Active Learning in the Adult Classroom -Part 2
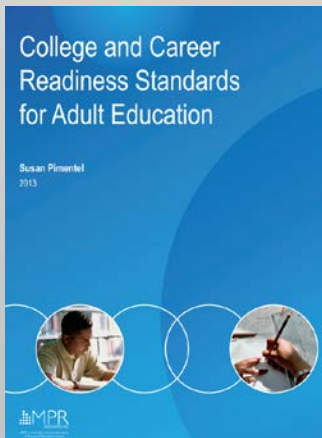
www.floridaipdae.org

Welcome!

June Rall

Jenna Moniz, NBCT, M.S.
Department Chair, Pre-College Academic Studies
Atlantic Technical College
Broward County Public Schools

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Share the Tools!

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013

2017-2018 Adult Education Curriculum Frameworks

Adult Basic Education (ABE)

- Adult Basic Education Language Arts (RTF)
- Adult Basic Education Mathematics (RTF)
- Adult Basic Education Reading (RTF)

Adult General Education for Adults with Disabilities

- Adult General Education for Adults with Disabilities (RTF)

Adult High School

- Adult High School (RTF)
- Adult High School (Co-Enrolled) (RTF)
- Approved Co-Enrolled Adult High School Course List (RTF)

Applied Academics for Adult Education (AAAE)

- Applied Academics for Adult Education (RTF)

English for Speakers of Other Languages (ESOL)

- Adult English for Speakers of Other Languages (RTF)
- Adult ESOL College and Career Readiness (RTF)
- Adult ESOL Literacy Skills (RTF)
- Citizenship (RTF)
- English Literacy for Career and Technical Education (ELCATE) (RTF)

GED® Preparation Program

- GED® Reasoning through Language Arts (RTF)
- GED® Science (RTF)
- GED® Social Studies (RTF)
- GED® Mathematical Reasoning (RTF)
- GED® Preparation Comprehensive (RTF)
- GED® Integrated Preparation Comprehensive (RTF)

- If you have a question, please type it into the **Q&A** option.
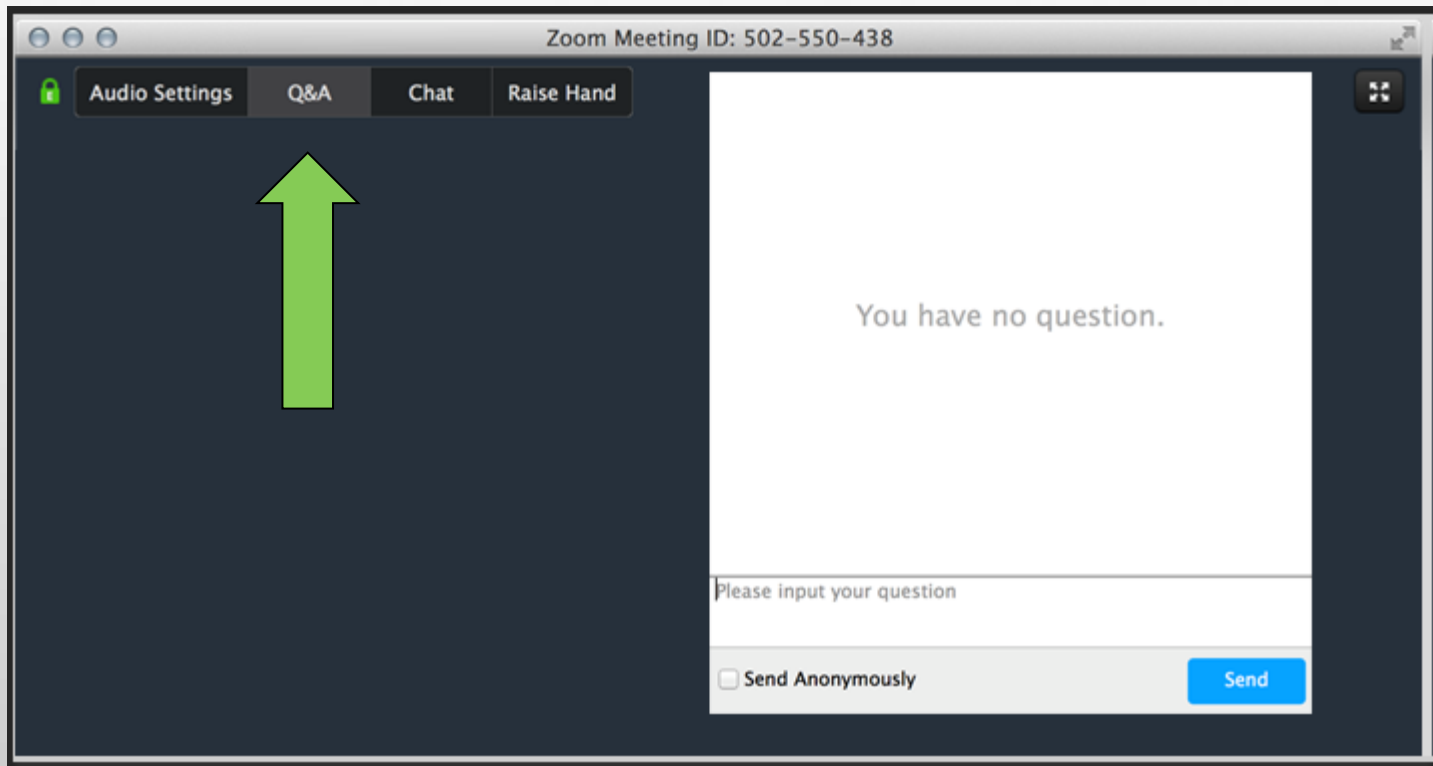
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

In this session, we will explore:

- How **environments** can effect learning
- **Receptive and Productive Language** (Input and Output) when learning new information
- **Active learning** strategies for *Speaking* and *Writing*

What is Active Learning?

- "We use 'active learning' to describe a classroom approach which acknowledges that **learners are active** in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction whereby knowledge is imparted or transmitted from the teacher to the students."

- Students take **increasing responsibility for their learning**, and that teachers are enablers of activators of learning, rather than lecturers or deliverers of ideas.

