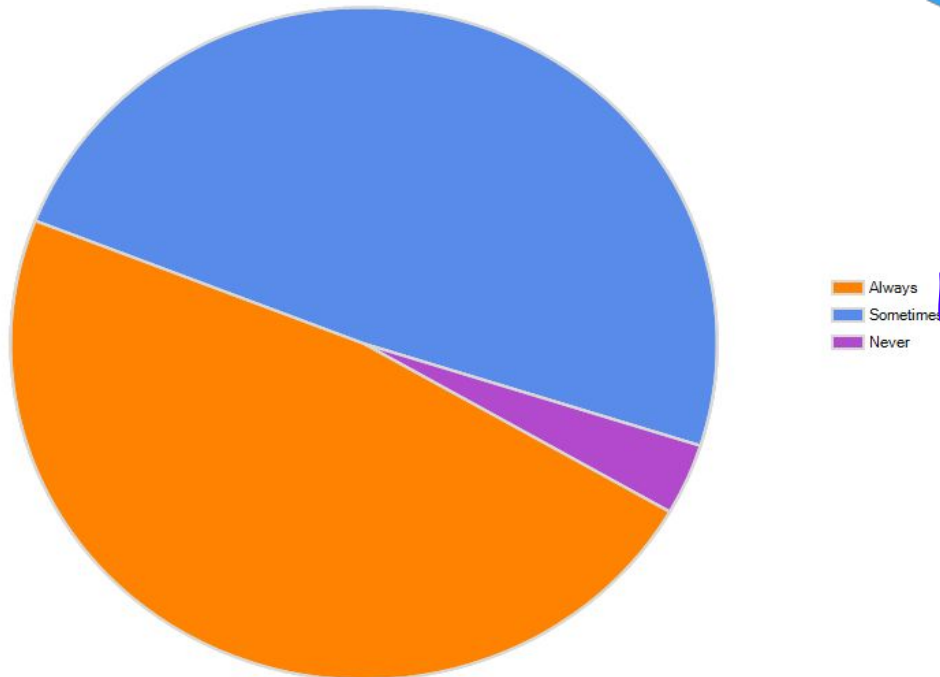


I am interested in the topics
I am learning at school



Elementary

I am interested in the topics I am learning at school.

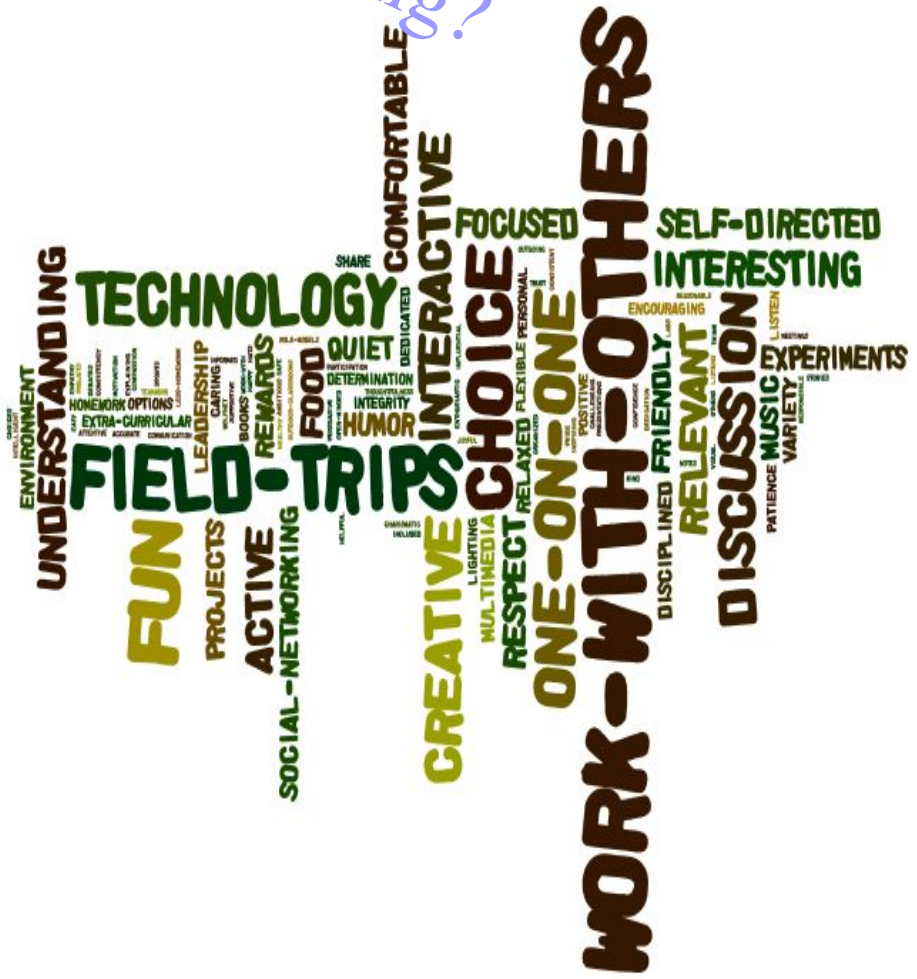
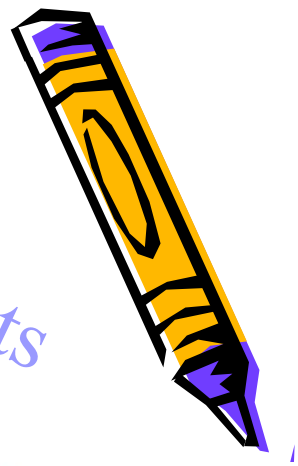


Always
Sometimes
Never

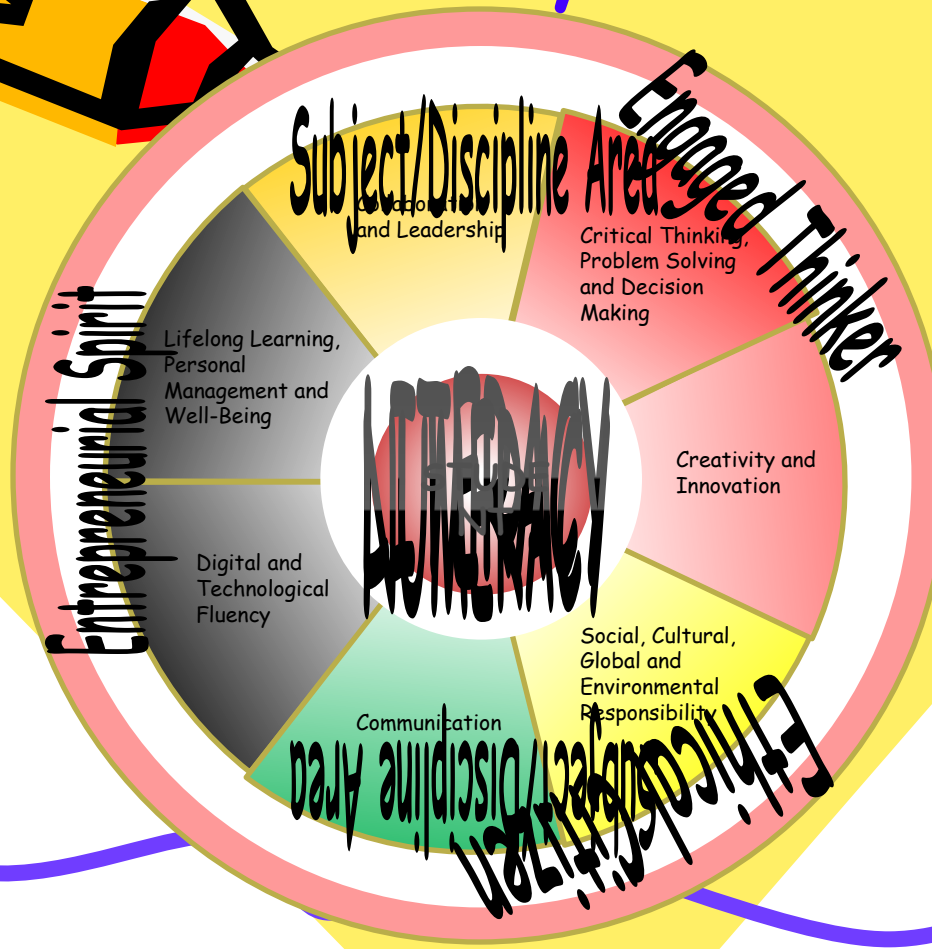
And they are
not that interested
in the topics
we teach them



What do
today's students
want in their
learning?



