

Creating Motivated, Engaged and Curious Learners

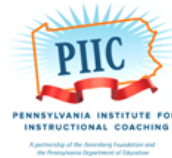
Updating Research-Based Best Practices

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Examining Beliefs

- Engagement is a mandatory precursor to learning. T/F
- Standardized Testing improves student learning. T/F
- Writing is crucial to building comprehension and retention of text. T/F
- Student achievement is most closely related to how much and how widely a student reads. T/F
- Student talk improves student learning. T/F
- Student choice impacts student learning. T/F

A look at the brain research

Why does it matter?

“How the brain works has a significant impact on what kinds of learning activities are most effective. Educators need to help students have appropriate experiences and capitalize on those experiences.”

Renate and Geoffrey Caine in *Making Connections: Teaching and the Human Brain*

Translating research into practice

- **Emphasis:** *“Typically, students perform [well] on standardized tests whenever good teachers, day after day, promote scholarship and make sound instructional decisions... Teachers measured to be most effective [do not] concentrate on isolated facts and skills that have been tested for in the past. Teaching integrated subject matter [content and literacy] and building engaging classrooms is consistent with research on how students learn best and is, therefore, consistent with good test scores.*

William Sanders, TVAAS, 2002

*What do we **know** from research?*

- To engage students, we must help them see connections between their lives and their work in school – the most important element of building student engagement.
- We must create responsive and inclusive learning environments that offer a choice of texts, opportunities for lively discussion, and many pathways for engagement with an emphasis on formative assessment.
- We know a variety of effective teaching and learning strategies - i.e., teacher modeling, literacy skills in context, frequent assessment, and student collaboration – we must use them.
- Enhancing literacy skills as tools for knowing, questioning, and reflecting.

And what do you think?

- What stands out for you and how does this description compare to your understanding of learning?
- Compare your views with a partner and discuss.

The Implications for Educators

Teachers must design classroom environments that are:

- **Learner-centered** – engaged and active classrooms that stress student collaboration and cooperative learning activities, rich in applications of technology.
- **Knowledge-centered** – defining what is taught, why it is taught, and what competence or mastery looks like.

The Implications for Educators

Teachers must design classroom environments that are:

3. **Assessment-centered** – built around ongoing and regular formative assessment making student thinking visible and accountable and leading to success on pre-designed summative assessments.
4. **Reflection-centered** – where study skills are taught helping students effectively utilize research-based strategies (i.e., notemaking, outlining, paraphrasing, summarizing, questioning, etc.) to learn, question, and reflect on their learning.

Where are you and your school?

- Areas of Strength
- Areas to Focus

Applying the Research: The PLN Framework

- ***The Four Lenses of Thinking Co-Constructively:***
The Four Lenses are maintained as a way of looking at student learning from a variety of perspectives. Teachers should use them as a way to reflect on how their concepts are incorporated into their lessons:

Meaning-Centered
Social
Language-Based
Human

Meaning-Centered

- Connects new to known (prior knowledge)
- Builds relevance
- Establishes target or goal (explicitly)
- Student builds meaning (generating v. recognizing)

And what's the role of assessment?

- *The power of formative assessment*
 - “When the cook tastes the soup...that’s formative!”
 - “When the customer tastes the soup...that’s summative!”
- *The effectiveness of backward design*
 - Program - Course - Unit -Lesson
- *The design of summative assessment*
 - Blind vs. Intentional

Begin With the End in Mind

- Targeted Achievement
 - Define competence
- Assessment
 - What competence looks like / Measuring achievement.
- Instruction
 - What to teach and how to teach it
 - Strategies, best practice, support of learning
- Curriculum
 - Arrange learnings, build resources, plan lessons

Social

- Students interact and engage
- Students share frequently
- Establishes community of learners
- Necessitates strong classroom management

Language-Based

- Students actively read and write to build meaning
- Students talk, question and reflect
- Students use language for their own purposes

And what language activities do I use?

- Active reading

- *An emphasis on B/D/A*
- *Visible and accountable*
- *Avoiding “empty” reading experiences*

- Collins writing

- *Types 1 and 2: Building response and knowledge*
- *Types 3 and 4: Refining craft, product and process*
- *Type 5: Building “habits of mind”*

Human

- All students have an opportunity to succeed
- All students are encouraged to take risks and participate safely
- All students are invited to engage and learn to the best of their abilities
- All students are respected

The PLN Framework

“These Four Lenses and Five Processes offer a ‘common language’ for administrative/teacher collaboration in curriculum development, lesson planning, supervision and assessment. They are not quick fixes, but rather are woven into the fabric of teaching at every grade level, and in every subject to enhance students’ continuous meaning-making and to enable them to become both independent and interdependent across the curriculum.”

How Is The Research Helpful to You?

- ***Notes***

Some Great Resources

Brain Research and Education: Neuroscience Research Has Impact for Educational Policy

An Education Commission of the States Report, 2004

Organizing Instruction and Study to Improve Student Learning

From The Nat'l Center for Ed. Research and The Institute of Education Sciences
September, 2007

How People Learn: Brain, Mind, Experience, and School

From The National Research Council, 2005

Adolescent Literacy Resources: Linking Research and Practice

by Julie Meltzer with Nancy Cook Smith and Holly Clark
from The LAB at Brown University

The Plainer Truths

By Dr. Morton Botel, University of Pennsylvania, 2010