



Let's Get Re-Engaged:

An artful marriage of instructional design and
active learning to engage students
in the 21st Century classroom:
Digital tools for digital learners



Special thanks to students in the
Middle Years Education Program for the photos
Thanks for your commitment to teaching and learning!



Valerie Yaremchuk @ValYaremchuk
Ram Volleyball Girls take GOLD!!! :)

24 Nov

Retweeted by KGalloway

Expand



Livestream: <http://www.ustream.tv/channel/cchs-west-gym>



KGalloway @sogall

Fantastic job, Lady Rams - Provincial Champs! Kudos to your coaches and supporters too!!



Tony Cabay @toad_cab

PROVINCIAL CHAMPS!! Great game ladies! So proud. [#goRams](#)

Retweeted by LCHS SU

24 Nov



LCHS SU @LCHS_SU

LCHS RAMS ARE PROVINCIAL CHAMPS! Congrats ladies!!!! All your hard work has paid off [#greenandgold](#) [#proudtobearam](#) [#gorams](#)

24 Nov





Think different.

Image retrieved from:

<http://www.wired.com/insights/2012/03/think-differen/apple-think-different/>

Consider the Orange:



Think Differently

In order to "teach" differently,
we have to "think" differently

"Those who cannot remember the past are condemned to repeat it." - George Santayana



In order to design our future, we have to understand our past. What is going on in Alberta?



My Past

Wu Xing Yu Zhi

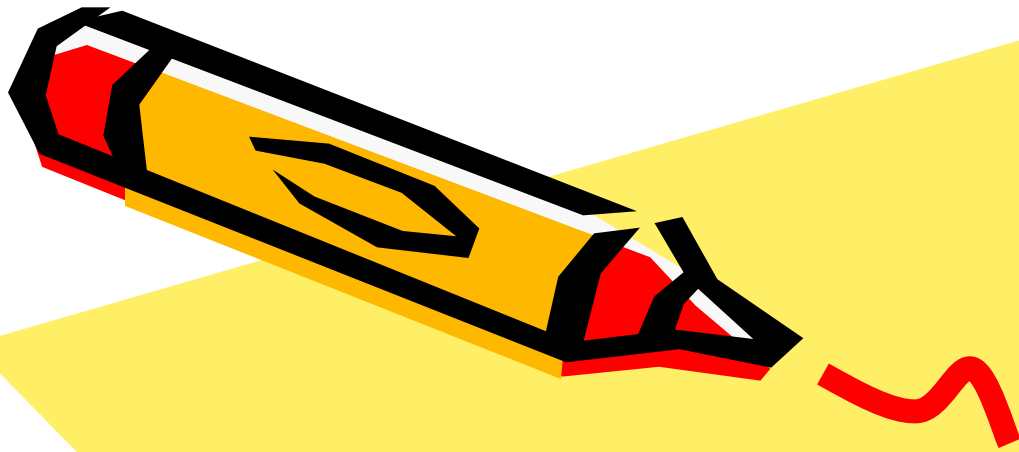
I know you're as excited as I am about today's lesson!



Once upon a time
in a galaxy far,
far away....



SUPRESS



What is good teaching in the 21st century?

What is good learning in the 21st century?

How do we learn to teach better so students will learn better?

How can we engage students for a lifetime of learning?

How can we tell if we are making a difference?

What is our proof?



My Present





The Galloway Vault

Me – in grade 2



Grade 2



Me – in grade
4



Grade 4



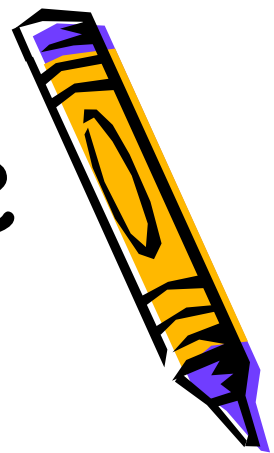


Grade 6

Me – in grade
6



Are We Stuck in the 70s?



Brent - please role play for us your learning from the 1970s.....



So are we stuck in the 70s?

I sure hope not....but I wonder? Let's debate!





Issues challenged

Students at Eckville High School are discovering what it takes to fight for causes they feel strongly about by doing just that.

As part of their social studies curriculum, Grade 10 students learning how to fight for causes like abortion, impaired driving and the environment have gained much of the attention expected when applied outside of the classroom.

Teacher Brent Galloway explains the curriculum was set up to show students the different ways of taking social action through petitions, making posters, contacting politicians and writing letters to the editor, but a recent phone call to the Eckville Examiner has spurred interest from local television and newspapers throughout central Alberta.

Galloway said after contacting the Examiner he deliberated over phoning the Red Deer Advocate and once that was done other media began picking up on the stu-

dent's actions.

"It's amazing how it snowballed," Galloway said. "But it's really good for them and it's getting their views across."

Galloway doesn't know if all students will carry on with their specific issues when the assignment is finished, but suspects some will as they realize they can make a difference.

"I think a lot of these students will be the type of people that will take action throughout life," he speculates.

Galloway, who's been influenced by what the students have done, admits he is not much of an activist but following an in-class presentation has decided to take a stand against using aerosol cans.

"I'm always complaining about things and think I should write letters to the editor, but it's something I never got around to," he said. "But these guys have taught me that we should stand up for some causes."

He said it's good to show students the different ways to influence their government but unless you actually practice it, you will probably never do it in your life time.

One student, Kes Kasha, who is tackling the environmental issue, has taken his cause beyond Canada and into the states where he's sent letters to the Detroit News and Los Angeles Times.

"It seems to be one of the major issues today," said the 15-year-old. "And it's getting to be a bigger problem all the time."

Other approaches include phone calls to his MP and MLA plus starting a petition which he hopes to have 1,000 people sign.

"It should have an effect on the immediate community of Eckville and central Alberta," he adds. "It seems to have a big effect and makes them see what's happening and can do to reduce th-