-Cambridge International Examinations, October 2015

Learning is more effective when it is an active rather than a passive process.
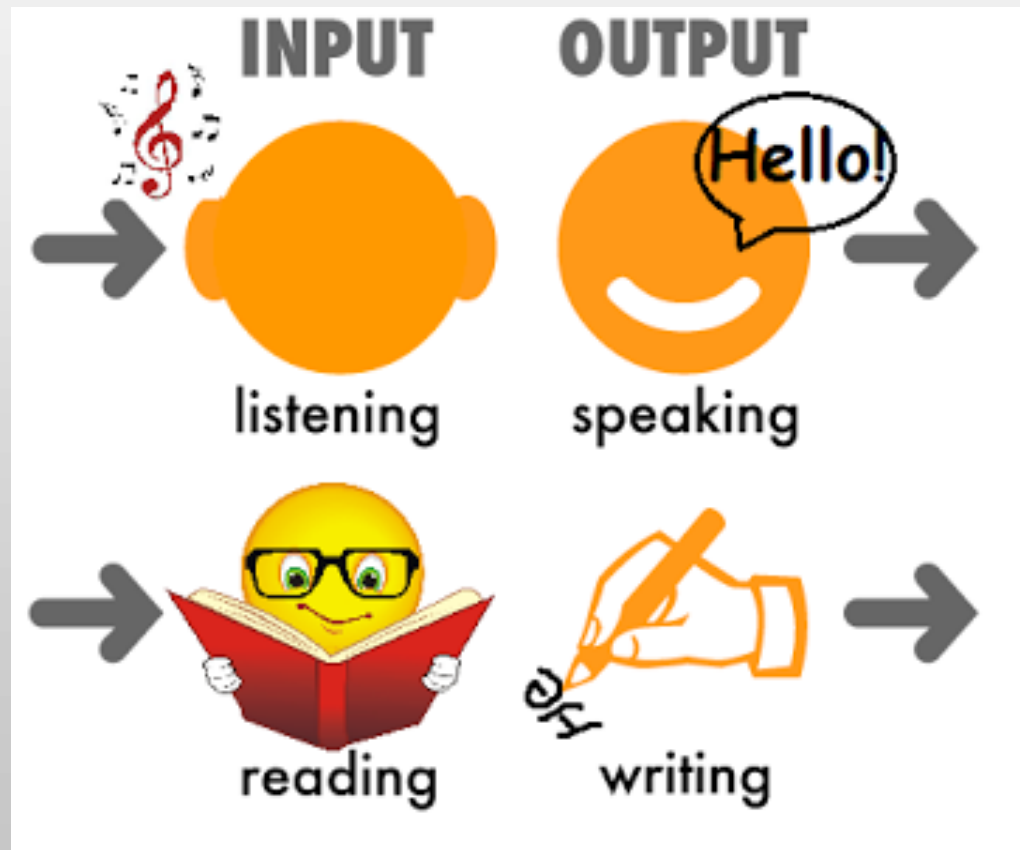
Kurt Lewin
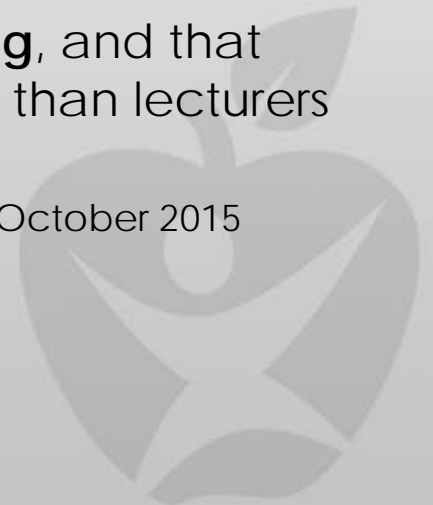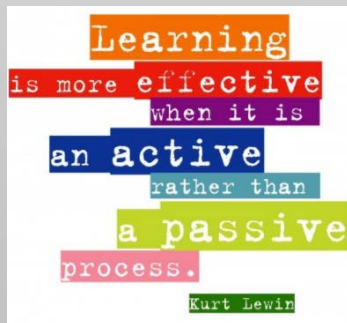
Active Learning . . . In Adult Ed?

- Prescription Packets
- Teacher in Control (Lecture)
- Students accustomed to lecture-style
- Class Size
- Preparation Time

Receptive and Productive Language

INPUT

Lesson Segments Addressing Content

Interacting With New Knowledge
What will I do to help students effectively interact with the new knowledge?

- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into "Digestible Bites"
- Processing of New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

LearningSciencesInternational®
LEARNING AND PERFORMANCE MANAGEMENT

http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf

Processing Information

Marzano Art and Science of Teaching Teacher Evaluation Model

Lesson Segments Addressing Content

Practicing & Deepening Knowledge

What will I do to help students practice and deepen their understanding of new knowledge?

- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

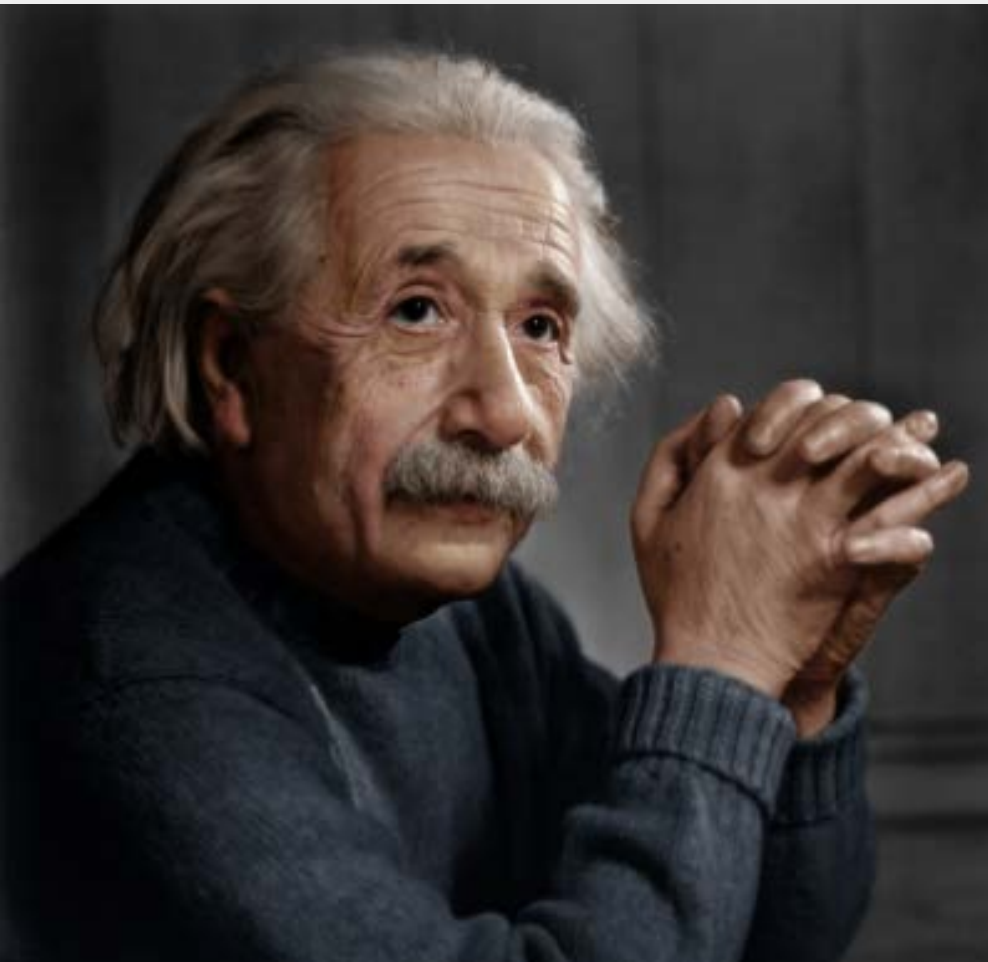### Generating & Testing Hypotheses

What will I do to help students generate and test hypotheses about new knowledge?

- Organizing Students for Cognitively Complex Tasks
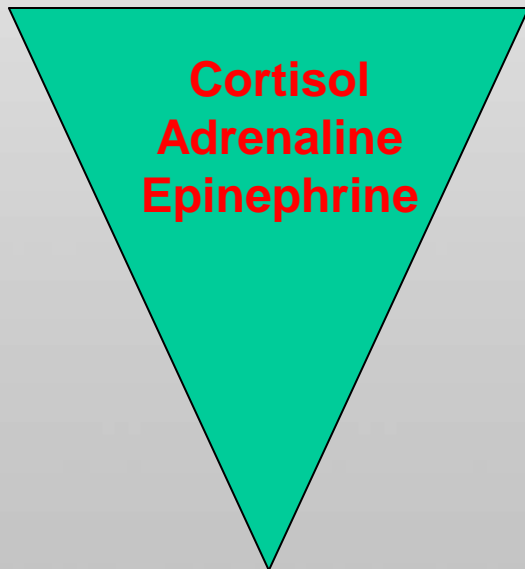- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing
- Providing Resources and Guidance

http://www.marzanoevaluation.com/files/Day_1/LearningMap_4Domains.pdf

The Power of Plasticity

Environment is Everything

Cortisol
Adrenaline
Epinephrine

Serotonin
Oxytocin
Endorphins
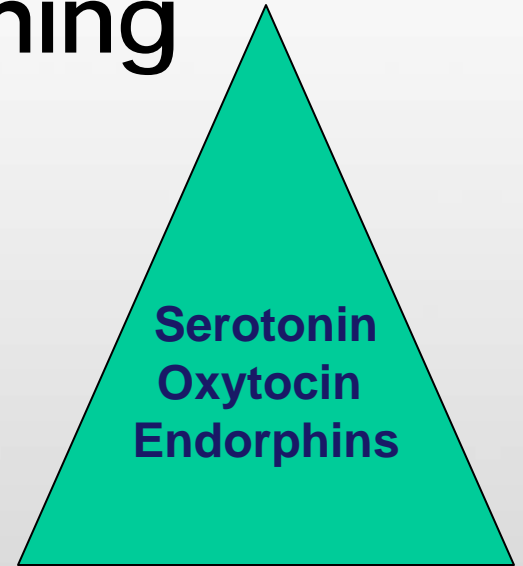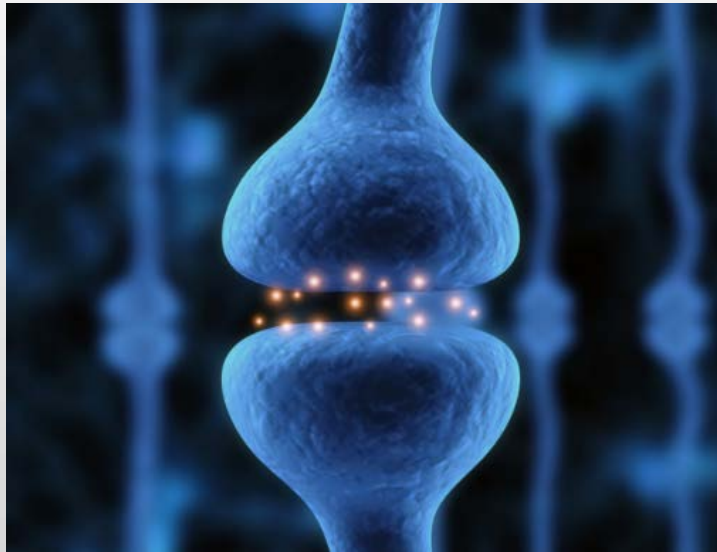
Emotions

