PUTTING LEARNERS IN THE DRIVER'S SEAT

Putting Standards Front and Center,
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SESSION OUTCOMES

• I can explore educational protocols that prompt collaborative, responsive learning, and critical thinking.

• I can discuss how I can implement these protocols in my program.
What is Educational Protocols?

A protocol consists of agreed upon guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability.

- Forms new habits for learners to work effectively both independently and collaboratively.
- Holds each student accountable and responsible for learning.
- Teach students how to lead their own learning.
Our Journey of using the protocols and participants reaction?
What is Iron Chef?

Iron Chef is a creative student-centered presentational task that:

• Provides students the choice to work in groups or individually.

• Works well in a one-to-one or shared environment.
How does it work?

• The teacher determines the subject of Iron Chef.
• The teacher provides a framework for the Iron Chef slide and the necessary ingredients.

• Each slide usually includes:
  • A title
  • 3-5 sentences or bullets of the content
  • A picture that represents the content
  • A secret ingredient that is relevant (or not) to the content
Some ideas to practice Iron Chef in your classroom:

• Self-presentations (Name, 3 facts, a photo of self, secret ingredient: something they find funny)

• Farm animals (Name of animal, 3-4 facts, photo of the animal, animal habitat, secret ingredient: animal sound)

• Countries (Name of country, 3-4 facts [ex. population, language spoken, religion, continent], picture of the people, secret ingredient: popular dish)
Self-presentations

Name, 3 facts that make you a unique STARTALK educator!

“STARTALK Endorsed Principles”

Global Learner
Farm animals

• What is the name of your animal,
• Mention 3-4 facts about your animal.
Traveling

• Name the country
• 3-4 facts about the country

Trivia: food, places, activities
Reflection

• How does this protocol prompt collaborative, responsive learning, and critical thinking?
Peeling the Fruit- Peel the Onion

Peeling the Fruit thinking routine can be used to develop understanding of a complex topic over the course of days or weeks. It tracks and guides the exploration of a topic and requires students to look at the topic in a number of different ways. Works well with poetry, artwork, and much other complex material that is usually difficult for students to comprehend.

https://www.youtube.com/watch?v=ezgB2ZkHnVE
Visible Thinking: Peel the Onion

- Stories
- Art work
- Movies
- Poetry
- Celebrations
- --------

I hear ..., I notice

How can I apply this in my classroom?

I wonder: write 2 questions that puzzle you

How responsive will my students be to this new strategy?

How does this help me improve my instructions?

I hear ..., I notice
TED Video presentation: Making Thinking Visible
https://www.youtube.com/watch?v=nhiWJNa-a1U

Reading Workshop:[PART 1] Making Thinking Visible-Peel the Fruit
https://www.youtube.com/watch?v=ezgB2ZkHnVE
Reflection

How can you apply the two protocols in your program?

- Don’t panic!
- It is not a test!
- You can collaborate and use the “Final Word Protocol”
Final Word protocol

A protocol to expand the interpretation of one or more texts by encouraging the emergence of a variety of interests, viewpoints, and voices.
Instructions

1. Create a group of 4 participants. Choose a timekeeper who has a watch.
2. Each participant silently identifies what s/he considers to be the most significant idea addressed in this session.
3. When the group is ready, a volunteer member identifies the point in the session that s/he found to be most significant and reads it out loud to the group. The first person says nothing about why s/he chose that particular point.
4. The other 3 participants each have 1 minute to respond to that idea.
5. The first participant then has 3 minutes to state why s/he chose that point and to respond to his/her colleagues based on what s/he heard.
6. The same pattern is followed until all four members of the group have had a chance to have “the last word.”
7. Debrief the experience. Was this a useful way to explore the ideas in the text and to explore your own thinking? If so, why? If not, why not?
Variations Film-Watching

• Students can use this same strategy while watching a film, choosing five moments in the film, five actions, five characters, five images . . .

Using Images

• This same process can be used with images instead of quotations. Give students a collection of posters, paintings and photographs from the time period you are studying and then ask students to select three images that stand out to them.

Using Question

• Ask students to write down three “probing” questions the text raises for them. Students answer the questions on the back of their cards. In small groups, students select one of their questions for the other students to discuss (see Sentence Stems or Talk Like a Genius for question stems).
QUESTIONS?