Project Based Learning/MIs

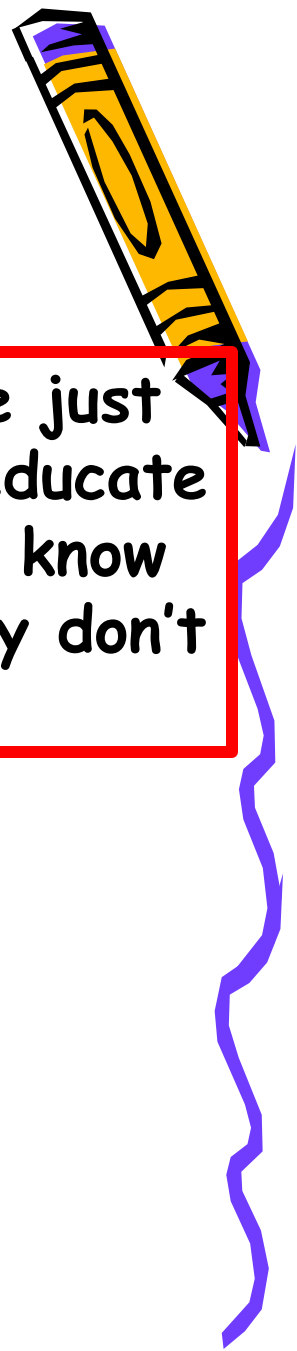


Eckville students tackle many social issues

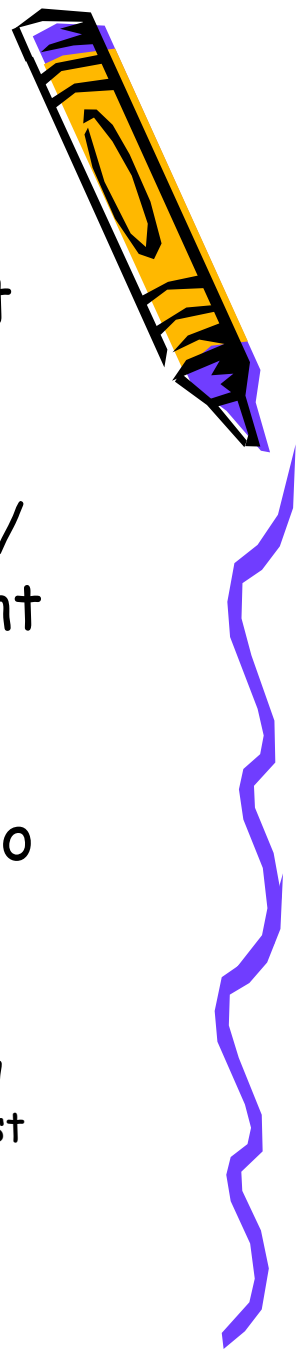
Think WinWin

Working Interactively
Winning Independently

"many poor learners can be turned around if we just acknowledge differences amongst them and re-educate ourselves on how to help them succeed." If we know this, why don't all of our students succeed? Why don't we change our instructional practice?



What are our targets?



1. To create an "Instructional Tip" booklet of ideas to review key learning and to help us grow as teachers and learners
2. To examine our instructional strategies/ practices so that we will improve student learning and student engagement
3. To examine a variety of web 2.0 tools and to think of ways to design these into our lessons/units
4. To create a professional goal that will improve learning and engagement during your school year that is centered on 21st century learning