3R x 7C = 21st Century Skills



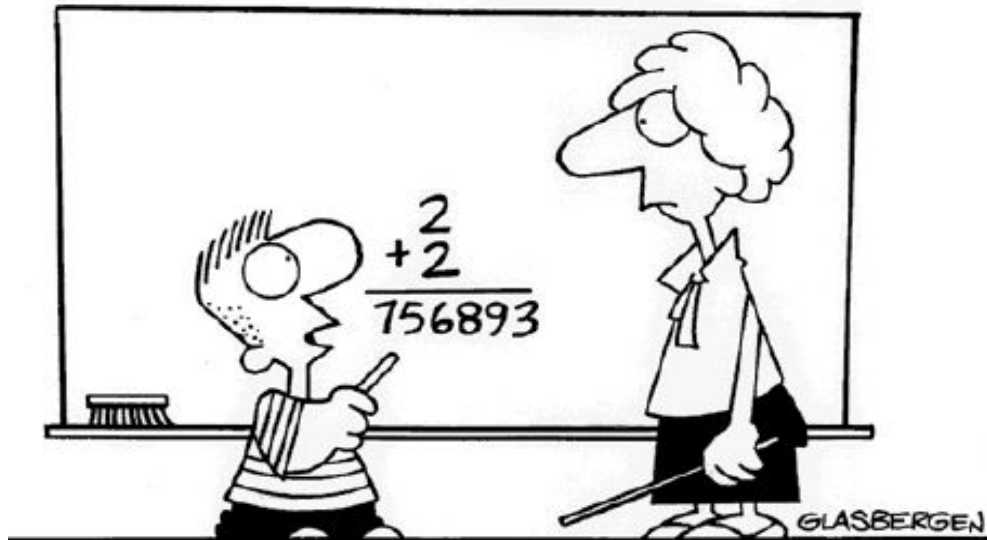
ACTION ON
Curriculum >

Questions for the Day:

1. What are the advantages of using more "student-directed" approaches in your classroom? (constructivism)
2. What different ways can we implement student-directed learning into our classrooms?
3. How can we integrate multiple intelligences and web 2.0 into this learning?

Learning Outcomes for the Day:

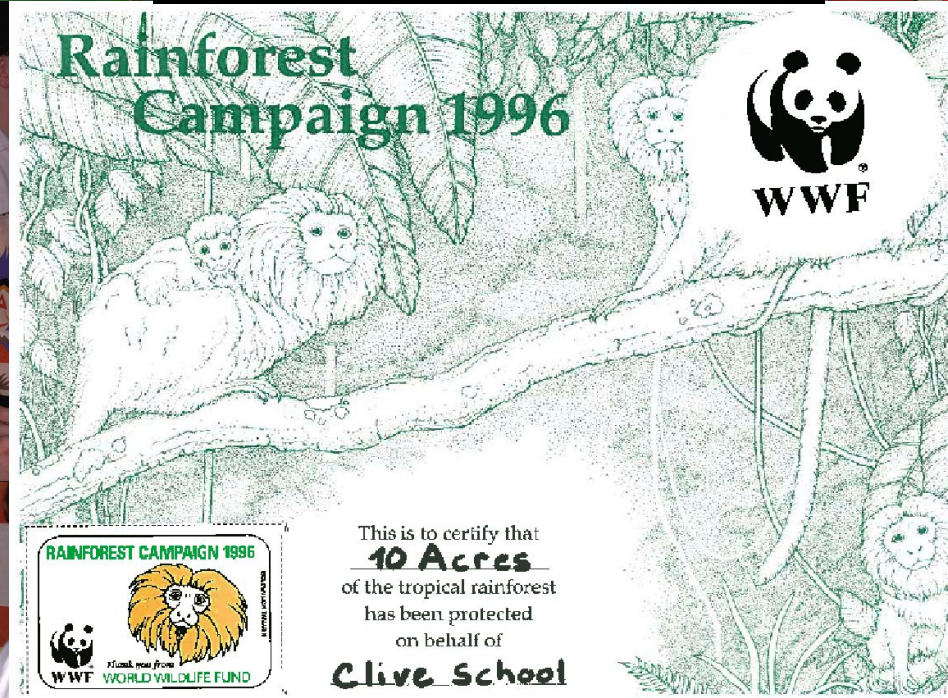
1. I will determine how elements of a student-directed classroom can engage today's learners.
2. I will begin to build my toolbox of Web 2.0 Tools using Social Bookmarking tools (Symbaloo)
3. I will create a big question to start my 21st Century Learning Project



**"In an increasingly complex world,
sometimes old questions require new answers."**

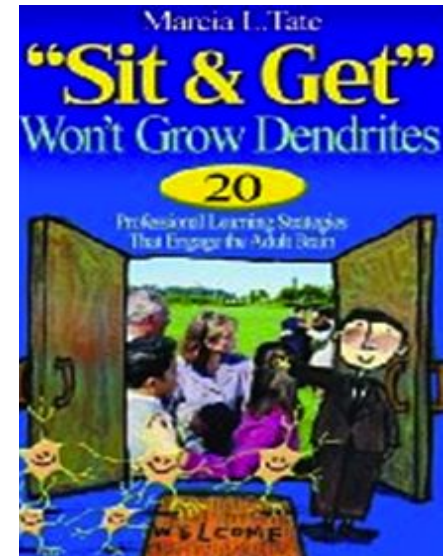
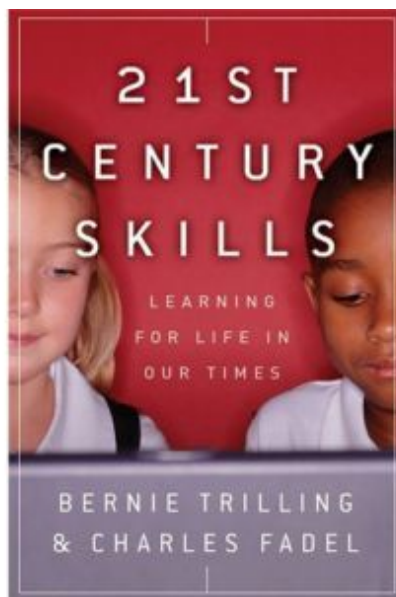
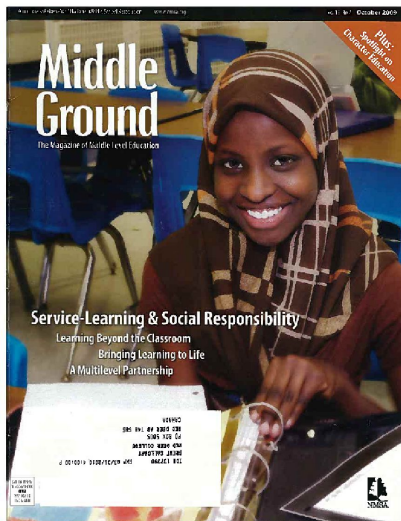


The Galloway Vault

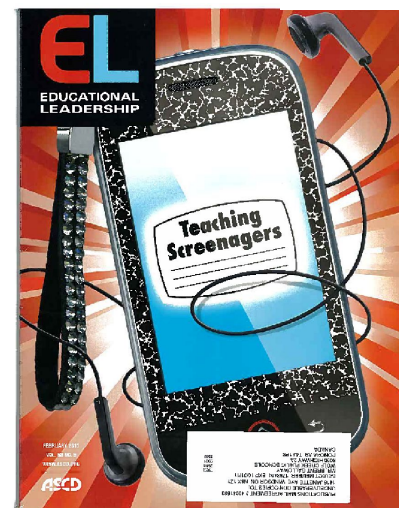
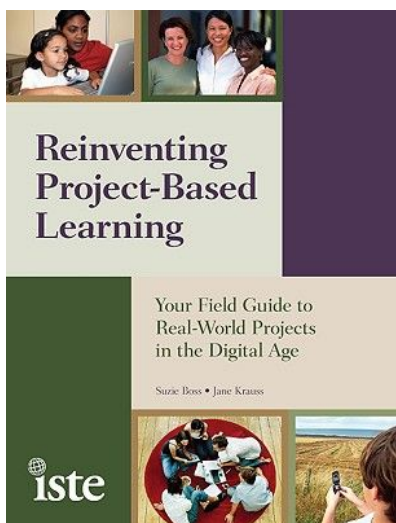


Brazilian Carnival





What about the research?



20 Instructional Strategies To Engage the Learner

- 1 Graphic Organizers
- 2 Writing and Reflection
- 3 Brainstorming
- 4 Field Trips
- 5 Debates
- 6 Visuals
- 7 Movement
- 8 Humor and Celebration
- 9 Music, Rhythm, Rhyme & Rap
- 10 Cooperative Learning

- 11 Problem Based Learning
- 12 Role play/Drama/Charades
- 13 Summarizing and Notemaking
- 14 Technology
- 15 Visualization
- 16 Games
- 17 Storytelling
- 18 Manipulatives/Models
- 19 Mnemonic Devices
- 20 Drawing and Artwork



By Marcia Tate

Classroom Instruction That Works

Strategy	Percentile Gain	How the Brain Works	Strategies
comparing, contrasting, classifying, analogies and metaphors	45	The brain seeks patterns, connections and relationships between and among prior and new learning	Classifying Compare, Contrast Venn diagrams Synectics Concept attainment Concept formation
summarizing and note taking	34	The brain pays attention to meaningful information and deletes that which is not relevant.	Mind maps Word webs Jigsaw Reciprocal
reinforcing effort and providing recognition	29	Brain responds to challenge and not to threat. Emotions enhance learning	Stories of determination Celebrate successes
assigning homework and practice	28	If you don't use it, you lose it. Practice and rehearsal makes learning 'stick'.	Create challenges in a variety of ways
generating nonlinguistic representations	27	The brain is a parallel processor. Visual stimuli is recalled with 90% accuracy.	Mind maps Graphic organizers Models
using cooperative learning	27	The brain is social. Collaboration facilitates understanding and higher order thinking.	Think Pair Share Jigsaw B.U.I.L.D.
setting objectives and providing feedback	23	The brain responds to high challenge and continues to strive based on feedback	Helpful feedback Rubrics Criteria Expectations
generating and testing hypotheses	23	The brain is curious and has an innate need to make meaning through patterns	Problem based / Inquiry Portfolios Case studies
providing questions, cues, and advance organizers	22	The brain responds to wholes and parts. All learners need to open 'mental files' into which new learning can be 'hooked'.	Wait time Questioning techniques Agenda maps
(Marzano, Pickering, Pollack, 2000)			

