

Planning a school year full of learning

Do you plan or do you plan to cover the material in your text book?

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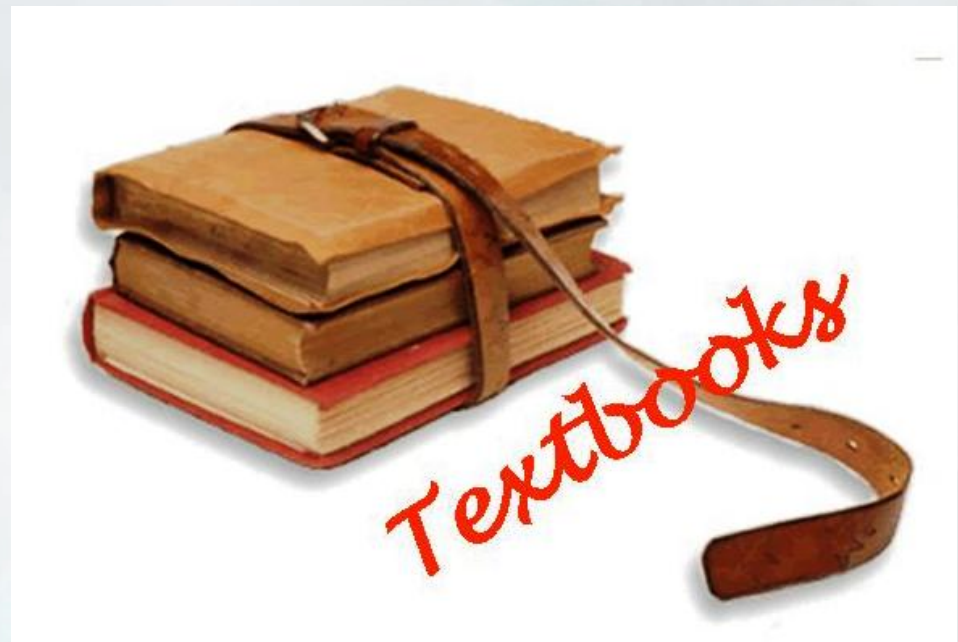
Plan for learning



What is learning?



What is learning according to the video?



**Learning is
authentic**



Authenticity

1. What real - world scenario tasks do I include in order to teach and assess students in a realistic way?
2. What real - world knowledge and skills are required from students so that they are challenged to effectively solve realistic problems?
3. How will students carry out tasks that enable them to apply skills on people in the field?