My Little White Book of Instructional Design Tips



Cover Page/Title/Author

Page 1: 3Rs x 7Cs = 21st Century Learning

Page 2: Learning Pyramid

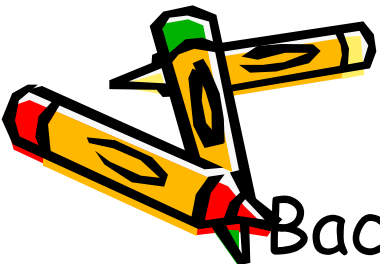
Page 3: Learning Styles/Products

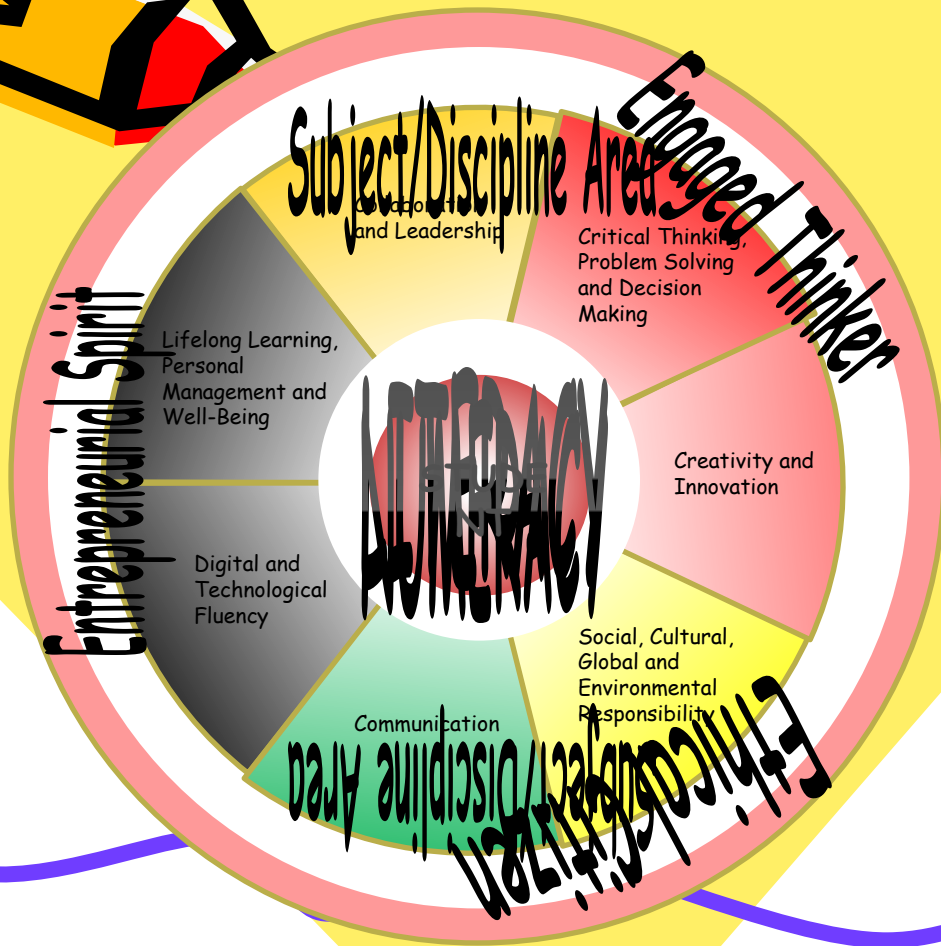
Page 4: The Engaged Learner

Page 5: Web 2.0 Tools

Page 6: Instructional Design

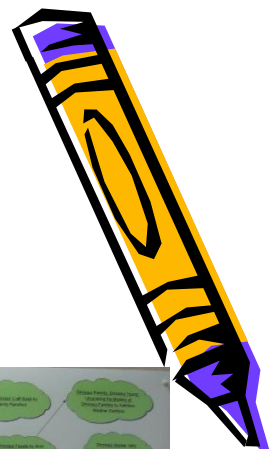
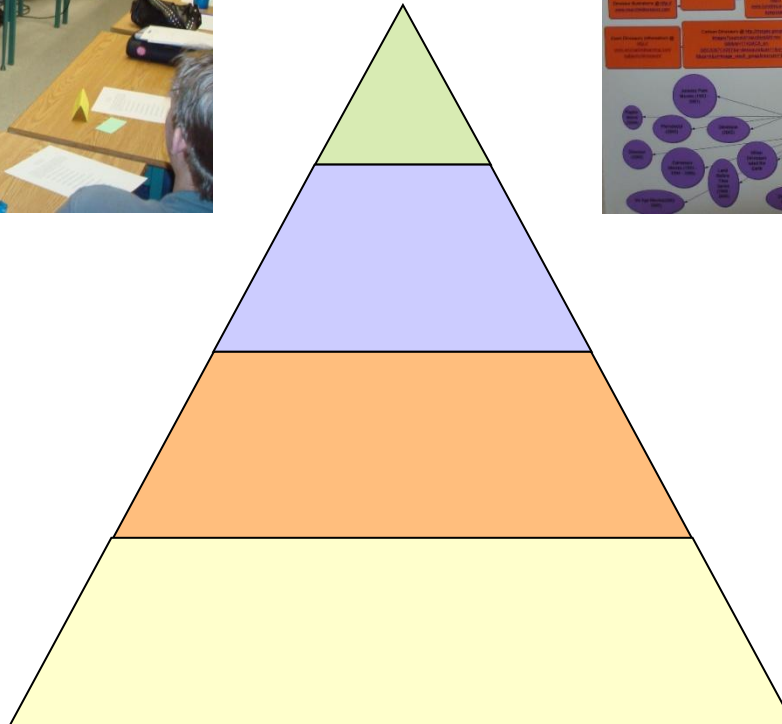
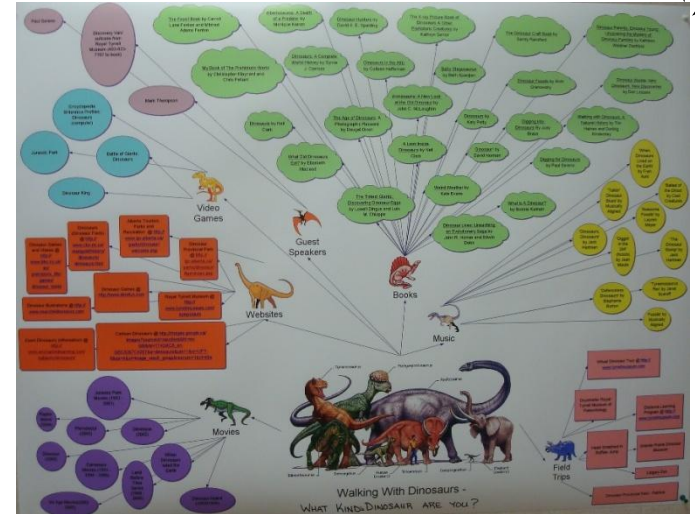
Back Cover: Thoughts/Quote/Wise Words





The Learning Pyramid

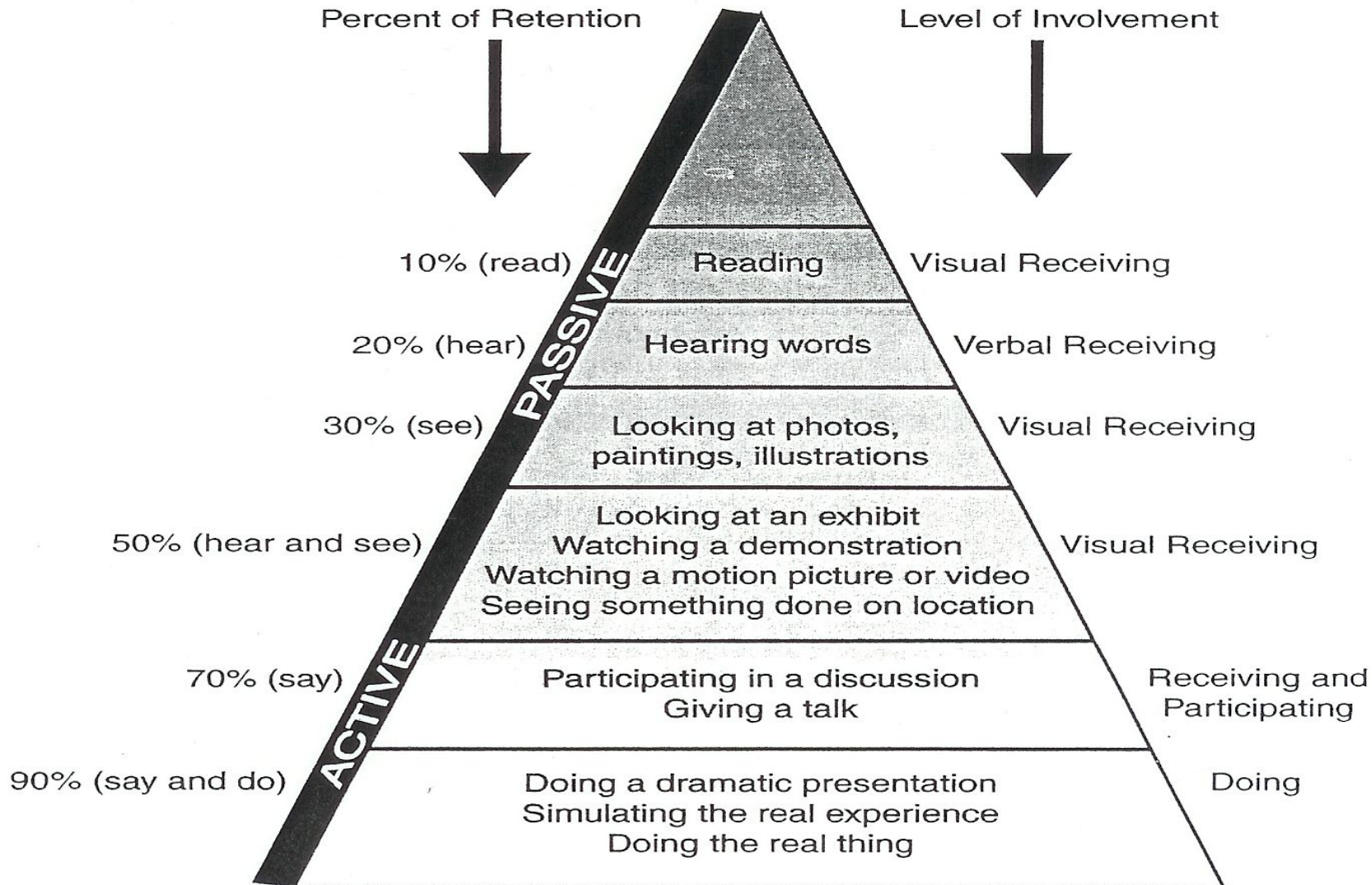
We Learn.....



