Moving Learners from On-Task to Engaged

STARTALK Fall Conference
October 21-22, 2011
Washington, D.C.
Debbie Robinson
Debbie.robinson@ode.state.oh.us
Ann Tollefson
Tollefson.ann@gmail.com
Goals for this Workshop

• To examine and discuss:
  - what the communicative classroom looks like.
  - the difference between keeping students on task and actively engaging them in learning.

• To learn about, share, and analyze activities and techniques to actively engage students and differentiate instruction.
What do we already know as a group?
Quick-write/Pair/Share

“On-task” or “engaged”? What’s the difference?

• Jot down what each of these terms means to you.
• Partner and discuss.
• Share out as a group
Let’s Compare Our Definitions...

• “By engaged learning, we mean that all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation.

• In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.”

Engagement Theory-Kearsley and Shneiderman
Essential question #1: How do we know if our students are truly engaged?
Essential question #2: How can we truly engage the students in our classrooms?
Our Students Speak...

What should your teachers do to help you learn?

Education Leadership, Feb. 2010
“Meeting Students Where They Are.”
Students speak...

• Meet us face-to-face.
• Get to know us.
• Connect with our passions.
• Don’t bore us!
Students speak...

• Make sure we understand.

• Let us choose how to demonstrate our learning.

• Honor our learning preferences.
Students speak...

• Give us the time we need.
• Make learning interactive.
Learner Engagement

1) Meaning **for the learner**
2) Clear, interesting **context**
3) Genuine exchange of **information**
Some Easy Ways to Keep Students Both Engaged and On-Task

Bryan Harris, author of Battling Boredom, published by Eye On Education. More information can be found at http://www.bryan-harris.com/. (Summary in your handouts)
Some Easy Ways to Keep Students Both Engaged and On-Task

- When designing objectives, lessons, and activities, what are you asking kids to do?
- Is it relevant, interactive, and meaningful?
Some Easy Ways to Keep Students Both Engaged and On-Task

• Provide choice in the way students learn information and express their knowledge.
Some Easy Ways to Keep Students Both Engaged and On-Task

• Incorporate positive emotions including curiosity, humor, age-appropriate controversy, and inconsequential competition.
When using games...

1) Use inconsequential competition.

2) Target essential academic content.

3) Debrief the game.

4) At the end of the game, have students revise their notes.

Robert Marzano in Ed Leadership
Some Easy Ways to Keep Students Both Engaged and On-Task

• Create authentic reasons for learning activities that are interesting and related to student experiences.
Some Easy Ways to Keep Students Both Engaged and On-Task

• Allow for creativity and multisensory stimulation (think art, drama, role play, and movement).
Our YARDSTICK

1) Are we providing opportunities for students to exchange authentic information?

2) Are we providing inherently motivating tasks?
Using our Yardstick: Communicative or not?

Two students come to the front of the room. One describes the clothing the other is wearing.

(Yes-No Card)
Using our Yardstick:
Communicative or not?

While one student is out of the room another student is designated as “it.” The first student reenters the room and asks questions of the class to guess who is “it.”
Using our Yardstick: Communicative or not?

Students move around the room, asking questions about movies, looking for other students who want to go to see the same kind of movie and are free at the same time.
Using our Yardstick: Communicative or not?

Students learn the vocabulary for movies and do a worksheet matching titles and types of movies.
“Meaningfulness - and real communication - always occurs within a context…. Clear, meaningful, and interesting contexts provide settings in which new language is understandable, and familiar language becomes more memorable and useful.

Curtain and Dahlberg, Languages and Children: Making the Match
Context is everything!

- Meaningful context and emotional content

- Context allows brain to identify patterns and make connections and to link new information with existing knowledge for effective storage and retrieval.
Memory Practice

• Listen and try to remember the words.
• When I tell you it’s time, write them down on a piece of paper.
• Don’t share with anyone else- this is a test of YOUR ability to remember words!
1. Identify Desired Results

Novice Learners

Theme: Comparing families in the U.S. and the Spanish-speaking world.

• **Overarching understandings**
  – Families vary both at home and across the Spanish-speaking world.

• **Essential questions**
  – How are families similar and different in the U.S. and in the Spanish-speaking world?
## KWL

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theme: My Family and Yours

Need to Know

- Family terms: father, aunt
- Expressions: How many people are in your/his/her family? There are ___ people. Who are they?
- Numbers 1-10
- Comparative terms: more, fewer

Need to Do

- Interpret information from an oral story on a family
- Ask and answer questions about families
- Describe own and others’ families
- Construct a bar graph
- Present information about families here and in the Spanish-speaking world
<table>
<thead>
<tr>
<th>Me</th>
<th>My Brothers &amp; Sisters</th>
<th>My Parents</th>
<th>My Grandparents</th>
<th>My Aunts &amp; Uncles</th>
</tr>
</thead>
</table>

Table Graph
What World Language Standards Are Addressed?