Authenticity

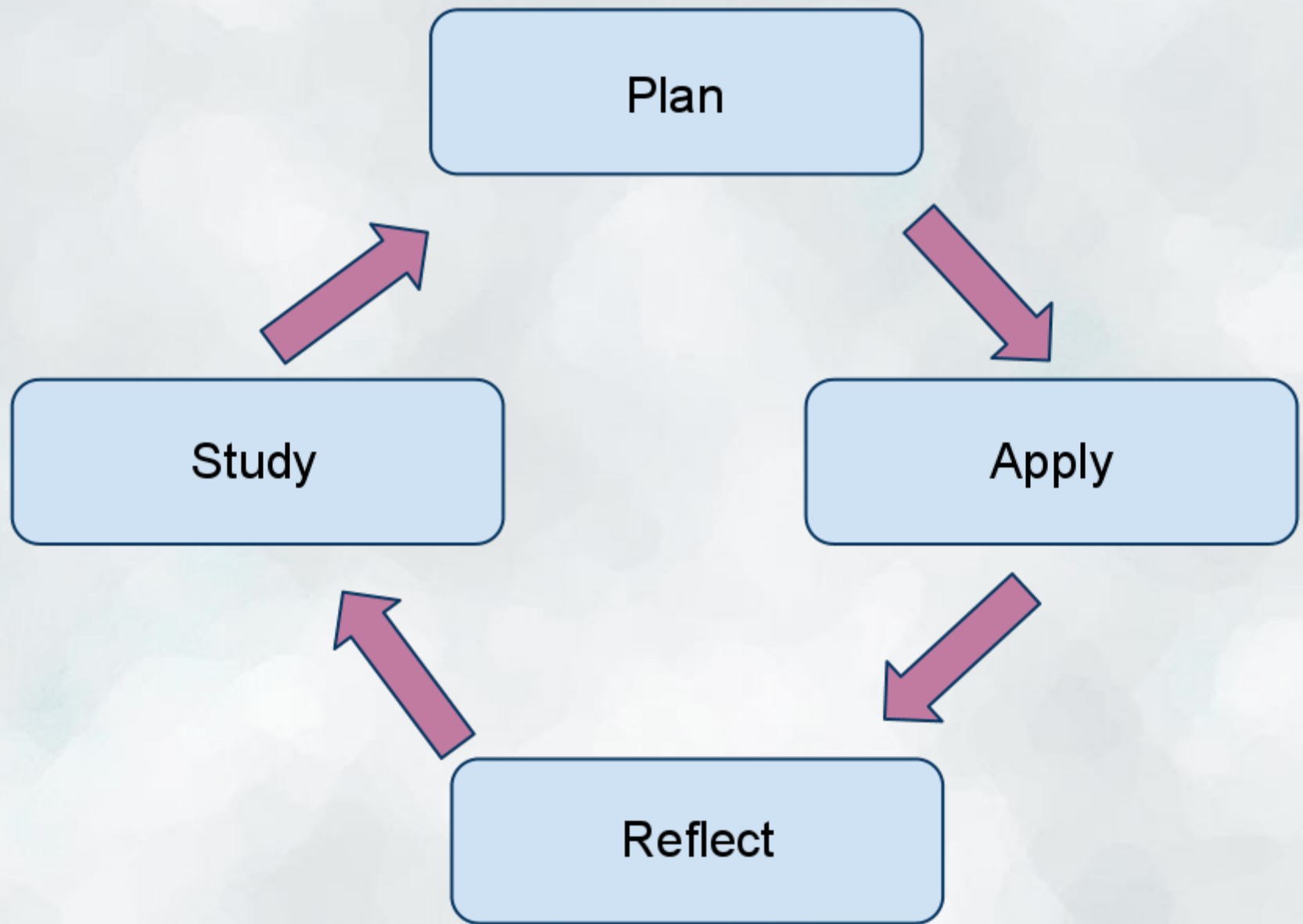
4. How will the challenges students face resemble the messiness and complexity of real life?

5. How will students use knowledge and skills efficiently and effectively to carry out multi-stage tasks to be assessed?

6. What suggestions, feedback, resources will students have access to in order to complete the cycle of "perform - feedback - revise - perform"?

Name something you learned from the last course you took.





Apply - Did my idea work?

Reflect - Why didn't it work as I had planned?

Study - How can I improve my idea or experience?

Plan - How can I plan a better experience using what I have learned from my reflection and from experts?

"Two kinds of learning by doing must keep occurring. Students must practice the new ideas in simplified drill or exercise form, and they must then apply those discrete skills or moves in a more complex and fluid performance - a movement back and forth between part and whole, between scaffold coaching and trial and error."

(Wiggins & McTighe, pp. 251 - 252)

How do you plan for this?



Three essential questions for planning a unit

- What do I want my students to achieve at the end of this unit?
- What actions will give evidence that the students have achieved those objectives?
- What experiences and knowledge should students have in order to be able to do these actions successfully?

1. What do I want my students to achieve at the end of this unit?

This question aims to help us establish our learning objectives.

So, how do you establish learning objectives according to what we have seen so far today?

Choose the best designed objective

- Students will be able to retell the story.
- Students will demonstrate listening comprehension of authentic listening material, which will lead into a oral communicative activity.
- Students will be able to talk about past activities and they also will use the vocabulary learnt for explaining what they will do in a similar situation
- Students will discriminate and use ideas from the video to give their own opinions on the topic.
- To listen for specific information and using it for giving suggestions.
- Students will be able to write a formal letter of opinion about causes and solutions of teenage crime as members of a community.

Choose the best designed objective

- To talk about differences in wedding customs in India and Ecuador.
- Students will be able to give some advice about Obesity in Children, using **SHOULD**
- To share experiences, ideas and make predictions about culture shock and its stages.
- To talk about their last vacation
- Students will be able explain what their company does to a potential client.
- Students will discuss and give their opinions about social effects on Internet communication.
- At the end of this unit students will be able to make an appointment to see a doctor, and describe symptoms at a doctor's office.

Learning objectives should...