Teach Less, Learn More: The Singapore Vision



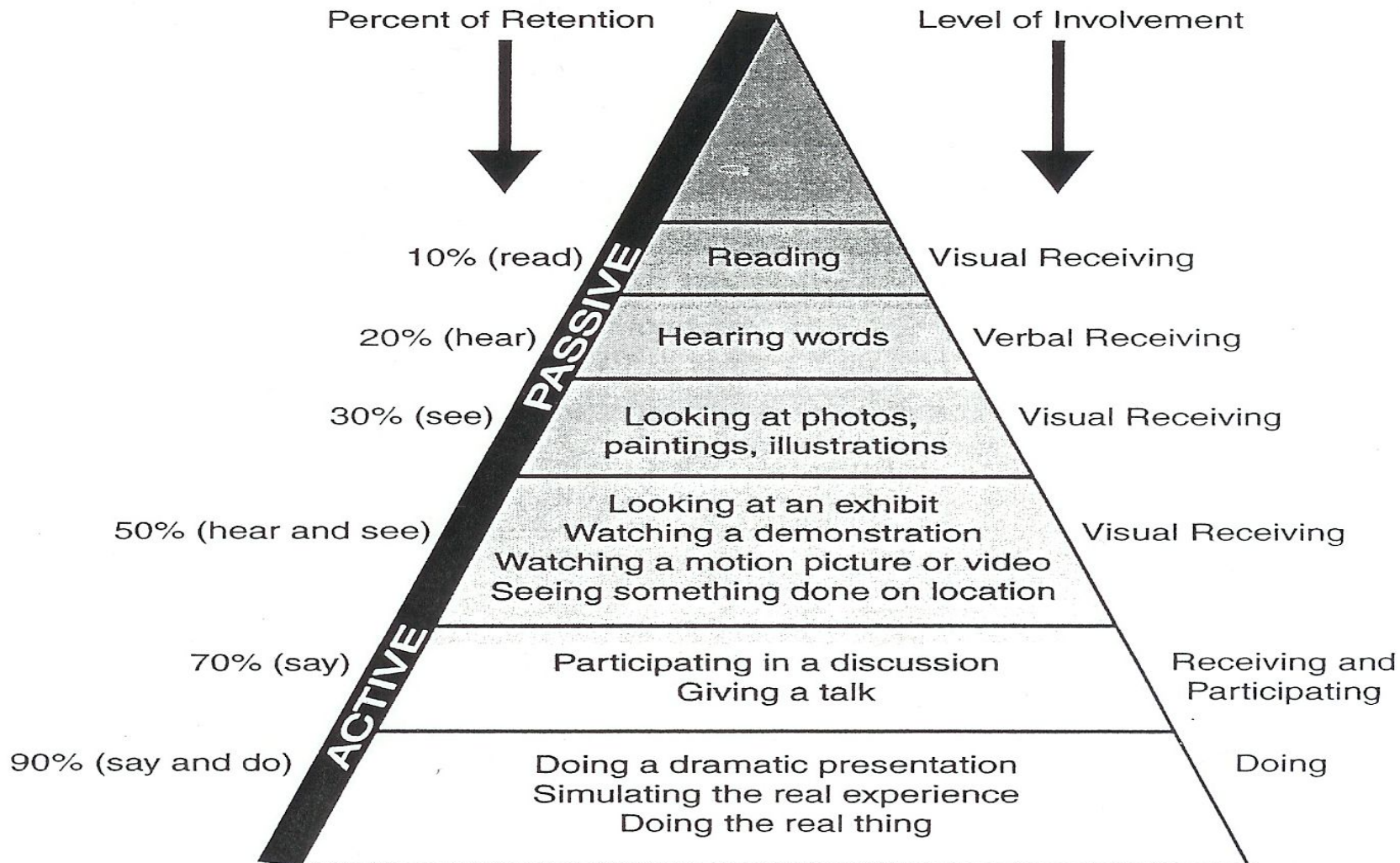
- Teach in ways that help students learn WITHOUT being taught
- Leadership encourages inventiveness and far-reaching thinking
- PLCs are used as the instrument of change, and become "think tanks"
- 2 Big questions: What to teach? and How to teach?
- Less "teacher talk", less "pour and store", less "sit and git"
- Using a wider and deeper instructional repertoire
- Examine curriculum to create relevancy(questions/problems)
- With student centered curriculum models, students willingly and assertively take over the ownership of the learning experiences

“Tell me and I forget.
Show me and I might remember
Involve me and I learn.”

CONFUCIUS

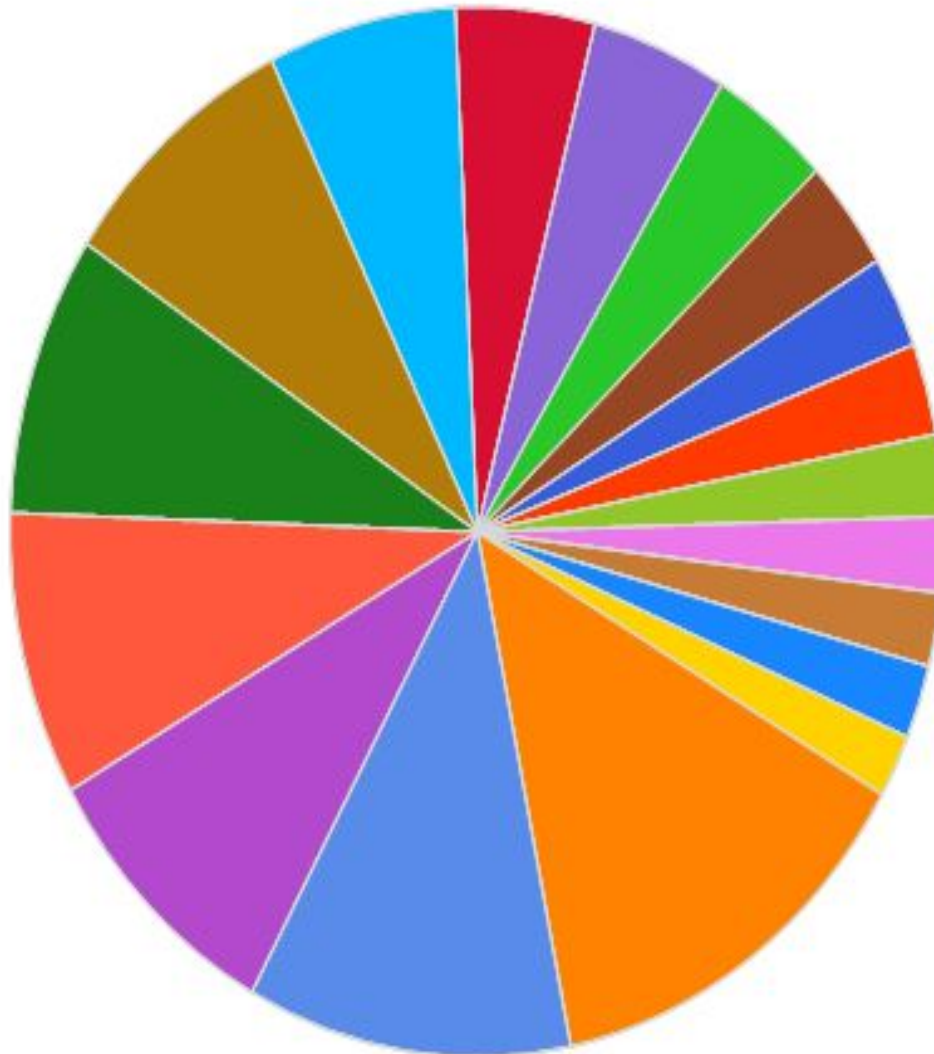
Learning Pyramid

Adapted from Edgar Dale's "Cone of Experience"



From the list below, choose your five favorite/best activities that help you learn.