- **Interpersonal Communication:** Ask and answer questions about family; describe their families to others.
- **Interpretive Communication:** Listen to stories about families.
- **Presentational Communication:** Make and explain a poster and a graph.
- **Cultures/Comparisons:** Learn about Spanish-speaking families and compare family size with American families.
- **Connections:** Use basic mathematics (graphing) to showcase their data.
- **Communities:** Reach out to peers in other cultures to ask questions and exchange information.
Make new concepts less language dependent

- Increase use of visuals and realia
- Provide hands-on involvement
- Increase number and vividness of examples
- Establish a clear, meaningful context
- Draw on learners’ past experience and learning
- Use rephrasing and repetition generously
Make language tasks more cognitively engaging

- Relate World Language to general curriculum
- Engage learners at higher cognitive levels even when language is simple: classify, categorize, graph, estimate, predict, compare, sequence, identify patterns
- Practice new language in communicative and problem-solving situations, including games, rather than just imitation and drill.
Learner-centered Goals?

1) The student will describe his/her family.
2) The teacher will present ways to tell time.
3) The student will understand how to form the future tense.
4) The student will create a magazine feature article about a popular singer from the target culture.
2. Determine Acceptable Evidence

- What evidence will show that students understand families in the Spanish-speaking world and in the U.S.?
  - Performance Tasks and Projects
  - Other evidence
    - Quizzes, Tests, Speaking or Writing Prompts
    - Observations, work samples, dialogues
    - Student Self-Assessment—LinguaFolio!
2. Determine Acceptable Evidence Performance Assessment

Students will create:

a. a poster (elementary school)

b. a multimedia presentation (middle school)

c. a Webpage (high school)

that compares their families with families in the Spanish-speaking world.
RAPP up the poster:

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Product &amp; Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide</td>
<td>Guests attending your open house at school</td>
<td>Explain families at home and in the Spanish-speaking world to your special guest and see what s/he can understand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poster with photos and labels of family members Graph</td>
</tr>
</tbody>
</table>
3. Plan Learning Experiences and Instruction

- Identify family members through manipulatives, visuals, games.
- Understand illustrated stories about various families in the Spanish-speaking world.
- Answer *yes/no, choice, and short response* questions about the stories.
- In pairs, ask and answer questions about their own families.
- Report back about their classmate’s family.
- Practice writing about their own and others’ families.
more learning experiences & instruction

- Create a family tree.
- E-mail or videoconference with peers to ask questions about their families.
- Create simple bar graphs with class data and to share information about U.S. and Spanish-speaking families around the world/certain countries.
- Describe project results to visitors during open house.
<table>
<thead>
<tr>
<th>Teachers can differentiate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
</tr>
<tr>
<td>• Pacing</td>
</tr>
<tr>
<td>• Texts</td>
</tr>
<tr>
<td>• Authentic materials</td>
</tr>
<tr>
<td>• Guest speakers</td>
</tr>
<tr>
<td>• Field trips</td>
</tr>
<tr>
<td>• Songs/music</td>
</tr>
<tr>
<td>• TPR/TPRS</td>
</tr>
<tr>
<td><strong>PROCESS</strong></td>
</tr>
<tr>
<td>• Work alone/pairs/groups</td>
</tr>
<tr>
<td>• Games</td>
</tr>
<tr>
<td>• Puzzles</td>
</tr>
<tr>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Choice boards</td>
</tr>
<tr>
<td>• Learning centers</td>
</tr>
<tr>
<td>• Jigsaw activities</td>
</tr>
<tr>
<td><strong>PRODUCT</strong></td>
</tr>
<tr>
<td>• Role-play/simulations</td>
</tr>
<tr>
<td>• Brochures/posters</td>
</tr>
<tr>
<td>• Stories/songs</td>
</tr>
<tr>
<td>• Maps/Models</td>
</tr>
<tr>
<td>• RAFT activities</td>
</tr>
<tr>
<td>• Multimedia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on student’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READINESS</strong></td>
</tr>
<tr>
<td>• Difficult or easy tasks</td>
</tr>
<tr>
<td>• Concrete or abstract</td>
</tr>
<tr>
<td>• Familiar or more</td>
</tr>
<tr>
<td>unfamiliar</td>
</tr>
<tr>
<td><strong>INTERESTS</strong></td>
</tr>
<tr>
<td>• Topics and pursuits</td>
</tr>
<tr>
<td>that intrigue students</td>
</tr>
<tr>
<td>• Give choices</td>
</tr>
<tr>
<td>• Encourage investigation</td>
</tr>
<tr>
<td><strong>LEARNING PROFILE</strong></td>
</tr>
<tr>
<td>• Auditory, visual,</td>
</tr>
<tr>
<td>kinesthetic modes and</td>
</tr>
<tr>
<td>multiple intelligences</td>
</tr>
<tr>
<td>• Choice of competitive,</td>
</tr>
<tr>
<td>cooperative and</td>
</tr>
<tr>
<td>independent learning</td>
</tr>
</tbody>
</table>
Checklist for Self-Assessment: Learner-centered Practices
Working toward a learner-centered classroom

Teacher-centered / / / Learner-Centered