- Flow
- Eustress
- I + 1

Teach to Students' Styles

. . . Not just your Own

Multiple Intelligences, Howard Gardner, Harvard University
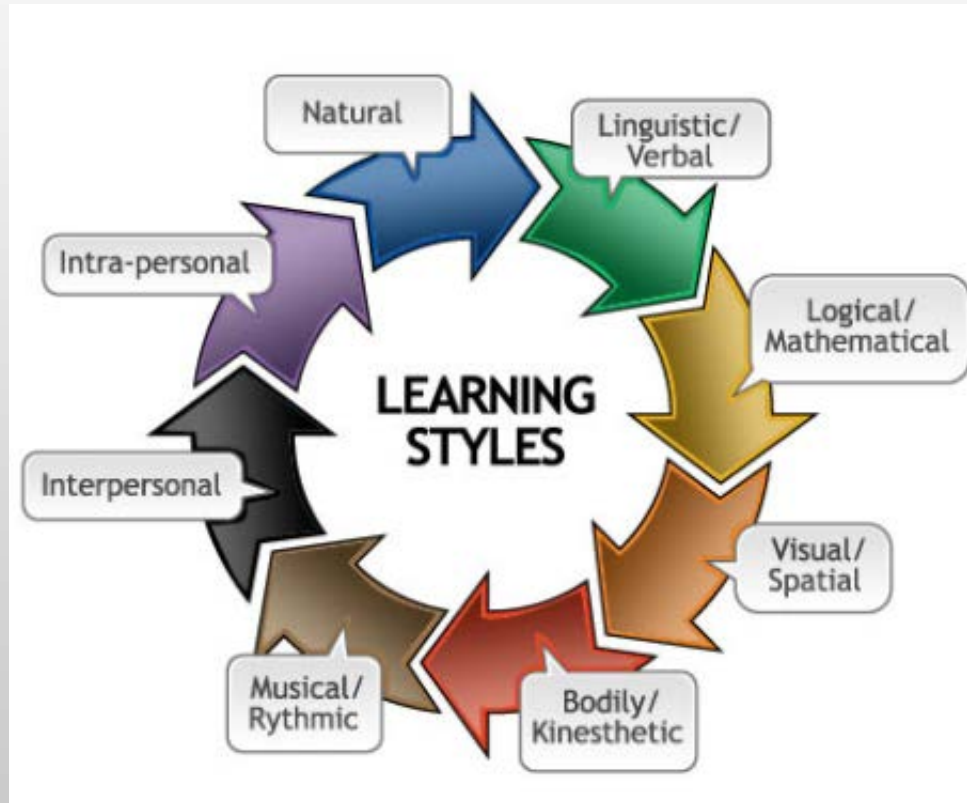
The Channels of Learning
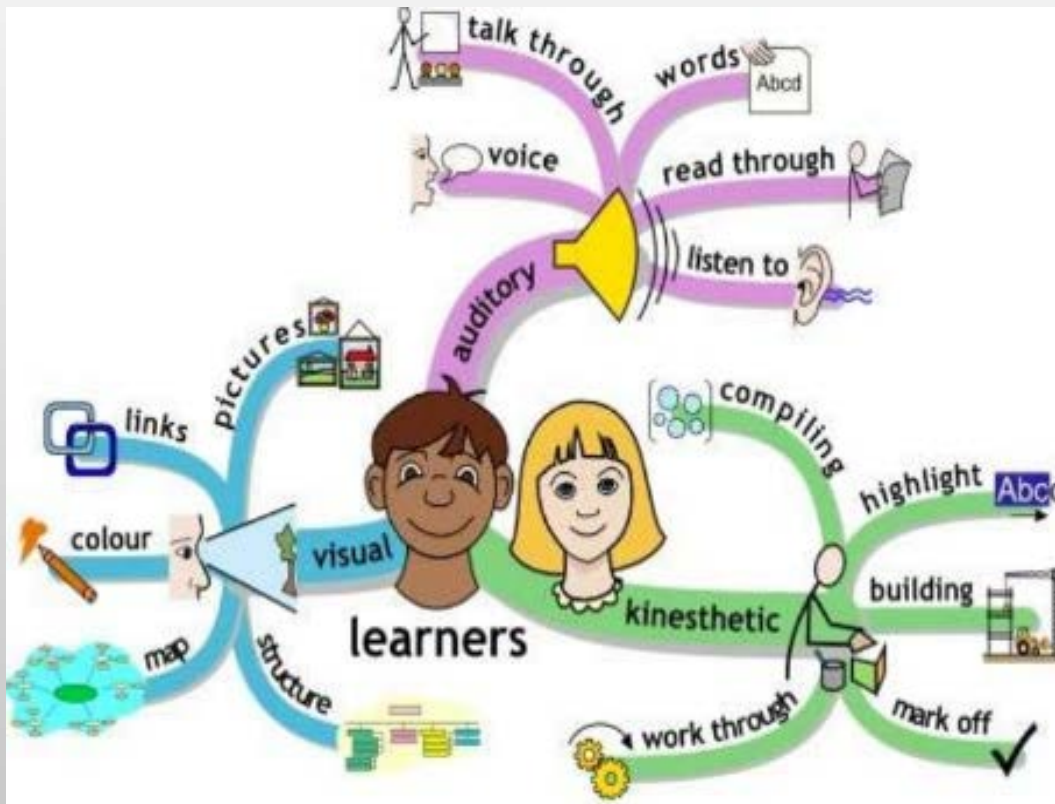
VAK

VKA

KAV

KVA

AKV

AVK

It's not about You

- "We teachers tend to teach to our own brains." –Bill McBride

- The more senses we use in learning, the greater the imprint on the brain.
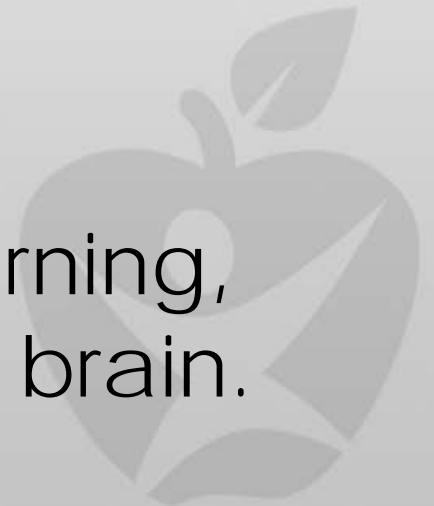
Speaking

Public Speaking

- Enunciate
- Use Concise Language
- Watch fillers
- Paraphrase
- Communication is the Goal
- Accents are Okay

Processing Information

TEACH-OKAY

- SPEAK BRIEFLY
- EDUCATIONAL CHUNKS
- TEACH NEIGHBOR USING WORDS AND GESTURES
- CALL BACK WITH CLASS-YES

https://www.youtube.com/watch?v=eBeWEgvGm2Y

TEACH-OKAY

The brain on Whole Brain Teaching

Motor Cortex
(Making Gestures)
Teach/Okay!

Visual Cortex
(Seeing Gestures)
Teach/Okay!

Pre-Frontal Cortex
Class-Yes!, Teach/Okay!

Broca's Area
(Speaking)
Teach/Okay!

Wernicke's Area
(Listening)
Teach/Okay!

Limbic System
(Emotions)