The Elementary Survey: A snapshot

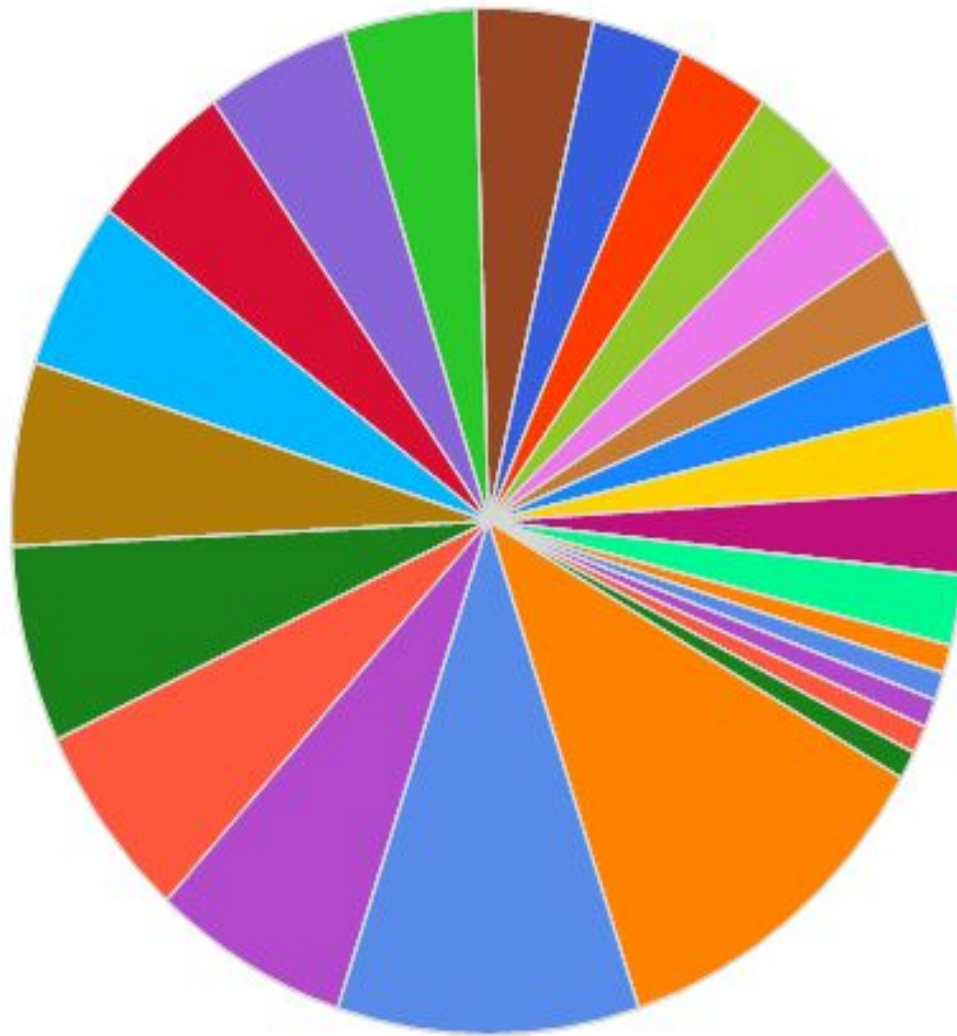


- 1st going on a field trip
- 2nd using computers/technology (e.g. research, class work, writing, reading)
- 3rd creating projects
- 4th drawing (e.g. pictures, diagrams, charts, posters)
- 5th playing games
- watching videos and movies
- working with my classmates
- moving (dancing, acting, creating plays/skits)
- listening to my teacher(s)
- listening to guest speakers
- doing activities that help others
- touching/playing with objects (e.g. puzzles, plants, blocks)
- doing school work at home
- working on my portfolio
- having class discussions/answering questions in class
- taking notes/making notes
- teaching others what I have learned
- solving or debating problems

Why are these rated as less effective?
Do we abandon these or just do them better?

The Secondary Survey: A snapshot

From the list below, choose FIVE activities that are MOST helpful to you as a learner



1st

2nd

3rd

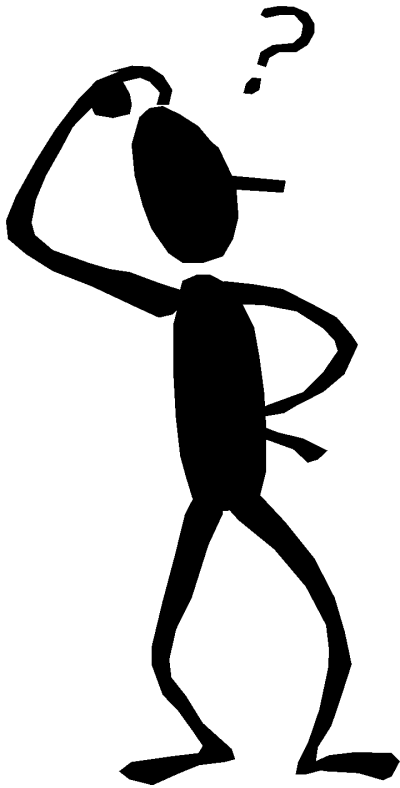
4th

5th

- using computers/technology
- going on a field trip
- creating projects
- watching videos and movies
- playing games
- music
- listening to my teacher
- moving (acting, role-playing, skits, dancing, etc.)
- taking notes/making notes
- reading (e.g. stories, plays, poems, novels, news articles, etc.)
- drawing (e.g. pictures, diagrams, charts, posters, etc.)
- writing
- memorizing facts/ideas
- having class discussions/answering questions in class
- independent work
- researching ideas
- doing activities to help others (e.g. service learning)
- group work/collaborative learning/cooperative learning
- solving or debating problems
- teaching others what I have learned
- listening to guest speakers
- speaking/presenting
- doing homework
- manipulating objects (e.g. puzzles, plants, machines, animals, etc.)
- reflecting (portfolios, journals, etc.)

Why are these rated as less effective?
Do we abandon these or just do them better?

What is Intelligence?



“An intelligence is an ability to solve a problem or generate new products or problems. This ability is valued in one or more cultural settings.”

Howard Gardner,
FRAMES OF MIND (1983)



“It’s not how smart you are but how you are smart.”

MULTIPLE INTELLIGENCES

VERBAL/LINGUISTIC (WORD SMART)

Sensitivity to the sounds, rhythms, and meanings of words and language, both written and spoken.



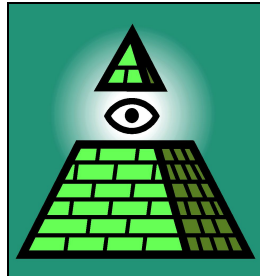
LOGICAL/MATHEMATICAL (NUMBER SMART)

Capacity to deal with numbers, formulae, abstract patterns and inductive/deductive thinking.



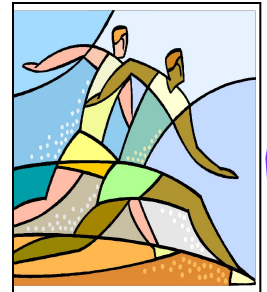
VISUAL/SPATIAL (PICTURE SMART)

Reliance on sense of sight and ability to visualize; includes ability to create mental images.



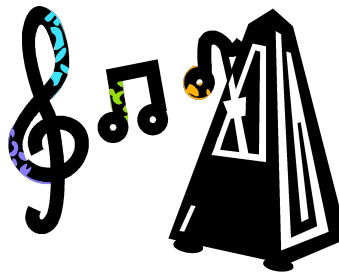
BODILY/KINESTHETIC (BODY SMART)

Ability to deal with and control body movements and handle objects skillfully.



MUSICAL/RHYTHMIC (MUSIC SMART)

Capacity to recognize and produce tonal patterns, sounds, pitch, rhythms, and beats.



INTERPERSONAL (PEOPLE SMART)

Has to do with person-to-person communication and relationships.



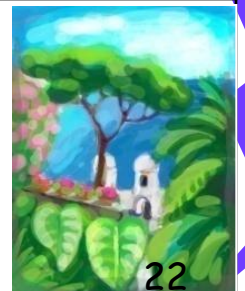
INTRAPERSONAL (SELF SMART)

Relates to self-reflection, metacognition, awareness of one's own feelings and internal states of being.