What does the research say about how our students learn?

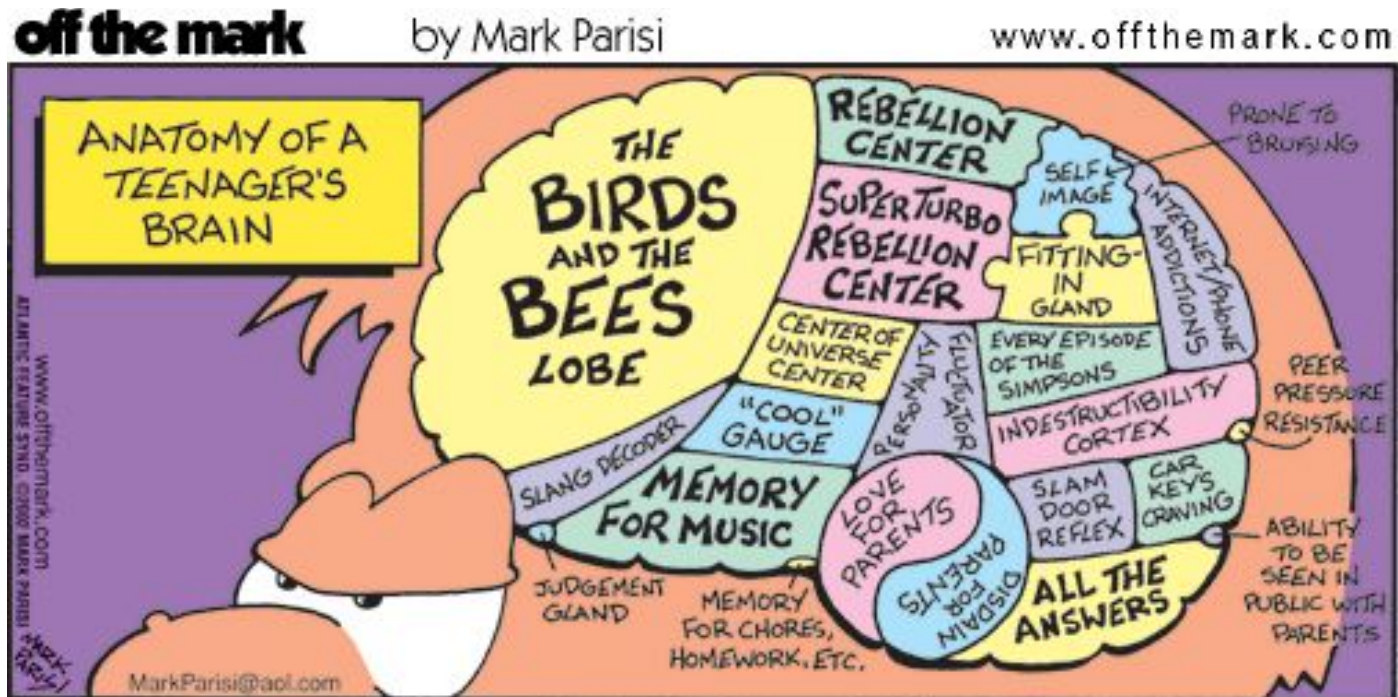
Learning Pyramid

Adapted from Edgar Dale's "Cone of Experience"



We All Learn Differently

- Multiple Intelligences
- Learning Styles (Visual - 45%, Auditory - 19%, Tactile/Kinesthetic- 36%)
- Brain Differences/Gender Differences



MULTIPLE INTELLIGENCES

VERBAL/LINGUISTIC (WORD SMART)

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



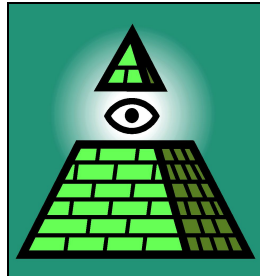
LOGICAL/MATHEMATICAL (NUMBER SMART)

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



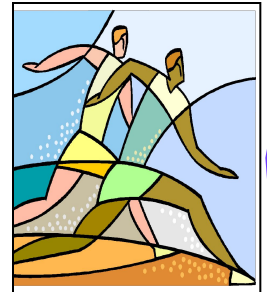
VISUAL/SPATIAL (PICTURE SMART)

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



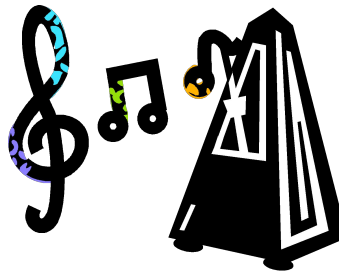
BODILY/KINESTHETIC (BODY SMART)

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.



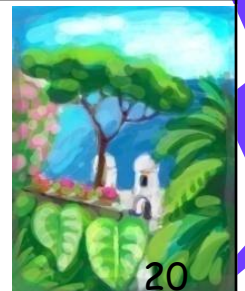
INTRAPERSONAL (SELF SMART)

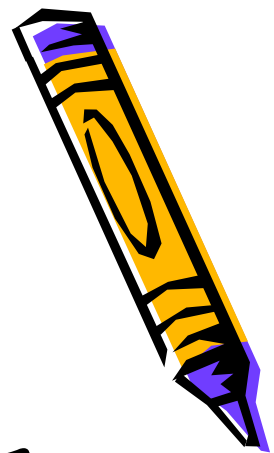
Relates to self-reflection, metacognition, awareness of one's own feelings and internal states of being.



NATURALIST (NATURE SMART)

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





Learning Modalities

VISUAL
SEE IT



AUDITORY
HEAR IT



KINESTHETIC
DO IT



Visual - **45%** of learners

Auditory - **19%** of learners

Kinesthetic/Tactile - **36%** of learners

100 PRODUCT POSSIBILITIES

Create a model
Write and produce a play
Make a game
Create a slide show
Write a book
Create a filmstrip
Paint a picture
Draw a diagram
Do a puppet show
Create an advertisement
Make a diorama
Give a speech
Have a panel discussion
Make a photo album
Draw a set of blueprints
Collect pictures
Keep a diary
Make a calendar
Make a relief map
Make a tape recording
Make a video tape
Make a map
Make a collage
Make a chart
Make a mural
Write a letter
Make a piece of art
Take a survey
Design an experiment
Produce a film
Make a slide/tape presentation
Draft and circulate a petition
Make a lithograph
Write a computer program
Design a needlework
Make an etching
Create a dance
Teach a lesson
Design a wall hanging
Build a planetarium
Give a demonstration
Conduct an interview