Hippocampus
(Memory formation)
Repetition
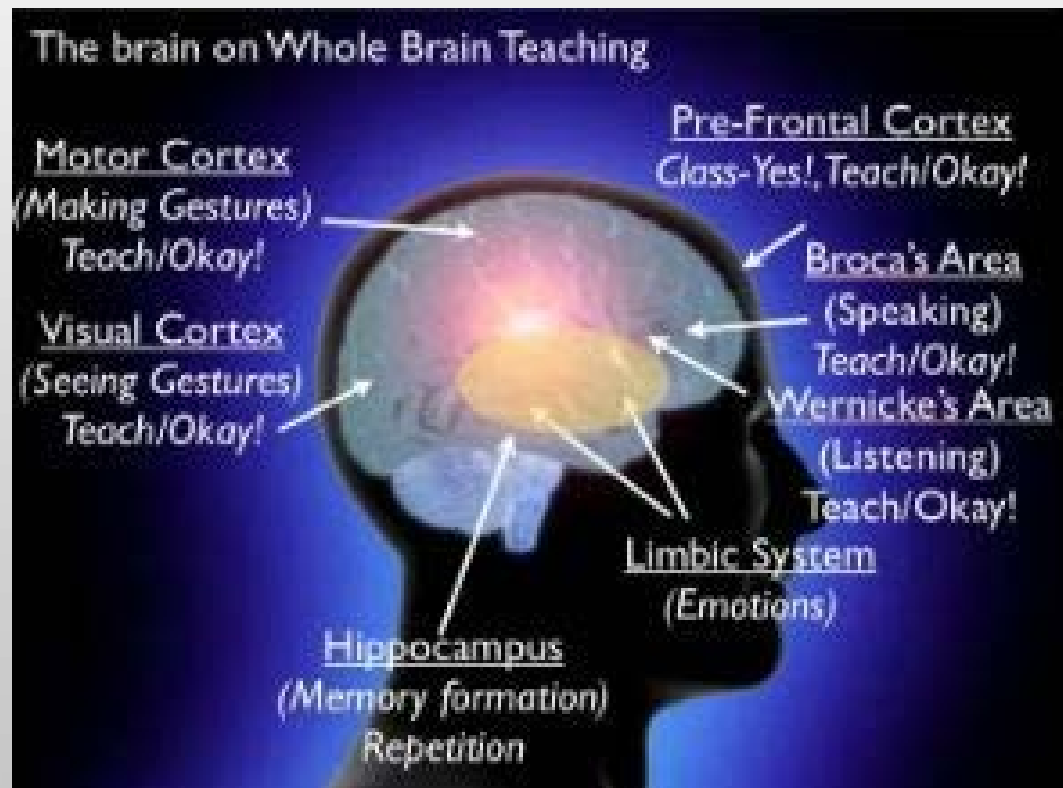
Whole Group
Flexible Groups
Independent

Quick Recap

Learning Pyramid

Average Retention Rate

Traditional Passive

- Lecture — 5%
- Reading — 10%
- Audio-Visual — 20%
- Demonstration — 30%

Active

- Discussion Group — 50%
- Practice by Doing — 75%
- Teach Others/Immediate Use — 90%
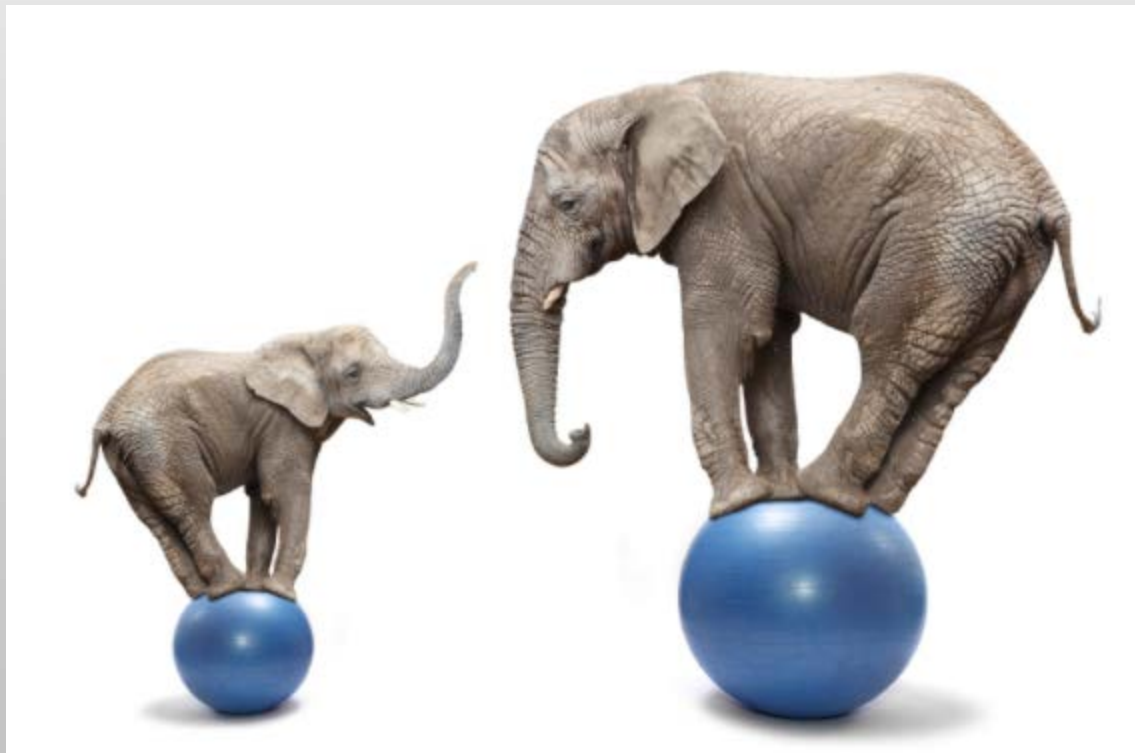
Source: National Training Laboratories, Bethel, Maine

Gradual Release of Responsibility (GRR)

GRR (cont.)