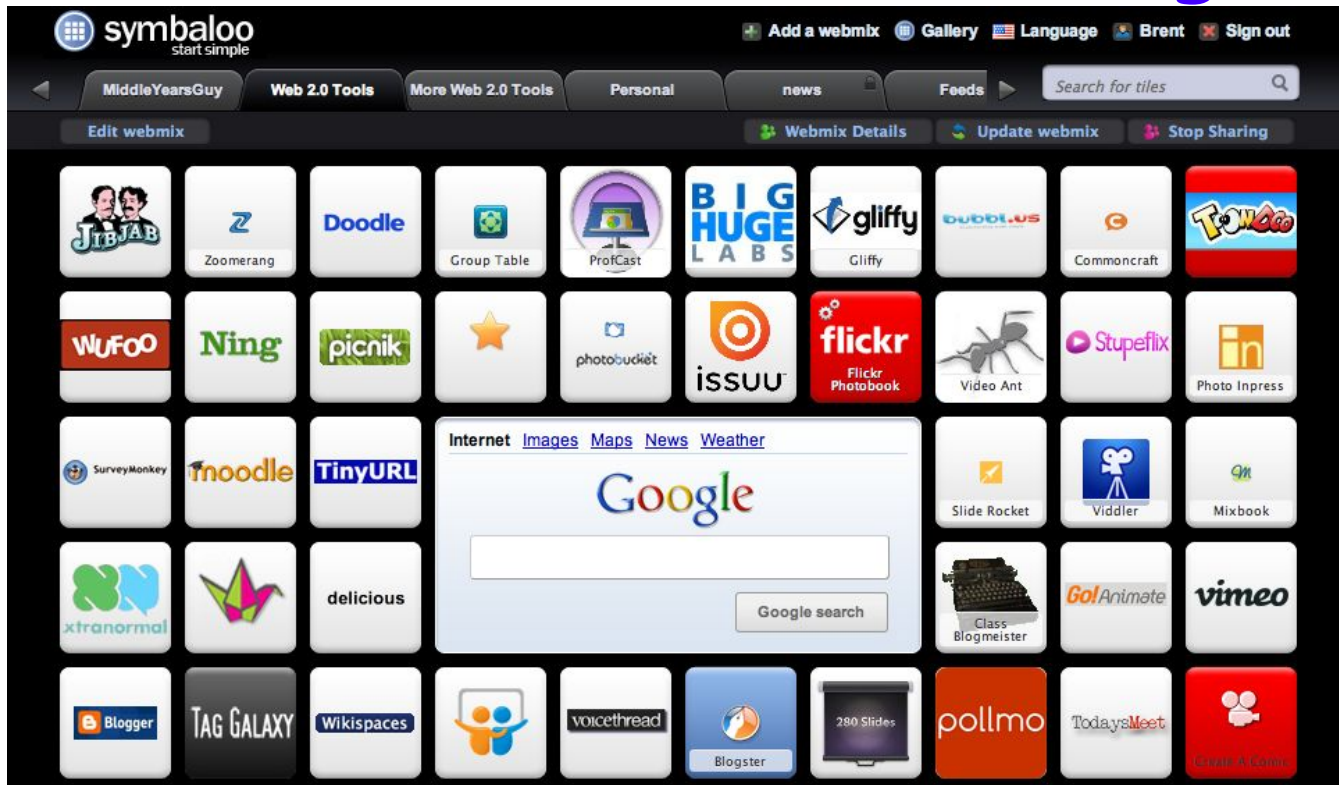


NATURALIST (NATURE SMART)

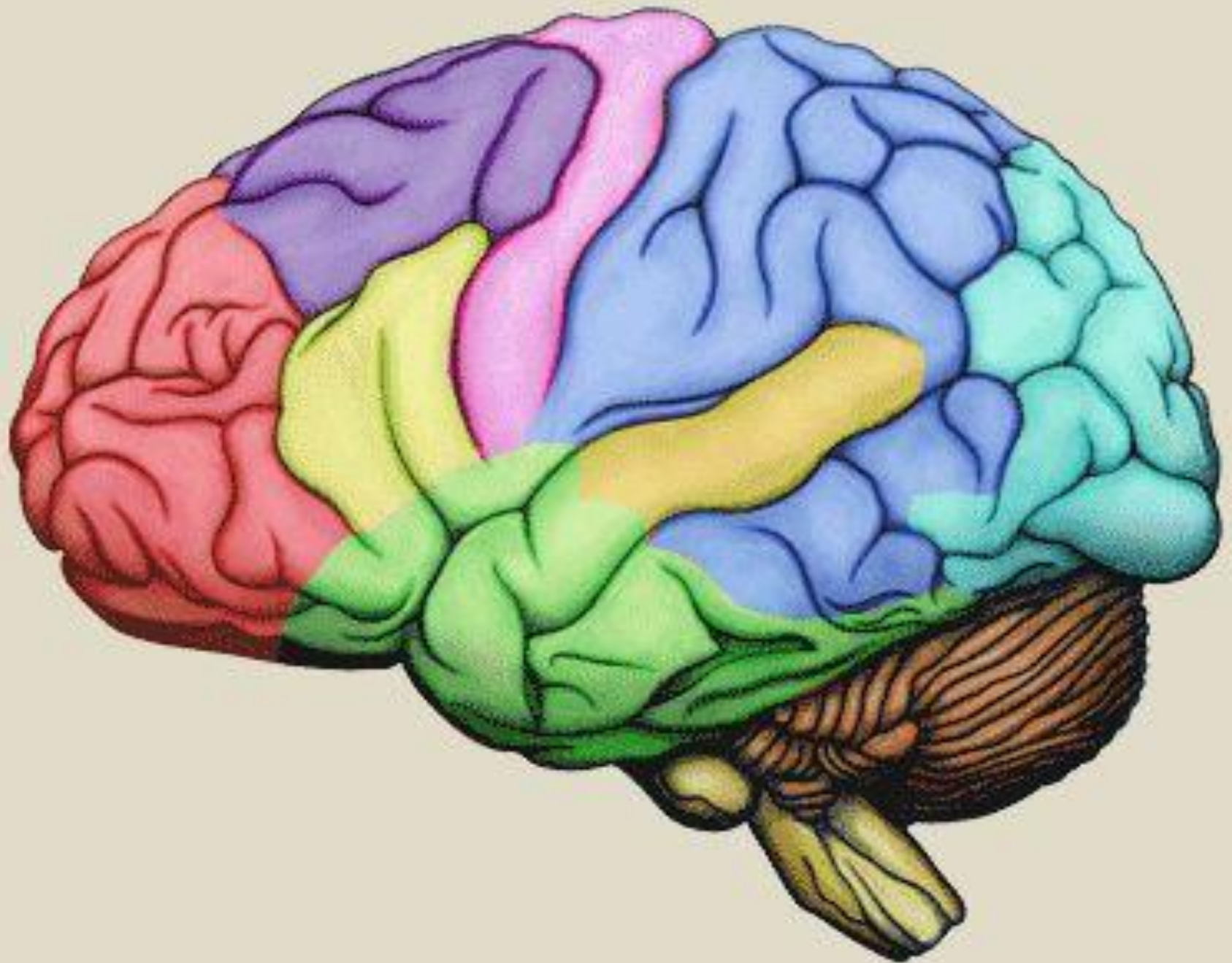
Appreciation for nature and ecological issues; recognizes patterns in organisms & in nature.



Let the Construction Begin



1. Symbaloo Homepage
2. 21st Century Learning Project (Logistics)



Purposeful Planning for Learning:

*How do **WE** plan for Quality Instructional Design that will improve student learning **AND** keep the students engaged?*

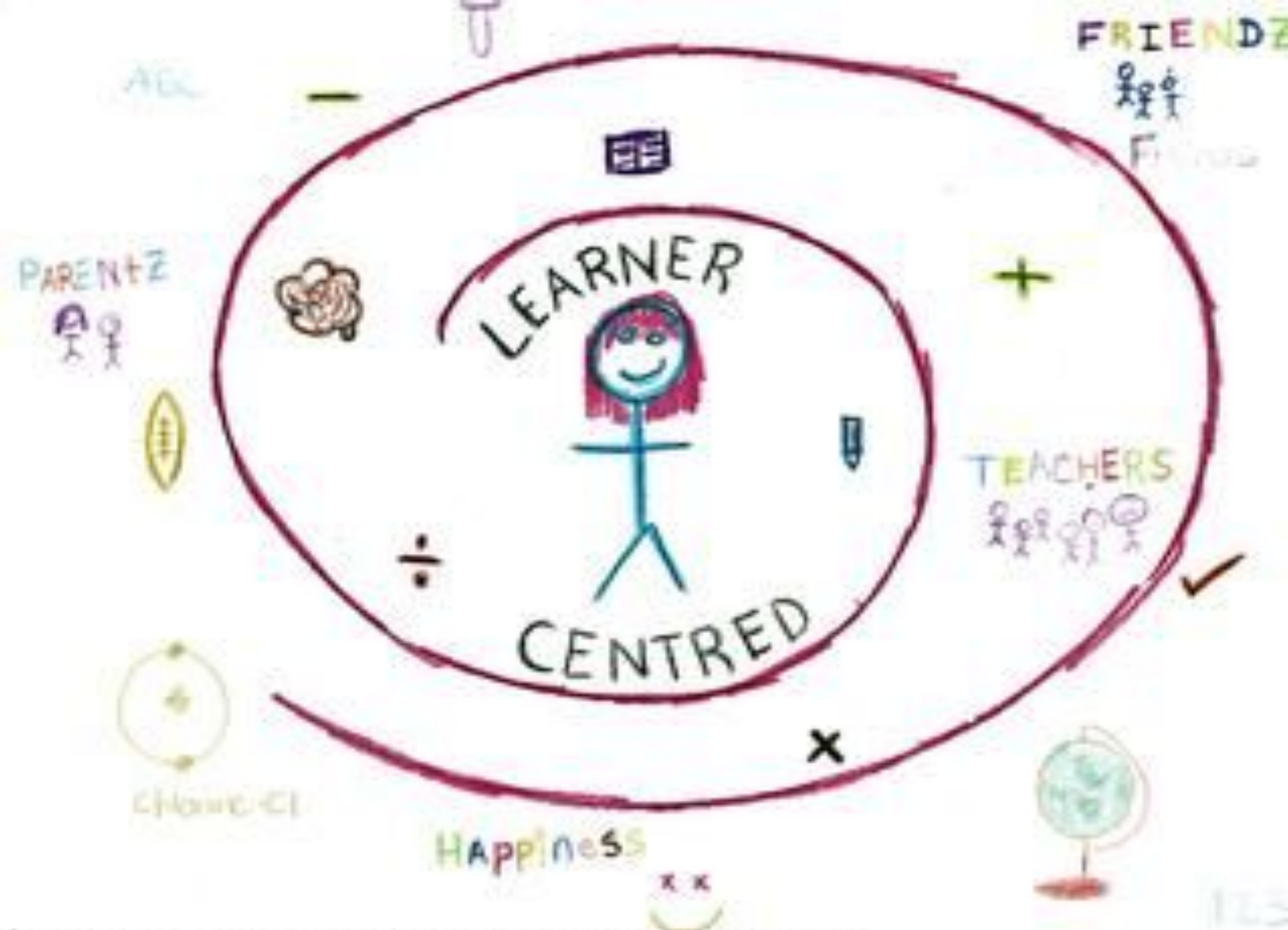


"Those who Fail to Plan
.....Should Plan to Fail."