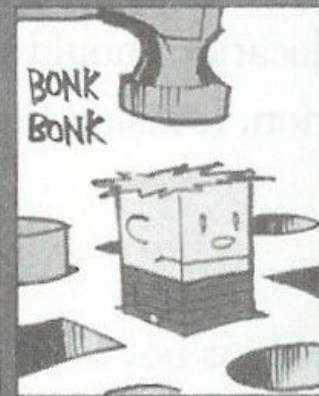
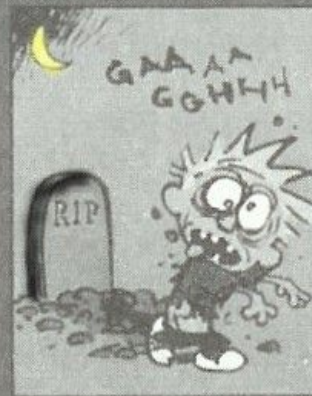
Create a political cartoon
Make a list
Make a travel poster
Write a poem
Draw a graph
Compile a booklet
Develop a set of study prints
Create a word-play game
Create a radio program
Create a bulletin board
Make a discovery
Write a new law
Make a transparency
Write a song
Write an autobiography
Design and construct a new product
Make a learning center
Compile a newspaper
Invite a speaker
Make a dictionary
Create a recipe
Make a puzzle
Make a mobile
Plan a journey
Compile a portfolio of sketches
Make a collection of . . .
Write an opinion article
Submit items to a magazine
Write an essay
Present a mock trial
Develop a display
Make a simulation game
Design and make costumes
Make an ammonia imprint
Formulate a scientific theory
Make an animated movie
Write and tape a conversation
Prepare a TV Program

Create a slogan or bumper sticker
Create a musical instrument
Hold a press conference
Write a story
Illustrate a story
Make a time line
Make a videotape
Conduct a debate
Conduct a training session
Be a mentor
Prepare and serve ethnic food
Demonstrate preparation of food
Write a news report
Do a pantomime
Write a biography
Write a letter to the editor
Collect and analyze water samples
Develop and use a questionnaire
Etc., Etc., Etc.....

**Choose five
products that
you have never
used with your
students**

calvin and hobbes

by WILSON © 1973



BOY, AM I GLAD
TO SEE YOU,
HOBBS!



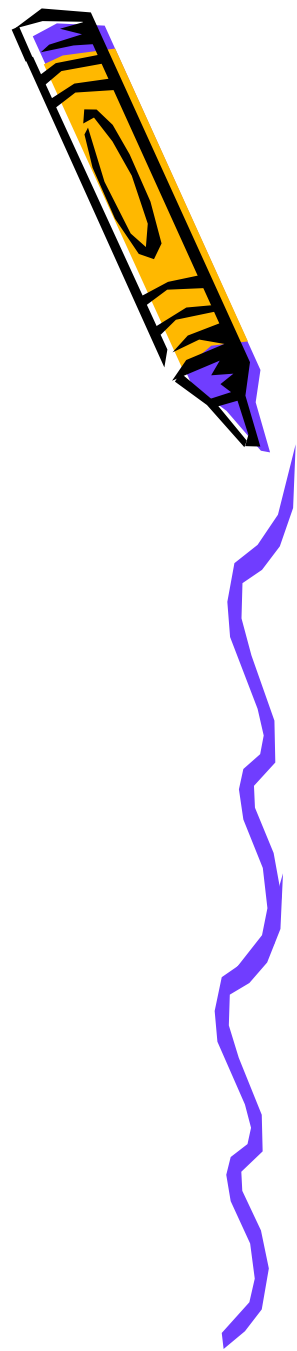
The Engaged Learner...

Drawing Exercise:

Draw a time when you were highly engaged as a learner.
What did it look like? What did it sound like?

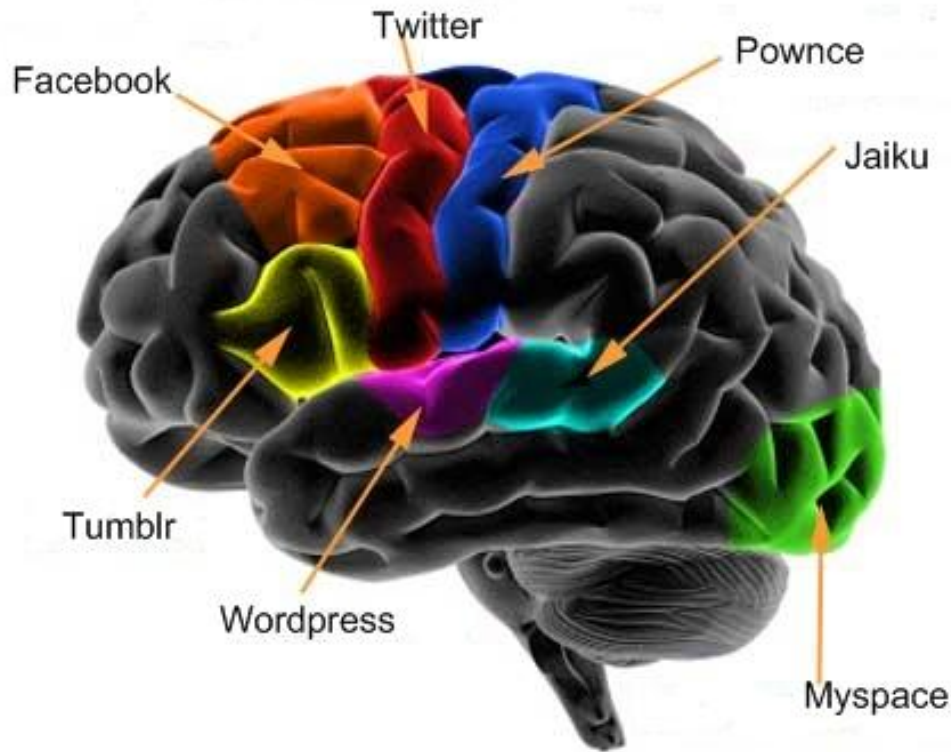
T-Chart

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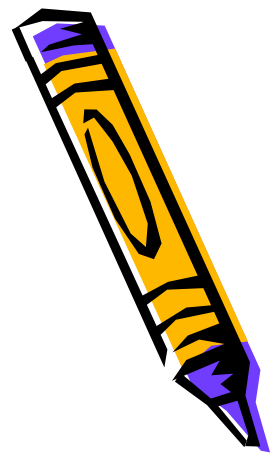


The Engaged Learner and Technology

What role does technology play? How can we use Web 2.0
Tools to help improve instruction and student achievement



