Intellectual Engagement Activities

Contents

1) Joining Today's Meet Instructions
2) 6 Objective-Aligned Quotes (ppt slides 3-5)
3) Planning Activity (ppt slide 25)
4) Question Chart
5) Instructional Groups – VIP Word/Phrase Activity (ppt slide 52)
6) Instructional Groups Activity (ppt slide 54)
7) Planning for Instructional Groups Recording Sheet
8) Student-Centered Discussion Activity (slide 60)
9) *Keys to Effective Student-Centered Discussion* Article
10) 4 C's of 21st Century Learning

A
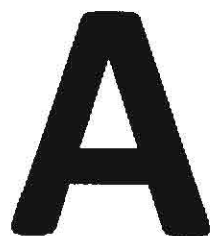
Joining Today's Meet

Activity

Welcome! Please use an internet-connected device to join Today's Meet.

1) Go to todaysmeet.com/_____
2) Please make your username with your first name and last initial.
3) Say hello to test your connection.

Throughout the module, we will ask you to contribute thoughts via todaysmeet.com.

Thank you!

In an intellectually engaged classroom...

1. **A consistent classroom management plan is employed.**

   "[Teachers] **plan** for classroom management. ...students practice procedures enough to execute them in a **routine** fashion."

   Marzano – *Classroom Management*

2. **Plans include student learning activities.**

   "...a teacher's role is not so much to teach as it is to **arrange for learning**. That is, a teacher's essential responsibility is...to design (or select or adapt) learning activities such that students **learn important content**."

   Danielson – *Planning*

3. **Higher order questions are asked.**

   "Teachers' questions **probe** student **thinking** and serve to **extend understanding**."

   Danielson – *Questions*

4. **Cooperative learning is used consistently and systematically.**

   "Cooperative learning is a process. To support the success of cooperative learning, teachers must **teach the steps of the process**, provide students with opportunities to **practice** those steps, and clearly define the norms and parameters within which cooperative learning will take place."

   McRel – *Cooperative Learning*

5. **Technology is used to enhance learning.**

   "Teacher uses instructional technology to **enhance** student learning."

   Stronge – *Technology*

6. **Reflection is a form of practice.**

   "Reflection can involve several cognitive activities that lead to **stronger learning**; retrieving knowledge and earlier training from memory, connecting these to new experiences, and visualizing and mentally rehearsing what you might do differently next time."

   Brown-- *Make it Stick*

PLANNING ACTIVITY
RECORDING SHEET

What is the teacher doing?	What are the students doing?	What else do you notice? (materials, resources, use of space and time)

Question Creation Chart
(Q Chart)

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Create questions by using one word from the left had column and one word from the top row. The further down and to the right you go, the more complex and higher level the question.

Instructional Groups Research

VIP Word/Phrase Protocol & "I had that!" Protocol

- Working with a small group provides "high quality," intensive instruction appropriate for every member of the group. (Fountas and Pinnell, 2001)

- Teachers challenge all learners by providing instruction at varied levels of difficulty based on needs by using instructional groups. (Tomlinson, 2000)

- Cooperative group work results in increased self esteem, improved relationships among students, and increased social and educational skills. (Gillies, 2008)

- The most powerful single modification that enhances achievement is feedback through small group instruction. (Hattie, 1992)

- By intentionally incorporating the elements of positive interdependence and individual accountability, teachers set the stage for students to be responsible for their own learning; the learning of those in their group; and the ability to demonstrate what they know, understand, and are able to do.(McRel, 2012)

INSTRUCTIONAL GROUPS ACTIVITY RECORDING SHEET

What is the teacher doing?	What are the students doing?	What else do you notice? (materials, resources, use of space and time)

Visible Characteristics for Success	Invisible Characteristics for Success

Student-Centered Discussion

Activity

"I never teach my pupils; I only attempt to provide the conditions in which they can learn." - Albert Einstein

Learning is an interactive process between the student, the teacher, and the subject matter. Learning is enabled by a teaching approach. A well thought out teaching approach serves to motivate students' desire to learn, empowers students to think about the subject matter on their own, and helps the teacher create a learning environment that is developmentally appropriate. Such a teaching approach enables students and the teacher to take part in the learning process as co-thinkers.

- Highlight/underline 5 key words or phrases from the quote.
- With a partner, volley back and forth sharing a key word or phrase.

1-E
Keys to Effective Student-Centered Discussions

Student-centered discussions can be an effective learning environment if developed properly. While it doesn't take much effort to get students to discuss issues among themselves, there are a number of critical conditions to be met if these discussions are to be effective.

Perhaps the most critical feature of effective student-centered discussions is a **process** that students can use to conduct their discussions. A process can help students focus their discussions and avoid the tendency to have the discussion become just a rambling conversation. In effect, the process becomes a guide for the discussion.

Student-centered discussions also need a **facilitator**. The role of the facilitator is to help students work through the process and to keep the discussion flowing. The facilitator is a student in the group. The use of a student as a facilitator helps ensure that the discussion will stay student-centered.

Student-centered discussions also need to be conducted in a **sanctuary type of environment**. "Sanctuary" in this context refers to an environment where all students are free to speak without fear. Every student has a responsibility to help every other student think through the issues. There are no debates and no winners or losers. There is a genuine respect for each other's role in the discussion.

Student-centered discussions take **time**. They aren't something that can be simply added to the end of class. To be effective, student-centered discussions need to be conducted for at least 45 minutes each week over the duration of most of a semester. This amount of time gives students the freedom to explore an issue without being hurried. This time allocation also gives students multiple experiences in the various roles in the discussion.

Students need mentoring-based **feedback** on their discussions. The teacher needs to observe the discussion without being intrusive. At the end of the discussion, the teacher needs to give students guidance on what they did well and what can be improved. The feedback needs to be in a format that lets students "find their way" rather than telling them what to do based on some criteria list. Effective "performance" in a discussion must be something that students discover for themselves.

The **discussion topic** selected for the student-centered discussion must be carefully selected. Obviously the topic must be one that builds on the content of the course. The topic must also be structured at a suitable level to lend itself to broad, conceptual discussions rather than to a problem solving discussion. Problem solving discussions tend to degenerate into development of specific details and are not as useful for learning the content of the course.

The **students** themselves are also critical to the success of the student-centered discussions. Student-centered discussions do not require a high level of traditional academic skills such as being able to easily read complex texts or to clearly articulate one's thinking in a public setting. Often students who haven't done well in more conventional classes do well in student-centered discussions. The sanctuary environment and the supportive mentoring can bring out latent talents that are often not developed in traditional classes. Understanding of the subject matter can also be enriched for students who might be frustrated within a traditional classroom environment.

In summary, student-centered discussions require a commitment by the teacher and students to make them a success. The commitment to the success factors described above is not a casual undertaking.

The Four C's of 21st Century Learning

Foster Creativity

Encourage Critical Thinking

Promote Collaboration

Facilitate Communication