PURPOSE IS EVERYTHING!

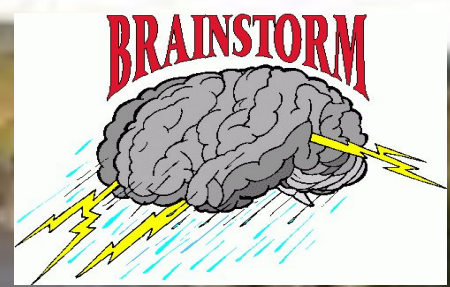






START

Your 21st Century Learning Project

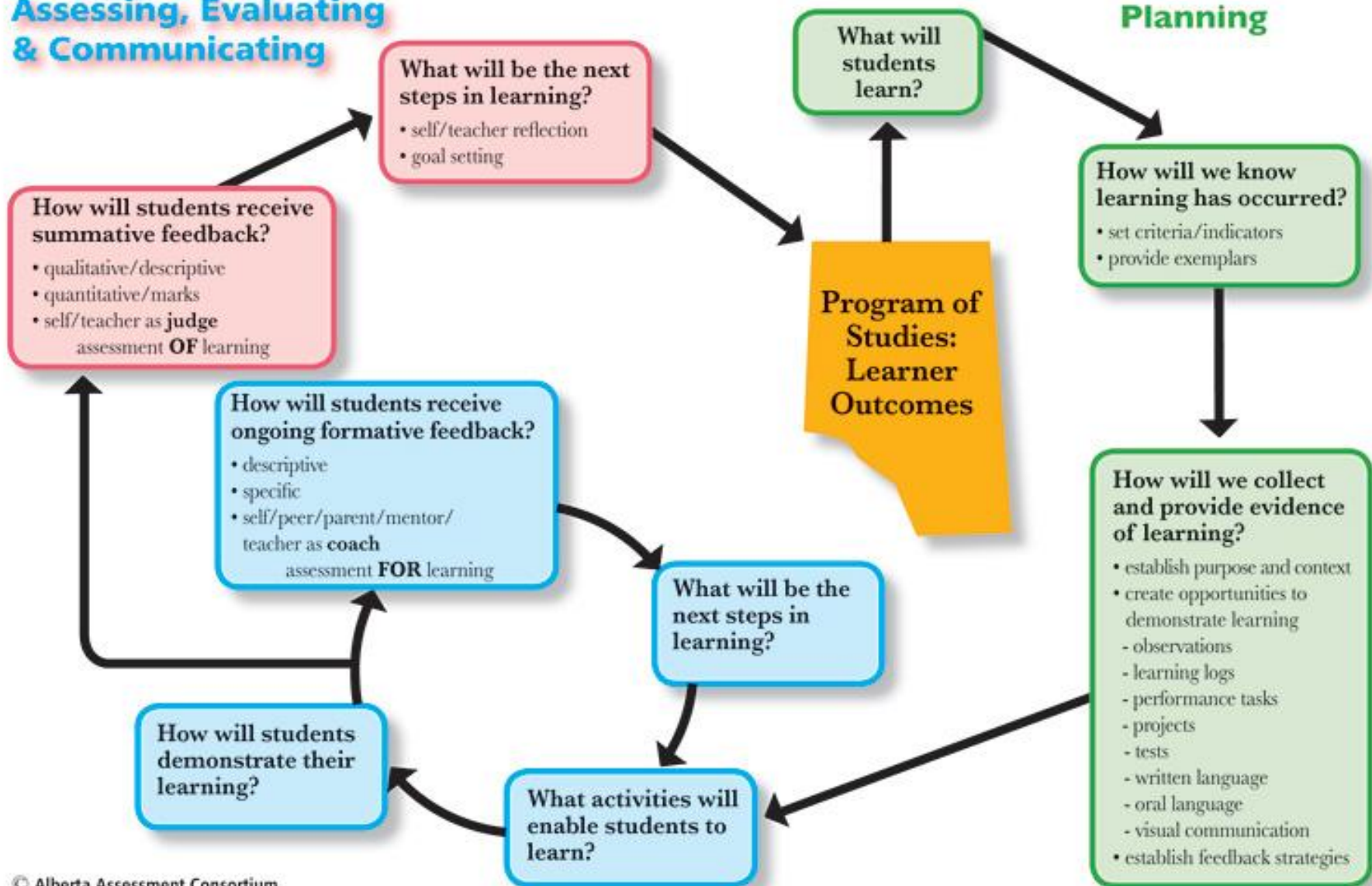


1. Brainstorm logistics
2. Pick your grade, subjects, topics/strands
2. Choose a "student centered" theme/problem of interest
3. Look for curricular connections in the learning outcomes
4. Create an "engaging, interesting" title for your project
5. Think of what "21st Century Skills" your project will address.
6. Think of what "intelligence types" your project will address.
7. Create a big question designed around both your curricular areas and your theme/problem
8. Look for resources

Students are capable of deep understanding and mastery if they are allowed to gain knowledge and understanding through their strongest intelligences.

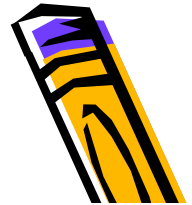
Assessing Student Learning in the Classroom

Assessing, Evaluating & Communicating



Part one: Brainstorm Logistics

Due next month



Logistics	
Unit Title/Theme:	Instructional Designers:
Subject Areas:	Grade:
Timeline: <i>(days, class periods or weeks)</i>	Considerations: <i>(accommodations, differentiation, time of year, etc.)</i>
Resources: <i>(media, technology, community, etc.)</i>	

Stage 2

Identify
desired
results.



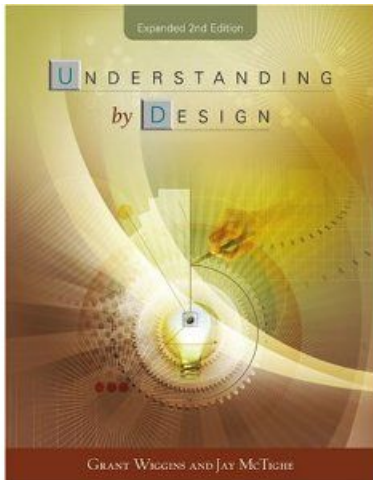
Stage 3

Determine
acceptable
evidence.



Stage 4

Plan learning
experiences
and instruction.



Stage 2

Identify Desired Results

What do my students need to know and be able to do?