Web 2.0 Final Project



When planning
instructional strategies
and active learning, keep
it REAL

Reflection
Experimentation
Analysis
Lesson Design



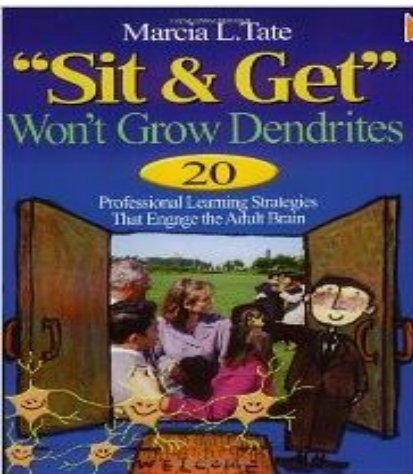
20 Instructional Strategies To Engage the Learner



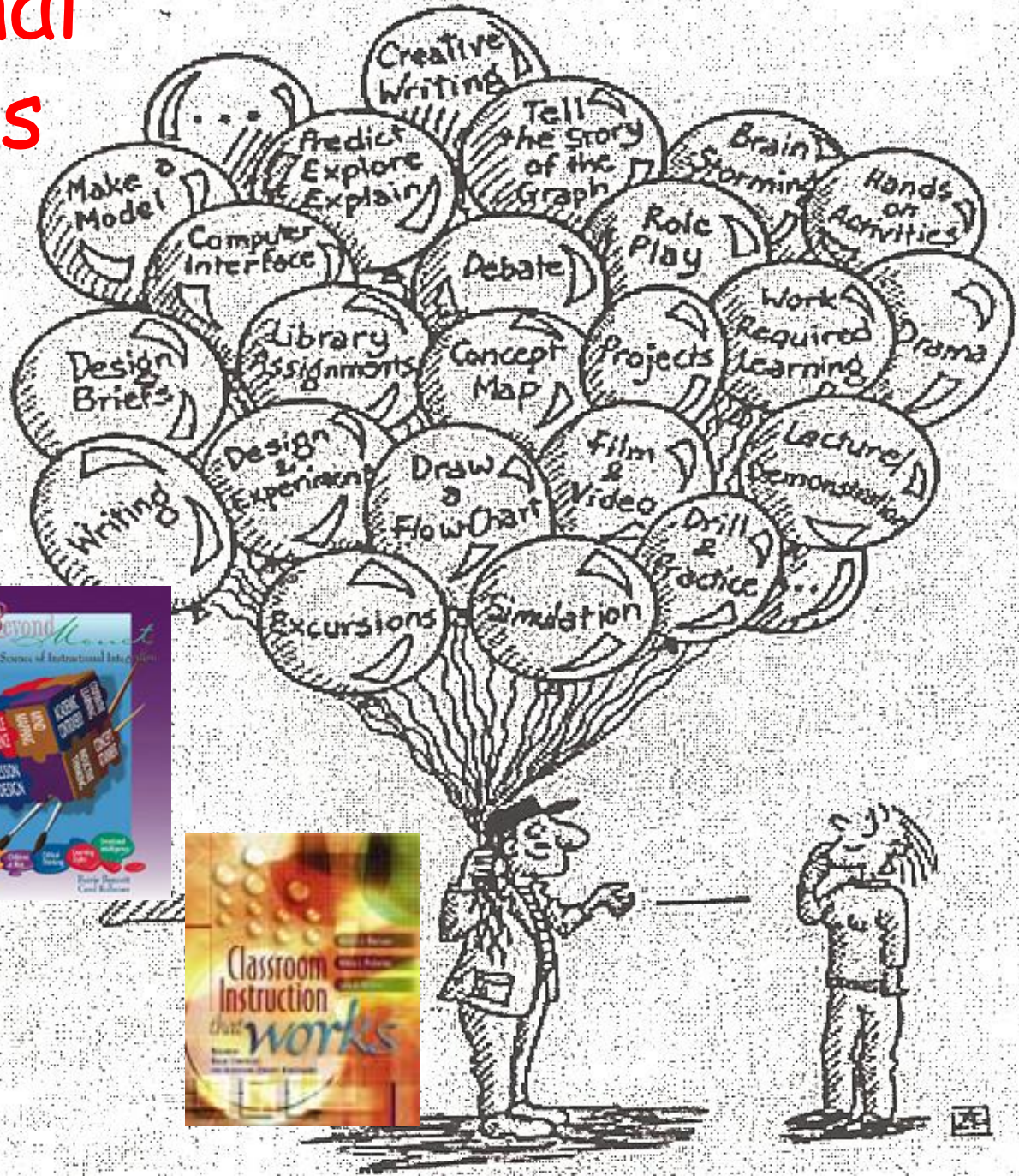
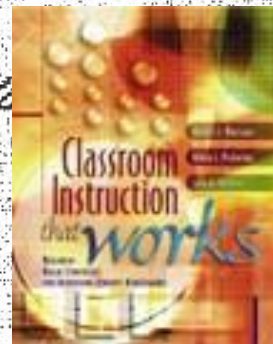
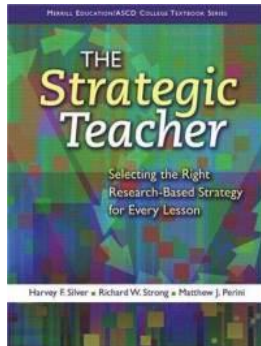
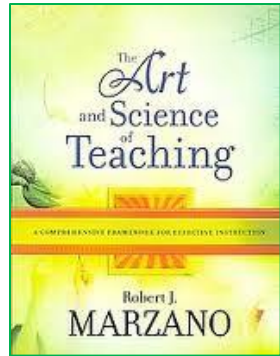
- 1 Graphic Organizers
- 2 Writing and Reflection
- 3 Brainstorming
- 4 Field Trips
- 5 Debates
- 6 Visuals
- 7 Movement
- 8 Humor and Celebration
- 9 Music, Rhythm, Rhyme & Rap
- 10 Cooperative Learning
- 11 Problem Based Learning
- 12 Role play/Drama/Charades
- 13 Summarizing and Notemaking
- 14 Technology
- 15 Visualization
- 16 Games
- 17 Storytelling
- 18 Manipulatives/Models
- 19 Mnemonic Devices
- 20 Drawing and Artwork