Mentoring Roles & Responsibilities

	Teacher	Student
I do it *Direct Instruction*	- Provides direct instruction - Establishes goals and purpose - Models - Think aloud	- Actively listens - Takes notes - Asks for clarification
We do it *Guided Instruction*	- Interactive instruction - Works with students - Checks, prompts, clues - Provides additional modeling - Meets with needs-based groups	- Asks and responds to questions - Works with teacher and classmates - Completes process alongside others
You do it independently *Independent Practice*	- Provides feedback - Evaluates - Determines level of understanding	- Works alone - Relies on notes, activities, classroom learning to complete assignment - Takes full responsibility for outcome
You do it together *Collaborative Learning*	- Moves among groups - Clarifies confusion - Provides support	- Works with classmates, shares outcome - Collaborates on authentic task - Consolidates learning - Completes process in small group - Looks to peers for clarification
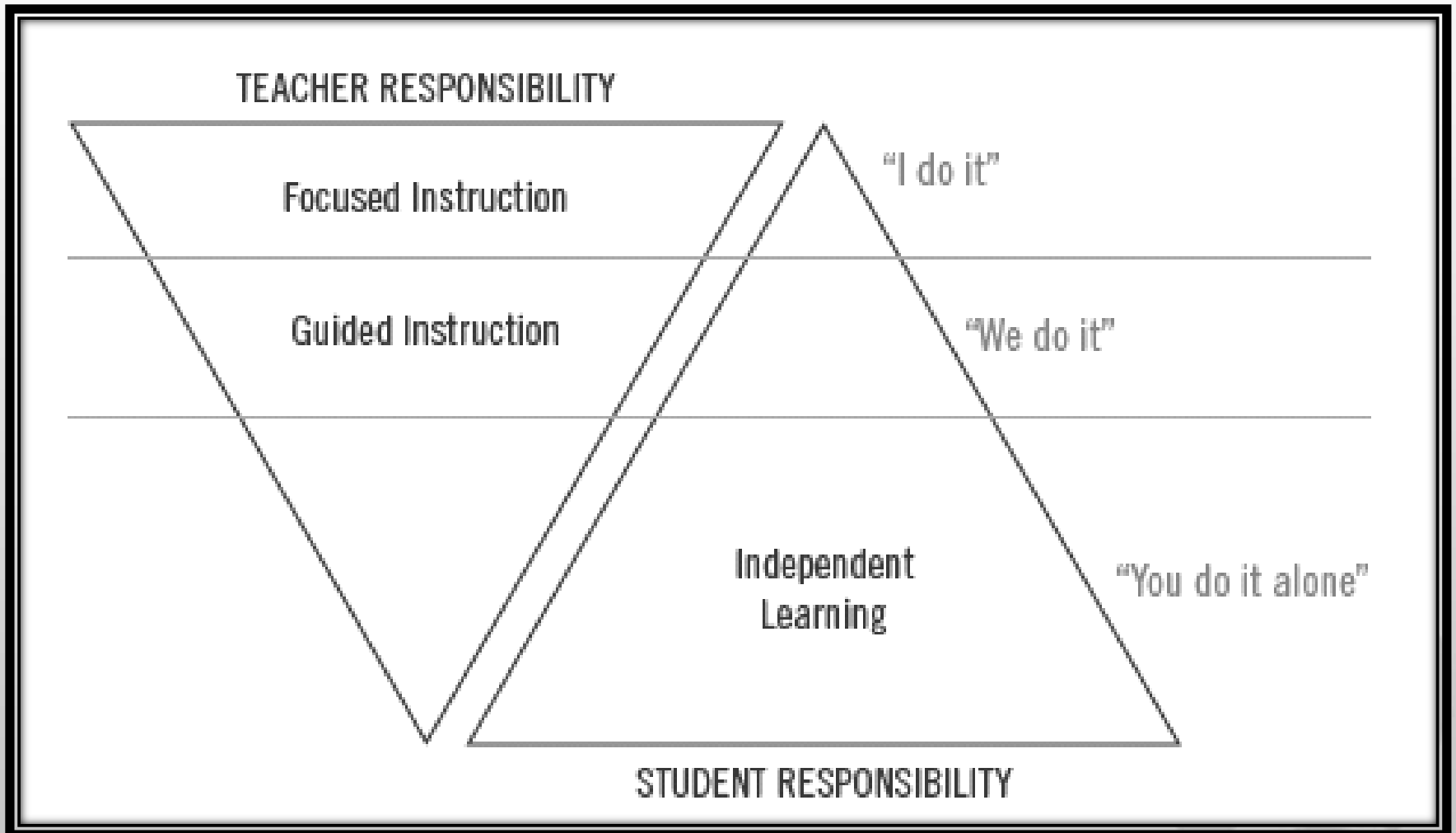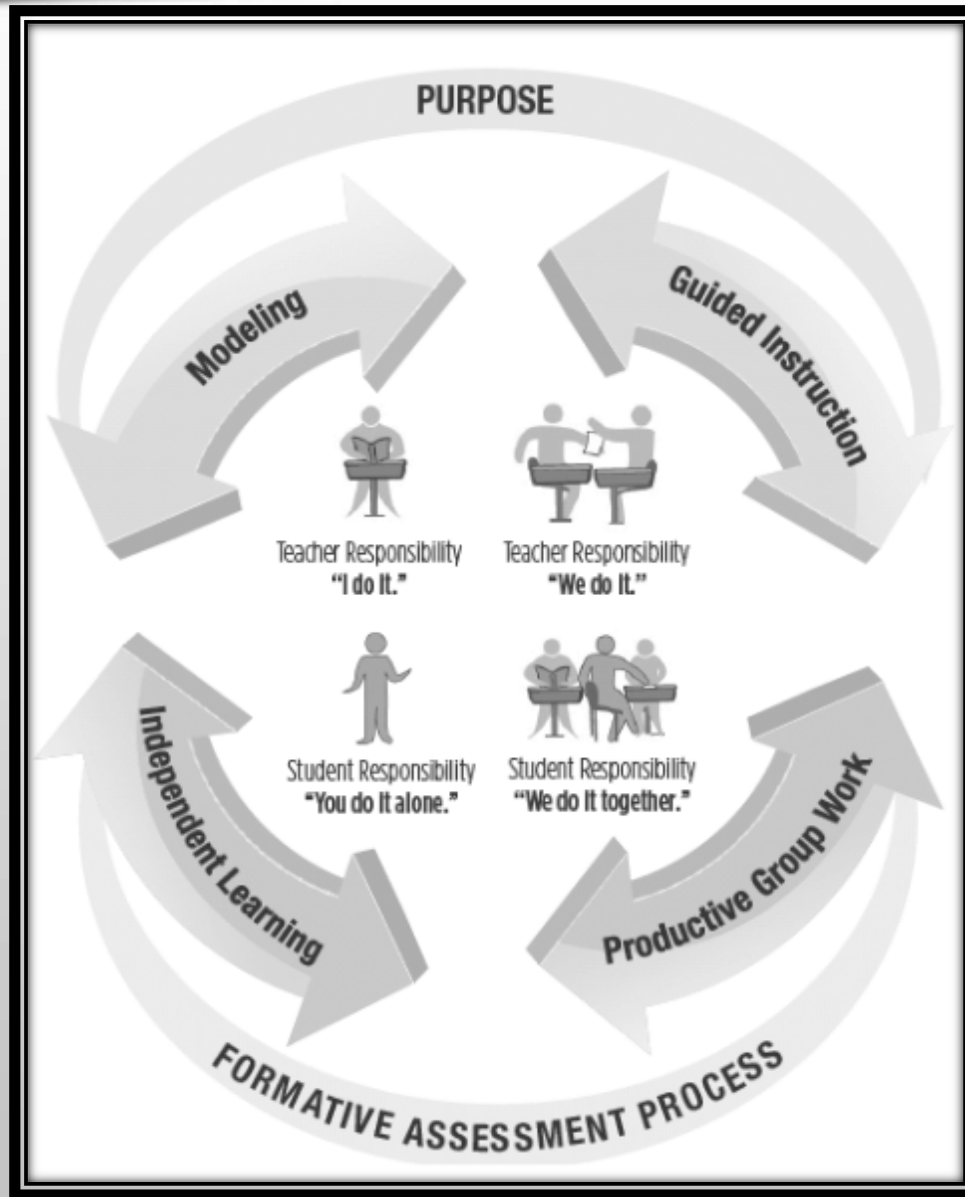
Writing