Stage 3

Determine Acceptable Evidence

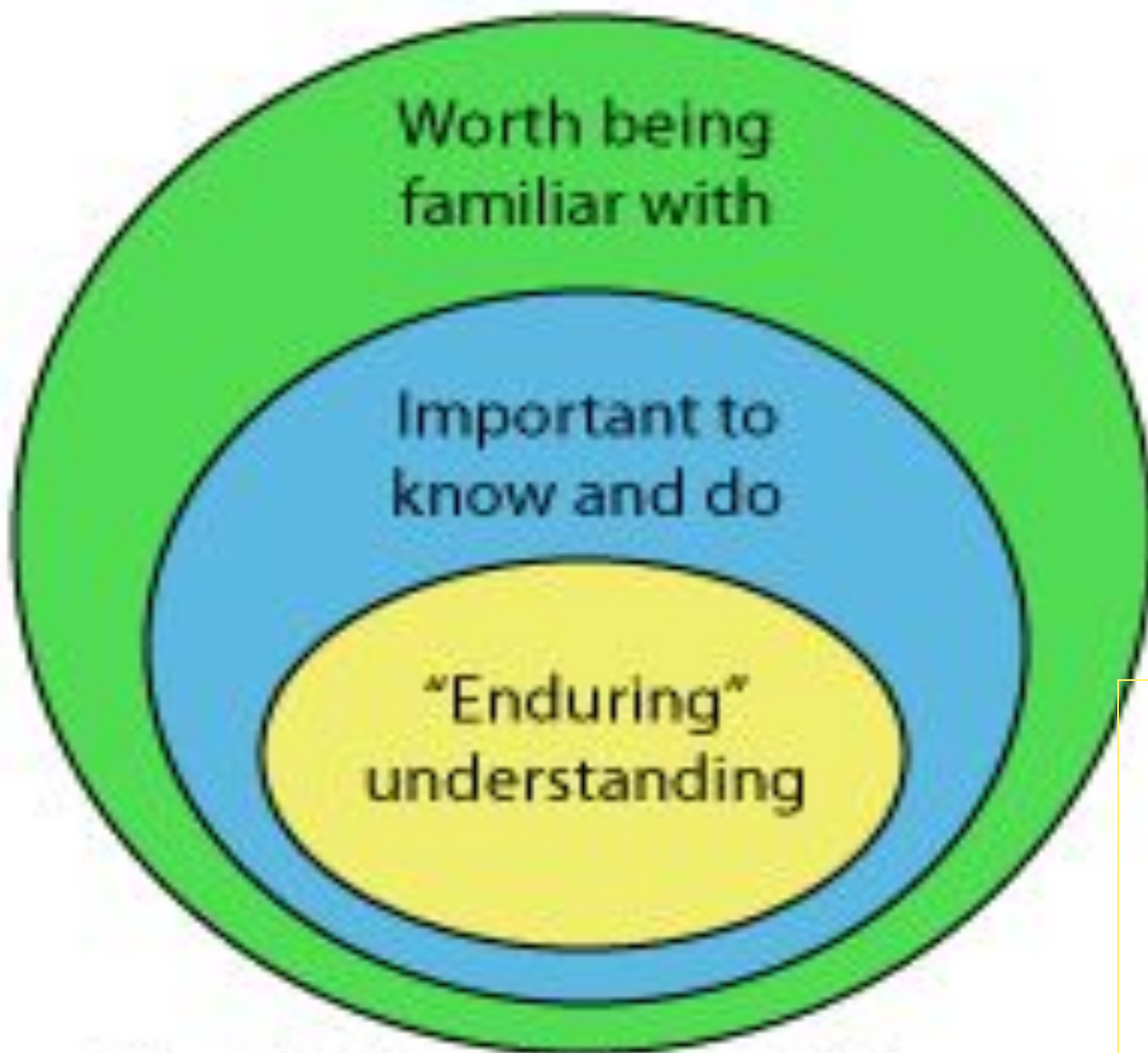
How are my students going to be able to demonstrate that they know it and can do it?



Stage 4

Plan Learning Experiences and Instruction

How are my students going to learn what they need to know and be able to do?



Graph of curricular priorities, as discussed in Understanding by Design



Think
Big Rocks
Sand
Water

Are we teachers?

- Determining the learning destination
- Creating questions that foster inquiry
- Designing units, backwards
- Determining assessment evidence
- Recognizing the benefits of performance criteria

WHO
ARE
YOU?

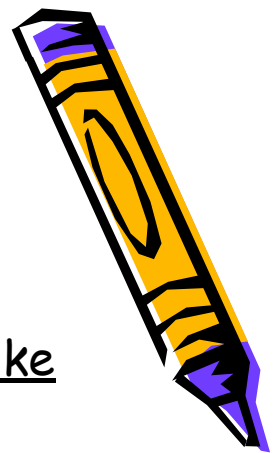
or are we designers?
Architects of instruction?
Facilitators of learning?

Table Talk

Example of Student Directed Learning in the 21st Century Classroom:

<http://www.youtube.com/watch?v=qxKcHF-Zv4s&feature=colike>

- Which instructional strategies will have students directing/controlling their own meanings? Their own learning?
- How else can you give control to students in the classroom? How can you empower them?
- What are the challenges in giving up control?
- Are you a "Student-Directed" Teacher?



VISION

All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit.

MISSION

Collaborate to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy.

APS VALUES

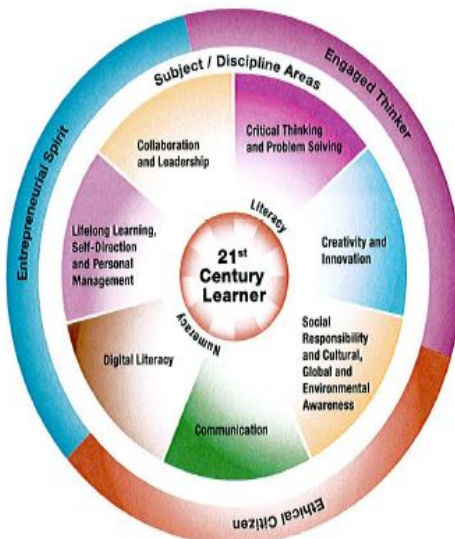
- Respect
- Integrity
- Excellence
- Accountability

VALUES FOR TRANSFORMATION

The vision is complemented by a set of values that support system-wide consistency and accountability. We will seek to fulfill the following values in the operation and transformation of the education system.

- Opportunity** Students are exposed to rich learning experiences that enable them to discover their passions and achieve their highest potential.
- Citizenship** Students have pride in their community and culture. They have a sense of belonging and work to improve both the community and the world.
- Choice** Students have a choice of both programs and methods of learning.
- Fairness** Students have access to programs, support services, and instructional excellence needed to achieve desired outcomes.
- Diversity** Students differing needs, cultures, and abilities are respected and valued within inclusive learning environments.
- Excellence** Students, teachers, and governors achieve high standards.

LEARNER COMPETENCIES*



*draft graphic for discussion purposes

ALBERTA EDUCATION 2011-14 BUSINESS PLAN

- GOALS** **1** Success for every student **2** Transformed education through collaboration **3** Success for FNMI students

ACTION ON...FNMI Success

(3.1 Partnership Council, 3.2 MOU)

- Memorandum of Understanding (MOU) for First Nation Education: Working with the federal government and the Assembly of Treaty Chiefs to realize the common vision for First Nation students to achieve or exceed the full educational outcomes, levels and successes of all other Alberta students (SS)
- First Nation, Métis & Inuit (FNMI) Education Partnership Council: Implement a joint action plan focusing on: (SS)
 - Ensuring FNMI students are ready and able to learn
 - Engaging parents and families to support children and youth
 - Teacher education
- Northland School Division: The Northland School Division will implement strategies that focus on: (LSIM)
 - Developing English and Aboriginal language and numeracy
 - Improving student attendance
 - Working with a community based team to strengthen parental engagement with schools by improving communication and trust
- FNMI Collaborative Frameworks: Support implementation of FNMI Conceptual Collaborative Frameworks whereby FNMI parents and communities develop outcomes, strategies, and measures designed to improve FNMI student success in school (LSIM)
- Teacher Education Program: Implement the second year of the four-year Community-Based (FNMI) Teacher Education Program to increase the number of FNMI teachers in the workforce and explore the expansion of the program with urban participants (PR)

ACTION ON...Inclusion

(2.2 Implementing Action on Inclusion)

To create an inclusive education system that helps ensure success for all students, an approach to implementing inclusive education has been developed that consists of the following elements:

- Communicating High Expectations for all Students: Define high expectations for all students (LSIM)
- Understanding and Responding to Student Strengths and Needs: Describe guidelines for a continuum of supports and services to establish a consistent approach for responding to student strengths and needs (LSIM)
- Identifying Resources: Create a funding model to support the continuum of supports and services (LSIM)
- Accessing Supports and Services: Describe access to supports and services at the regional and school delivery levels (LSIM)
- Measuring Success: Develop measures and reporting mechanisms for collaboration and student success (LSIM)
- Capacity: Support building capacity of staff in the Education ministry, other ministries, school authorities and community partners (PR)
- Collaborative Practices: Develop tools and resources to support the use of collaborative practices based on wraparound principles (LSIM)

For further information on the Action Agenda go to InSite (our intranet website) and follow the links from "Our Department" to "Planning and Results".

ACTION ON...Curriculum

(1.3 Student-centred Curriculum)

- Curriculum Standards and Process Redesign: "Engaging curriculum that inspires every student every day." Provide improved supports for 21st century learners by redesigning standards and guidelines for curriculum (programs of study, balanced assessment tools and learning and teaching resources) and the associated curriculum development processes (EPSA)
- 21st Century Competencies: Review the Student Learning Outcomes in the Ministerial Order on the Goals and Standards Applicable to the Provision of Basic Education in Alberta to ensure a focus on competencies, including the attitudes, skills and knowledge, for all students in the 21st century (EPSA)
- Strategic Review of Locally Developed Courses (LDC): The review will help assess whether LDCs, in their current form and administration, meet student needs, provide options for innovation and responsiveness and align with the ministry's strategic direction for the future (EPSA)

ACTION ON...Legislation

(2.1 Act, Regulations, Policy)

- Education Act: Lead the development of a new Education Act (SS)
- Regulations: Review existing and newly required regulations to support the new Education Act (SS)
- Policy: Lead the development of transformational system-wide policy resulting from Inspiring Education, Inspiring Action, Setting the Direction, and other initiatives that align with the development of a new Education Act (SS)
- Separate School Establishment: Coordinate and facilitate a process to involve stakeholder input on separate school district establishment process (SS)

ACTION ON...Teaching and Leadership

(2.3 Teacher Competency Standards, 2.4 School Leadership Framework)