By Marcia Tate

List 5 strategies that
you rarely use with your
students



Instructional Pedagogy is Plentiful



Average Percentile Point Gains on Student Achievement Tests

Research-based Strategies

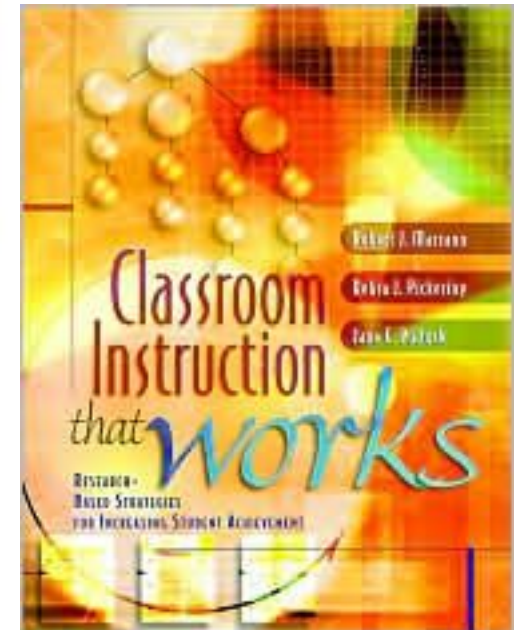
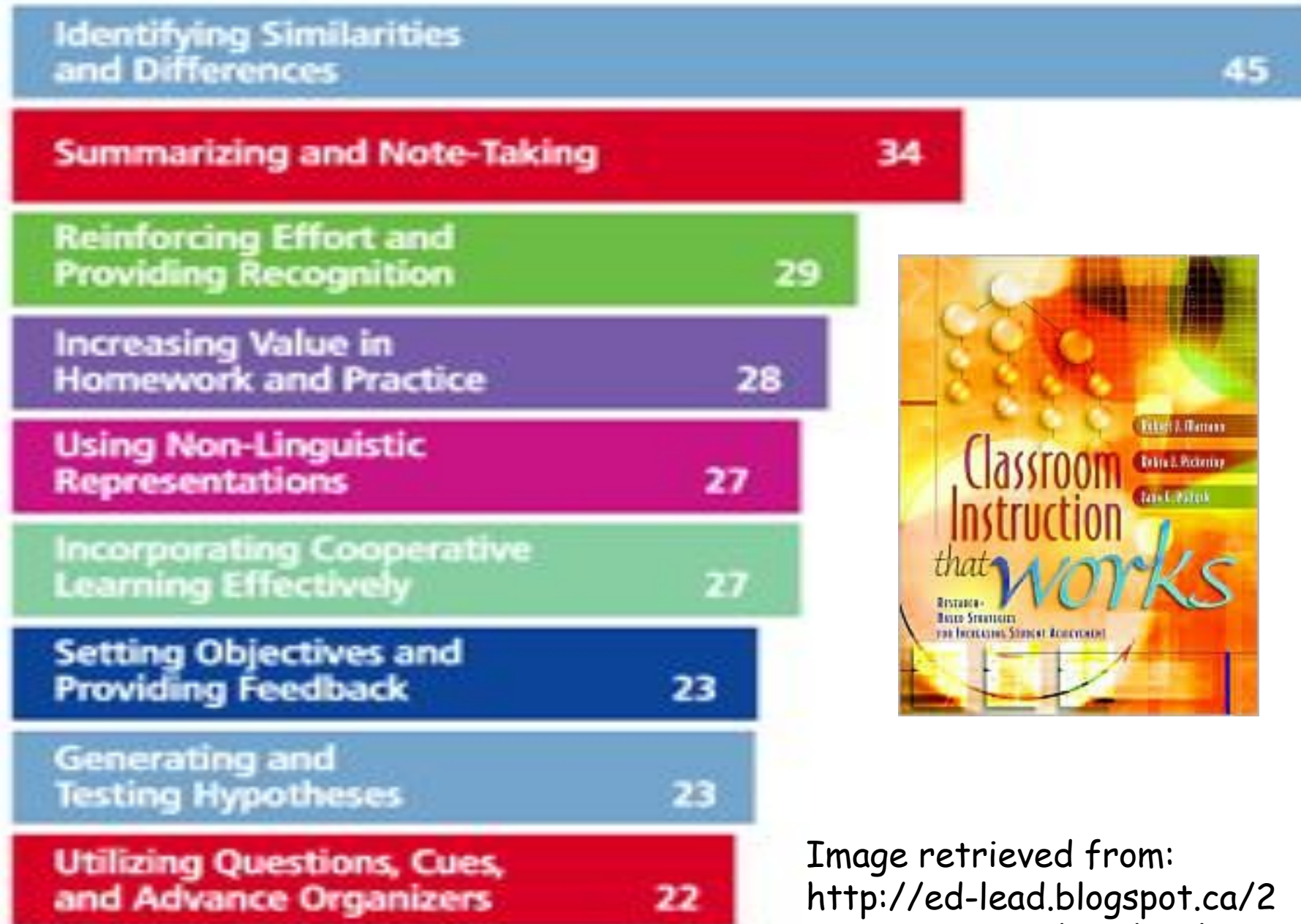
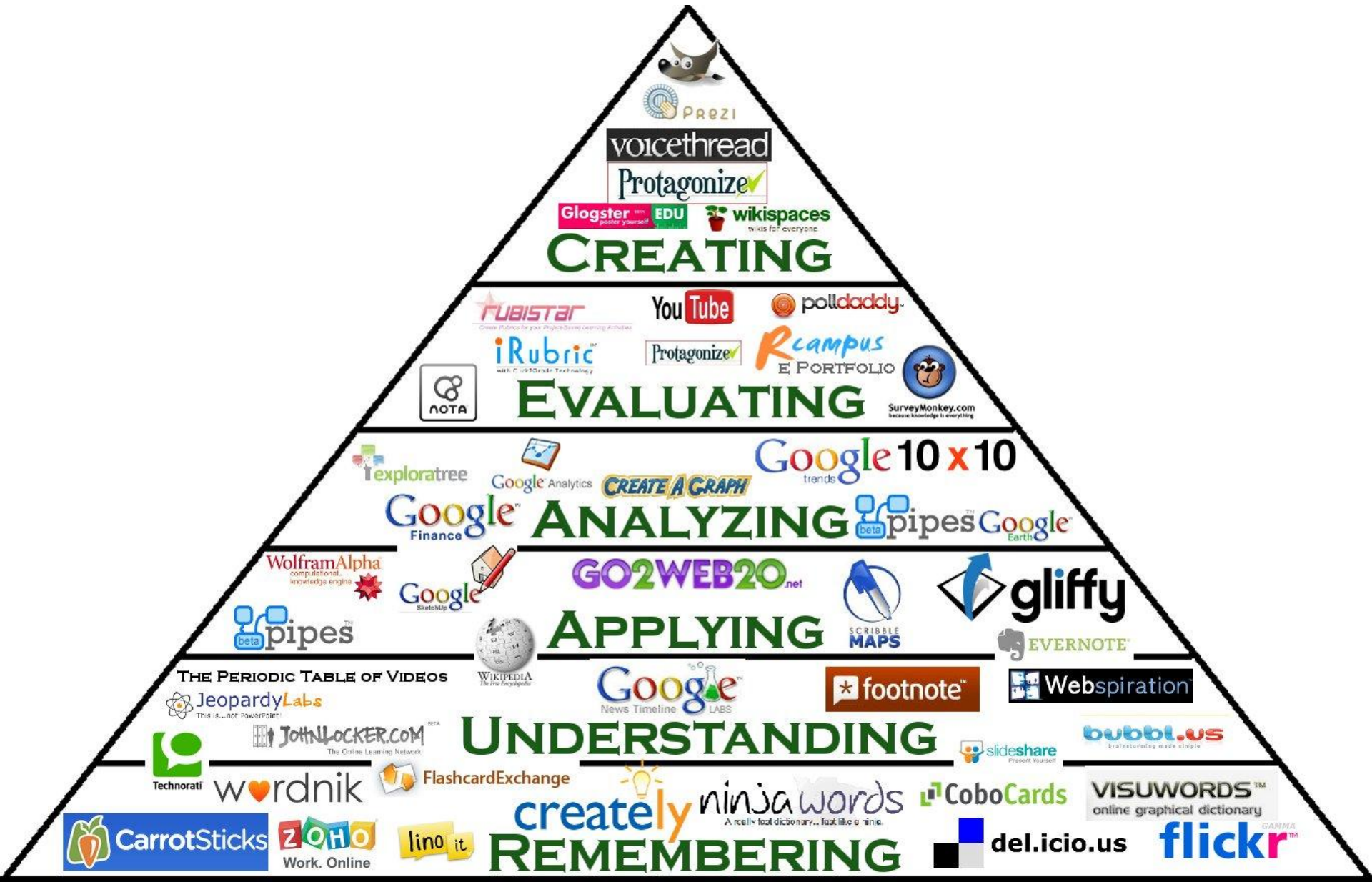