Vocabulary

GED® & CTE Vocabulary

CTE Connections

Some of the concepts start out looking like math...
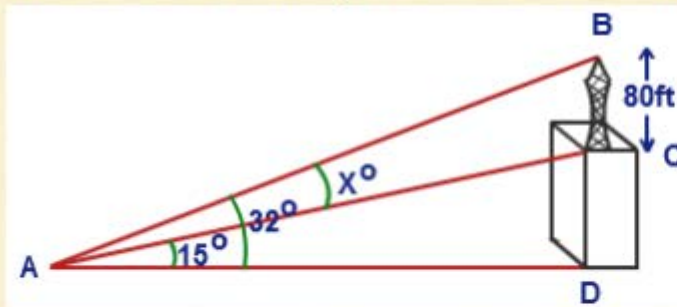
but end up much more applied...and complicated
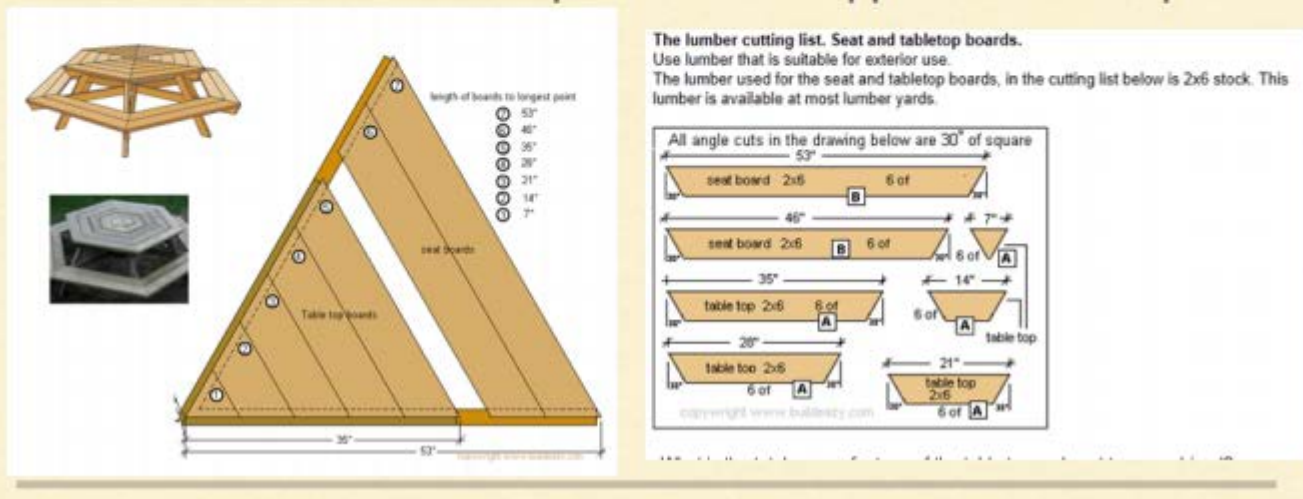
Career & Technical Vocabulary

LEARN   FLASHCARDS   WRITE   SPELL   TEST   MATCH   GRAVITY

planning, recording, analyzing, and interpreting financial information

CLICK TO FLIP

Miami Dade County

Career & Technical Education

Vocabulary Collection Chart

As you read the instructions or manual, fill in this chart with words that fit each category (words may fit more than one category.)

Words that describe the machinery or software	Words that indicate an action	Words that describe steps of instruction
Words or phrases that predict a successful ending of activity	**Words or phrases that indicate problems that may arise**	**Words that describe troubleshooting actions**

CCR Skills

- Regular practice with <u>complex texts</u> and their academic language

- Reading, writing, and speaking <u>grounded in evidence from texts</u>, both literary and informational

- <u>Building knowledge</u> through content-rich nonfiction

Florida Department of Education
Adult General Education
Curriculum Framework

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Writing (WR)			
Anchor Standards and Benchmark Skills			
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
NRS LEVEL 1	**NRS LEVEL 2**	**NRS LEVEL 3**	**NRS LEVEL 4**
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
	1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d) Provide a concluding statement or section.	1.3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b) Provide logically ordered reasons that are supported by facts and details. c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d) Provide a concluding statement or section related to the opinion presented.	1.4. Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.

http://www.fldoe.org/academics/career-adult-edu/adult-edu/2017-2018-adult-edu-curriculum-framewo.stml

40 Useful Words and Phrases for Top-Notch Essays

https://www.oxford-royale.co.uk/articles/words-phrases-good-essays.html

Persuasive Writing

Introductions
I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making Your Point
Firstly, secondly, thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If... then...
because...

Details
For example...
In fact...
For instance...
As evidence...
In support of this...

Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words
reasons
arguments
for
against
unfair
pros
cons