- School Leadership: Implement the School Leadership Framework to strengthen school leadership capacity (PR)
- Professional Learning: Develop a framework for coordinated, comprehensive professional learning (PR)
- Teacher Induction: Support beginning teachers through a teacher induction program (PR)
- Northern Student Teacher Bursary: Implement the Northern Student Teacher Bursary program to attract teachers to northern communities (PR)
- Foreign Prepared Teachers: Implement a Bridging to Employment for Foreign Teachers program (PR)
- Career and Technology Studies (CTS) Bridging: Implement a CTS bridging program to increase the supply of CTS teachers (PR)
- Teaching Profession: Elevate and promote the teaching profession to attract the best and brightest to careers in education (PR)
- Teaching Quality Standard: Revise the Teaching Quality Standard (PR)

ACTION ON...Research

(2.6 Research Framework)

- Framework: Develop an Education Research Framework to enhance research and innovation capacity to improve teaching and learning (PR)
- Alberta Initiative for School Improvement (AIS): Transform teacher practice through innovative AIS projects (PR)

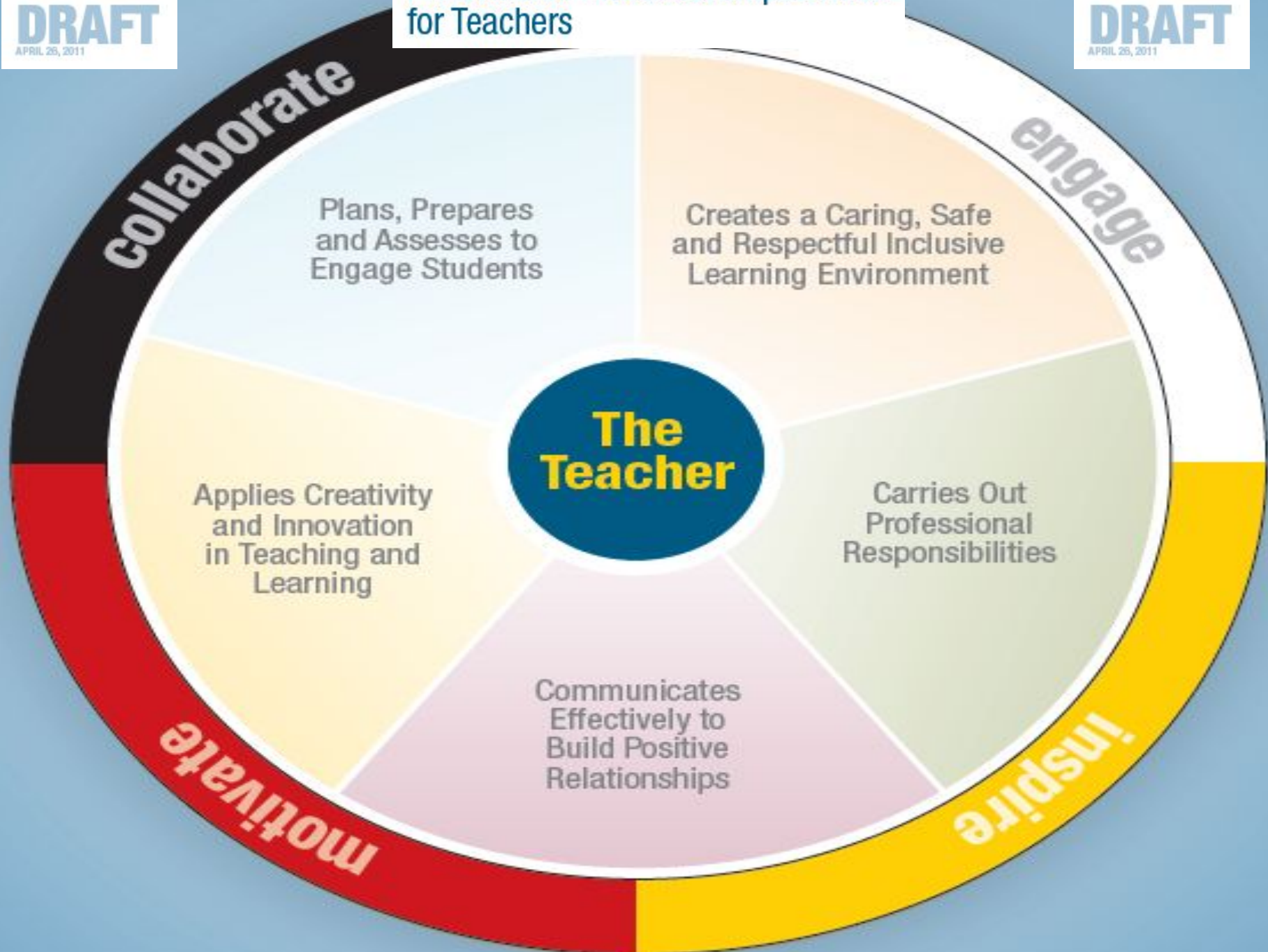
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APRIL 26, 2011

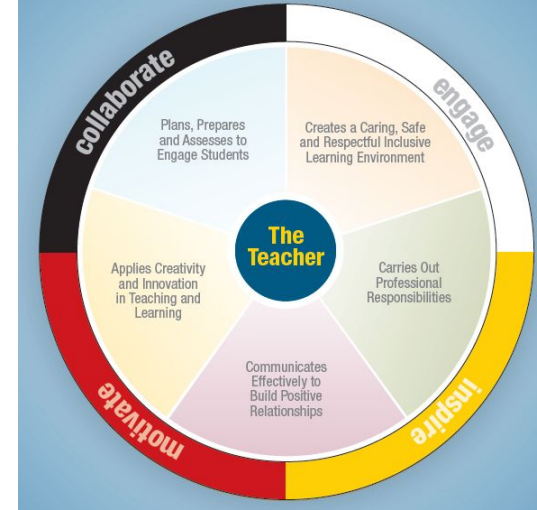
Professional Practice Competencies for Teachers

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APRIL 26, 2011



Curriculum: The Future and You



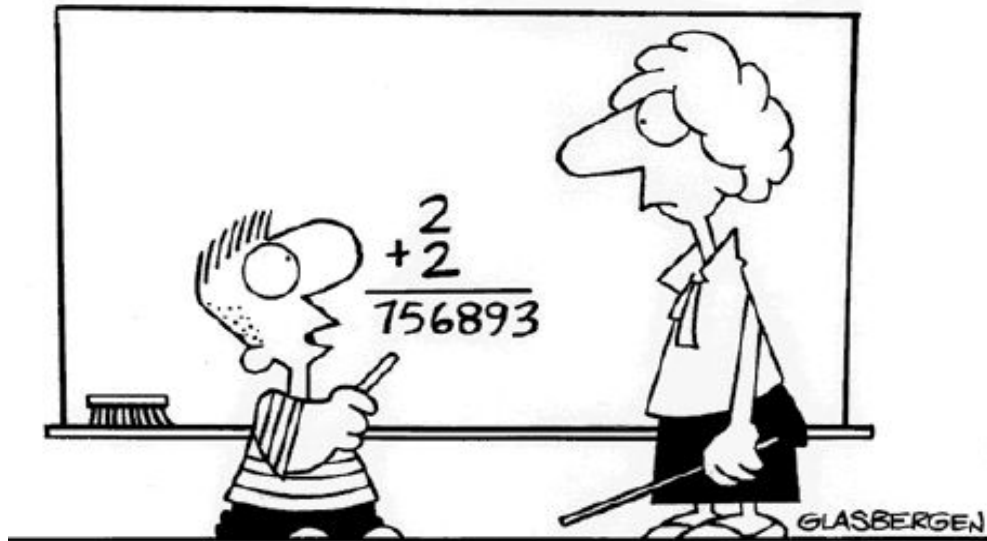
- What kind of curriculum experience will you design?
- Will your curriculum address the essential understandings and learning outcomes of the program of studies?
- Will your curriculum plan inspire, motivate, and engage students?
- Will your curriculum allow for collaboration?
- Will your curriculum meet the needs of the 21st century learner?
- Will your curriculum demonstrate creativity and innovation in teaching and learning?

Questions for the Day:

1. What are the advantages of using more "student-directed" approaches in your classroom? (constructivism)
2. What different ways can we implement student-directed learning into our classrooms?
3. How can we integrate multiple intelligences and web 2.0 into this learning?

Learning Outcomes for the Day:

1. I will determine how elements of a student-directed classroom can engage today's learners.
2. I will begin to build my toolbox of Web 2.0 Tools using Symbaloo
3. I will create a big question to start my 21st Century Learning Project



**"In an increasingly complex world,
sometimes old questions require new answers."**



For Next Time:



1. Finish your exit card
2. Complete the survey monkey survey:
3. Read "Teach less, learn more", and Part II of 21CSkills
4. Sign up for Twitter
5. Construct your "Symbaloo" homepage
6. Start thinking/planning your 21st Century Learning Project (e.g. complete the logistics)

Next Session:

Wednesday, November 28th:

Topic: Using Web 2.0 to teach in the 21st Century: Integrating Digital Tools for Digital Learners

Description: In order to acquire the essential 21st century skills of communication, information and media literacy we need to use the multitude of 21st century teaching and learning tools that are available to us. These tools are helpful in enhancing the development of other skills such as critical thinking and problem solving, collaboration, and creativity. An essential component to this concept is how to integrate digital citizenship into our classrooms so that learning can take place in a safe and responsible way.