Image retrieved from:
http://ed-lead.blogspot.ca/2011_06_01_archive.html

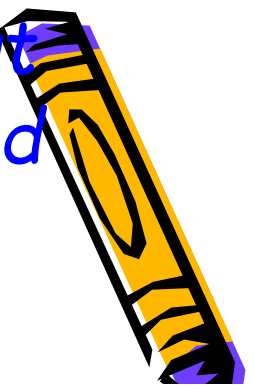
Based on the work of Marzano, Pickering, and Pollock.

Where do you start?



*be those who cannot read and write, but
those who cannot learn, unlearn and
relearn."*

Alvin Toffler, author of Future Shock



So what do we need to "unlearn"?

- 1. What does it mean "to construct" our own learning? How do we design learning so that our students can do this? Teacher directed or student directed? (All sessions)
- 2. What is the "power" of technology in helping us create deeper learning experiences? (All sessions)
- 3. What are the "big" questions/problems/issues that we should be exploring in the curriculum of the 21st century? (Session 5)
- 4. How do we design learning experiences to engage our students, explore the curriculum fully, AND infuse some of the 21st century skills that we are learning about? (Session 4)
- 5. How are we ever going to make sure that all students have an opportunity to learn these skills along with the core subjects and contemporary themes needed for a well-rounded 21st century education? What is our proof? (Final session)



So What's the Problem? Let's Get Re-Engaged

What "WinWin" idea will you take with you today to help better meet the needs of your learners?

How will you accomplish this?

How will you know if you were successful?

What vow will you make today?



Think WinWin

Wise Words



"The person who does the talking, does the learning"

The most powerful single influence on student achievement is feedback."

John Hattie

"If we want to have engaged brains in the classroom, we have to have an interactive environment"

****Spencer Kagan*

" Learn by Doing "
4H Motto

"We Are Not Preparing Children For Our Future, We are Preparing Them for Their Future"

****David Warlick*



"The quality of learning rarely exceeds the quality of teaching"

****Dr. David Sousa*

"The best technology is questions"

***Jamie McKenzie*



"People learn by what they do, not by what they are told"

...Pat Wolfe

"The brain holds onto information that is 'relevant'. Thus, when teaching new information, 'hook' it onto prior learning and experiences"

...Marian Diamond

"Are we training students to write tests for life, or are we training students for the tests of life"

....Art Costa

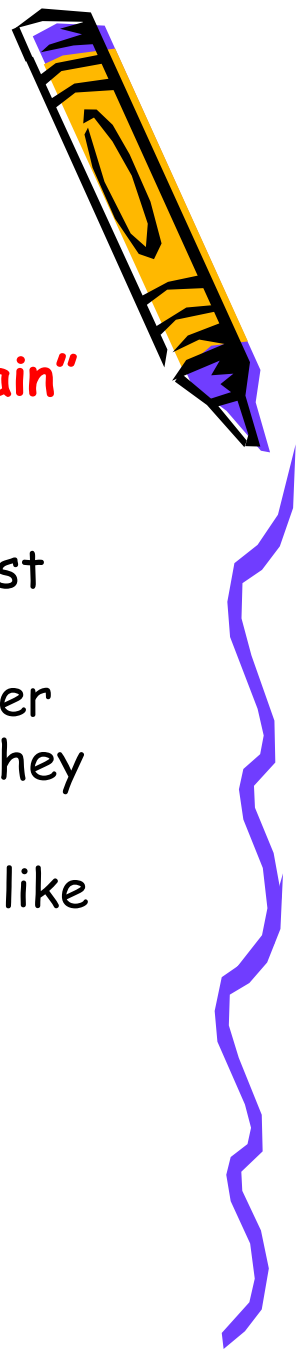
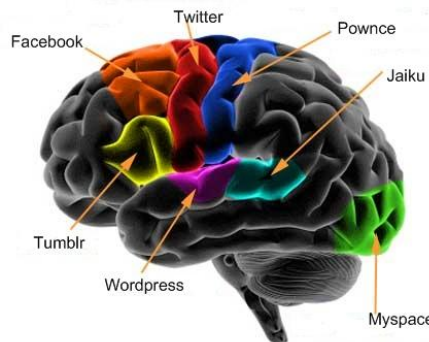


Next Session:

Wednesday, January 30th:

Topic : 21st Century Learning: Educating the "Whole Brain" Through Interdisciplinary Curriculum

Description: New directions in thinking and learning, suggest that curriculum should be presented to students in an "interdisciplinary" approach versus a subject specific manner so that students can create meaning and connect to what they are experiencing. Join with Brent in learning about new directions in Alberta curriculum re-design, what this looks like and how it can be done. Exemplars of cross-curricular integrated units will be provided.



Resources:

Books:

Marzano, Robert. (2001). *Classroom instruction that works*. Alexandria, VA. ASCD Press.

Tate, Marcia (2004). *Sit and get won't grow dendrites*. Thousand Oaks, Corwin Press, Inc.

Trilling, B. and C. Fader. (2010). *21st Century Skills*. San Francisco: John Wiley and Sons, Inc.

Websites:

Inspiring Action: Dr. Sharon Friesen's Perspective:

http://www.youtube.com/watch?v=Mp-t_BmvoPU

Web 2.0 Project:

<https://sites.google.com/site/middleschool544/home>