https://www.oxford-royale.co.uk/articles/words-phrases-good-essays.html

Speaking becomes Writing

- Build Background Knowledge
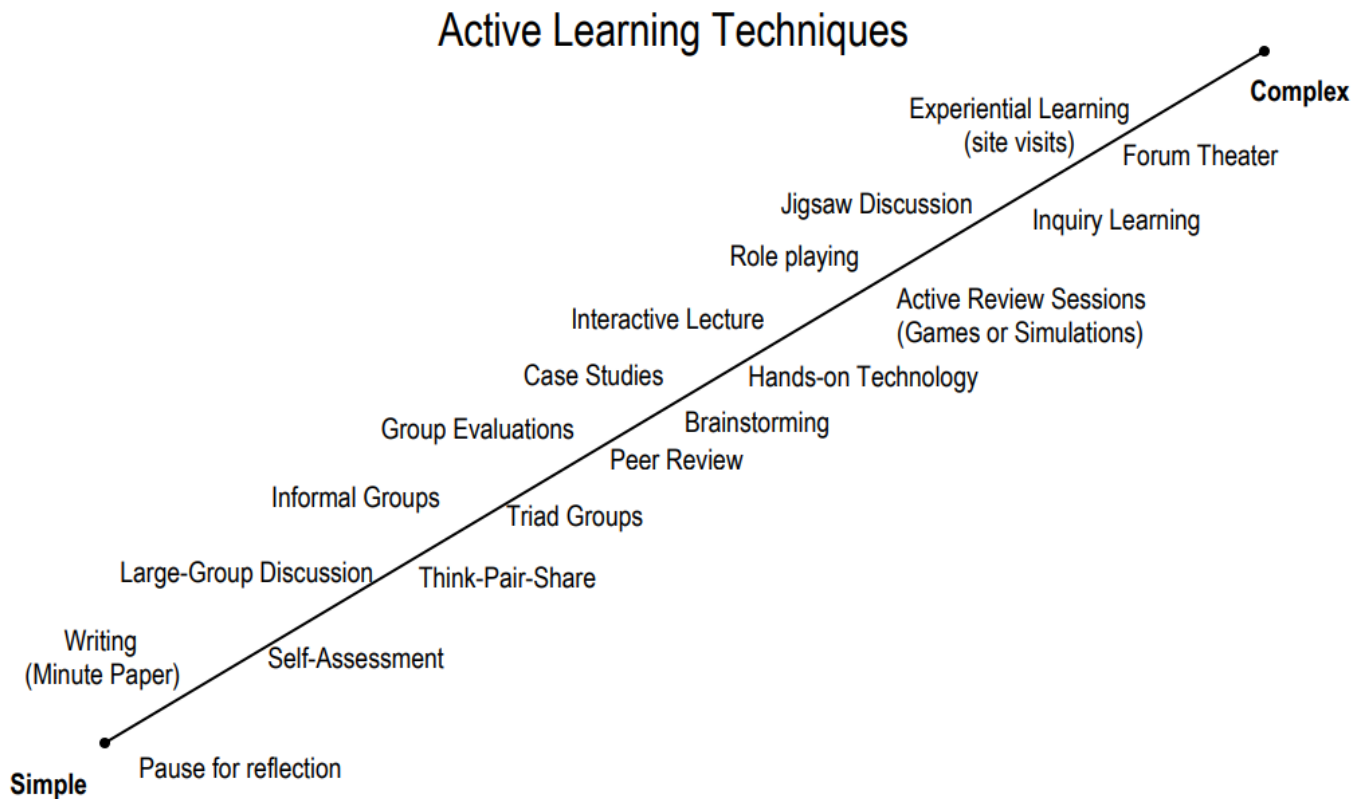- Scaffold toward Independence (GRR)

Active Learning Resources

ESOL Instructional Strategies Matrix
(*How* We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	**Grouping Configurations:** E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations

G Context Embedded Supports & Close Reading		H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

Active Learning Resources

Active Learning Techniques

Complex

Experiential Learning (site visits)

Forum Theater

Jigsaw Discussion

Inquiry Learning

Role playing

Active Review Sessions (Games or Simulations)

Interactive Lecture

Case Studies

Hands-on Technology

Group Evaluations

Brainstorming

Peer Review

Informal Groups

Triad Groups

Large-Group Discussion

Think-Pair-Share

Writing (Minute Paper)

Self-Assessment

Simple

Pause for reflection

This spectrum arranges active learning techniques by complexity and classroom time commitment.

Prepared by Chris O'Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

Active Learning Resources

https://www.alsde.edu/sec/cte/General%20Agriscience/Teaching-Strategies-creative-strategies-handbook.pdf

http://teched.dadeschools.net/Reading%20Resources/CTE%20Vocabulary%20Collection%20Chart.pdf

http://www.wismath.org/Resources/Documents/Annual%20Conference/117MSchommer-CTE%20and%20MathematicsPP.pdf

https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain/11482/ESOL_Instructional_Strategies_Matrix_9_14.pdf

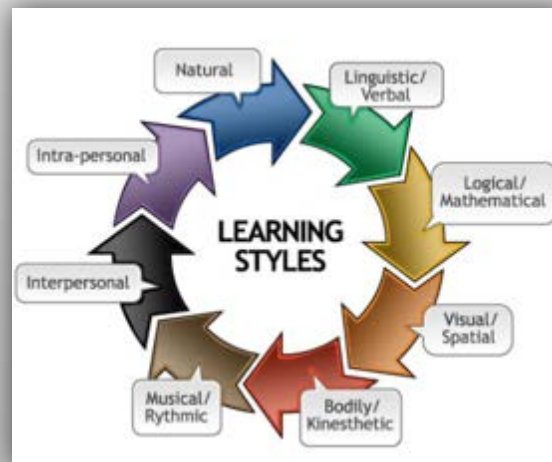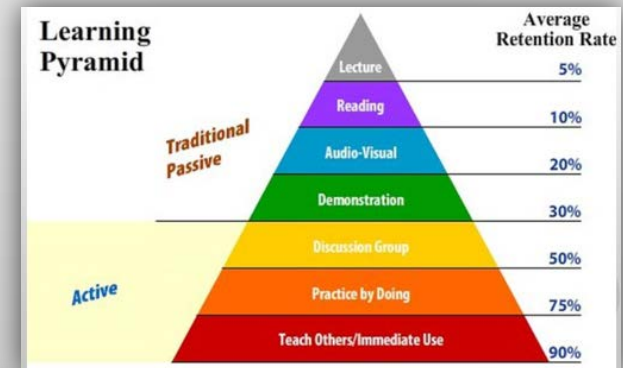https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain/11482/ESOL_Strategies_Addendum_to_Matrix_07_2013.pdf

Pulling it All Together

- Environment
- Modalities
- ELLs
- CCR Standards
- Career & Technical Education
- Input
- Process
- Output
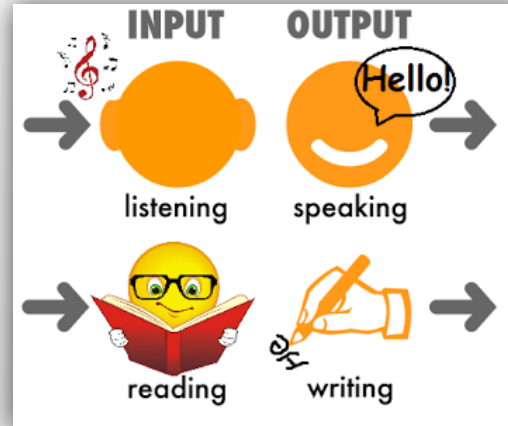
Jenna Moniz

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Atlantic Technical College

Broward County Public Schools

(754) 321-5248

Your Feedback Counts!

Let us know your thoughts/input

What would you like IPDAE to focus on in future webinars?

Great PD Offerings!

Coming Soon!

New Face-to Face workshops

- GED® Social Studies and Science
- Evidence-Based Literacy Strategies for Adult Educators
- Strengthening Mathematics Foundations and Classroom Instruction for CCRS
- PD for the Correctional Setting
- CASAS e-Test® Training

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By EDUCATORS for EDUCATORS

Select an area below to view available resources.

On Demand

- Grab-n-Go Videos
- E-trainings
- Lesson Plans
- Handbooks
- New Webinars