... clearly describe what students will be able to do at the end of the unit.

Learning objectives don't need to...

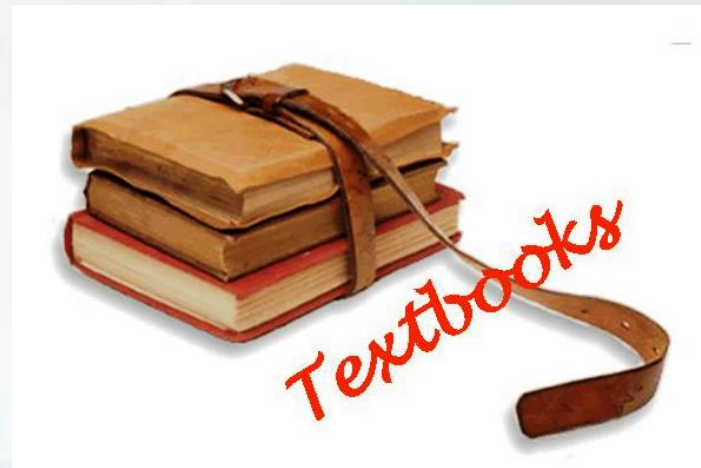
... mention the knowledge and discrete skills students will need to acquire in order to fulfill the learning objective.

What objective do you think the teacher set for the girl who visited the writer in the video?

What do you do with the objective your textbook provides?

"...many goals will require teacher - designers to be proactive and creative in identifying appropriate essential questions, assessments, and experiences to frame the units."

(Wiggins & McTighe, pg. 231)



2. What actions will give evidence that students have achieved those objectives?

These actions should be clear from your objectives.

For example, if this is your objective: "At the end of this unit students will be able to make an appointment to see a doctor, and describe symptoms at a doctor's office."

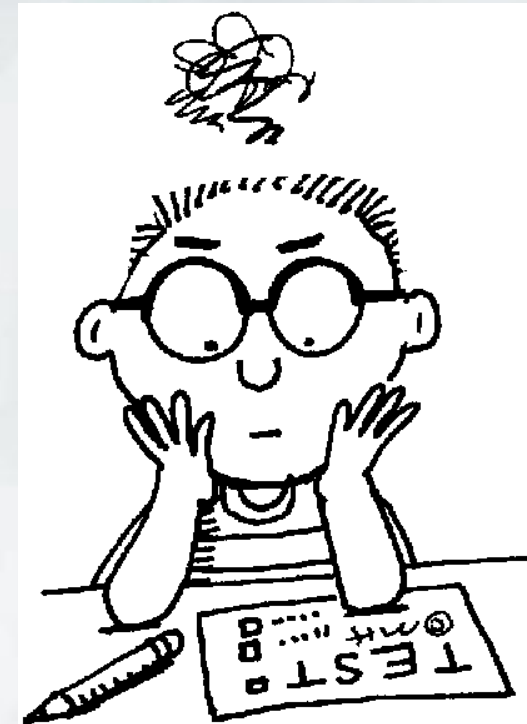
Then having a student make an appointment and describe symptoms will give clear evidence of to what extent each student can fulfill that objective.

This action becomes the final exam

How can you make the final exam authentic?

Put the task in an authentic context. Define the scenario:

- Task and purpose of task:
- Student objective:
- Final product:
- Student role:
- Audience that will receive the product:
- Situation:



What do you do with the quizzes and exams your textbook provides?

"...many goals will require teacher - designers to be proactive and creative in identifying appropriate essential questions, assessments, and experiences to frame the units."

(Wiggins & McTighe, pp. 231)



3. What experiences and knowledge should students have in order to be able to do these actions successfully?

In our case, students will need to learn the language and procedures for making an appointment.

Students will also need to learn the language and procedure for describing symptoms of specific illnesses.



Most importantly, students will need to practice the task several times and receive formative feedback on their performance before they are asked to give the final performance, the exam.



What do you do with the activities your textbook provides?

"...many goals will require teacher - designers to be proactive and creative in identifying appropriate essential questions, assessments, and experiences to frame the units."

(Wiggins & McTighe, pp. 231)

We are creative teacher - designers.



References

- Wiggins, Grant and McTighe, Jay. 2005.
Understanding by Design. Second edition.
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