

Supporting All Learners: Active Engagement Strategies for the Literacy- Rich Classroom

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Inspiration as an Active Learning Leader

- ▶ A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves! Lao Tzu
- ▶ If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. John Quincy Adams

Active Learning

- ▶ Debating ideas
- ▶ Asking questions
- ▶ Comparing answers to what is known
- ▶ Using evidence to develop explanations
- ▶ Considering alternatives
- ▶ Making ideas public while realizing that explanations may change after group discussion

Encouraging Active Learning

- ▶ All students learn more when actively engaged (Prince, 2004)
- ▶ Individuals must engage with the content and with others, unveil prior ideas, make connections between ideas, and construct new knowledge from their experiences (Agron, Wehmeyer, Cavin, & Palmer, 2010)
- ▶ Active learning requires students to do meaningful learning activities and think about what they are doing (Bundick, Quaglia, Corso, & Haywood, 2014)
- ▶ Sample activities include structuring frequent student responses, physical movement, visual stimuli to increase the novelty in a learning task, student choice, and using students to teach each other (Bender, 2002)

Active Learning Inspires. . .

- ▶ A strong classroom community of learners who embody...
 - ▶ Dignity (confident, secure, valuable)
 - ▶ Energy (alive, busy, active)
 - ▶ Self-management (appropriate choices, guide and discipline themselves, work willingly)
 - ▶ Community (sharing, cooperation, interdependence, support)
 - ▶ Awareness (concentrate, observe, listen, think, notice, evaluate, mindful, attentive) (Boyer, 2002)

Evidence-Based Active Learning Strategies

- ▶ Systematic (consistent)
- ▶ Intentional (well-planned)
- ▶ Explicit (clear and concise)
- ▶ Engaging
- ▶ Fun

Active Learning Activity

- ▶ In a small group or with a partner, share how you currently encourage active learning in your classroom. Why is it important for students to be involved in the content?
- ▶ On a post-it, list specific ways that you encourage your students to engage in the content. What strategies do you use?

Choral Responses

- ▶ Use when the answers are short or the same
- ▶ Use when a passage is read, a concept needs to be reinforced, or there is knowledge-based information (vs. opinion)
- ▶ More responses will be gained = more learning and students will be more attentive if they are expected to answer in a group
- ▶ This will prevent blurters or laggards

Physical Responses

- ▶ Thumb It - point up, sideways, or down to get an assessment of a student's level of understanding
- ▶ Fist of Five
 - ▶ 5 - I know it well!
 - ▶ 4 - I can do it alone.
 - ▶ 3 - I need some help.
 - ▶ 2 - I could use more practice.
 - ▶ 1 - I am beginning to understand.

More Physical Responses

- ▶ Face the Fact
 - ▶ Use index cards with a happy face, a straight face, and a sad face (used for student or character feelings)
- ▶ Speedometer Reading
 - ▶ Use arms or can even walk/run to show understanding.
- ▶ Reach for the Top
 - ▶ Extended on arm straight up in the air.
 - ▶ 2, 4, 6, or 8 demonstrate the level of understanding.

Partner Responses

- ▶ Use when answers are long or different.
- ▶ Teacher assigns each student a number (1 or 2).
- ▶ Students are able to partner up and share their answers.

Tell-Help-Check

- ▶ 1s tell 2s
- ▶ 2s listen and then add/edit/improve
- ▶ Both check on page ___ to add/edit/improve

Think- Pair-Share

- ▶ Can also use Think-Write-Pair-Share
- ▶ Students listen while the teacher poses questions or a task
- ▶ Students are given quiet time to answer the question
- ▶ Students are cued to pair with a neighbor and discuss their responses - noting similarities and differences
- ▶ After rehearsing responses with a partner, students are invited to share publicly. . . "My partner pointed out that. . ." or "We decided that. . ." or "We agreed that. . ." etc.

Give One, Get One

- ▶ Students write their names legibly on a piece of paper.
- ▶ The first student writes several ideas and draws a line after the last idea to separate the ideas from those they select from classmates' lists.
- ▶ Students move around the classroom and interact with one classmate at a time.
- ▶ They exchange papers, read the list, and then ask questions about new ideas or ones they need additional support understanding.

Talking Chips

- ▶ Pose a question for students to discuss.
- ▶ Each student is given a "chip" (small square of paper, poker chip, rock, puzzle piece, etc.).
- ▶ Students take turns "talking" by placing their "chip" into the center of the table.
- ▶ Students can not speak again until all members of the group have placed their "chip" in the middle of the table.

Numbered Heads (Small group discussion & review strategy)

- ▶ Students number off in teams - 1-4.
- ▶ The teacher asks a series of questions, one at a time.
- ▶ Students discuss possible answers to each question for a specific amount of time depending on the complexity of the task.
- ▶ The teacher calls on a number (1-4) and all students with that specific number raise their hands, ready to respond with each group's response.
- ▶ The teacher randomly calls on students with the specific number to answer on behalf of their team.
- ▶ Students are encouraged to acknowledge the similarities and differences between their team's response and that of other teams.
 - ▶ "We predicted a different outcome." or "Our reaction was similar, but. . ."

Wraparounds

- ▶ Participants form a circle.
- ▶ Each individual takes a turn telling. . .
 - ▶ Something the student will use from the lesson.
 - ▶ Something the student will remember from today.
 - ▶ A significant AHA from the lesson.
 - ▶ I have learned. . .
 - ▶ I hope to learn. . .

Written Responses

- ▶ List three reasons, two examples, or one prediction.
- ▶ Today I learned. . . tomorrow I need. . .
- ▶ Today I felt. . . because. . .
- ▶ I would color today ____ because. . .
- ▶ I hope we ____ next.
- ▶ One word to describe today is. . .
- ▶ I felt like (name of an animal) during the lesson because. . .

Metacognitive Markers

- ▶ Supports students working with a task, passage, or reading assignment.
 - ▶ Place the following marker next to the line or paragraph if . . .
- * Something you already knew
- \$ New learning or AHA
- ! Emotional response
- ? Unanswered question

10 Word Summary

- ▶ In 10 words or less, summarize (verbally to a partner or in writing) today's most important aspects of the lesson, experiment, or discussion.

Two Minute Paper

- ▶ In two minutes or less, draw or write what you remember from the lesson, experiment, or discussion.

Graffiti Wall

- ▶ Place a large piece of poster paper on the wall.
- ▶ Ask the students to write any words that they can think of about the lesson topic for that day.
- ▶ As the lesson progresses, students can add words that they learn.
- ▶ Words can be taken off if students learn that these words are non-examples or do not fit with the lesson.
- ▶ Pictures can also be used.

Rotation Reflection

- ▶ Poster paper is put around the room with 4-6 topics on each.
- ▶ Students work in small groups on each topic. They write their responses on the first poster in one color. Each group works on each topic for 5-10 minutes.
- ▶ Each group moves to the next poster and adds their responses in a different color.
- ▶ Statements that are agreed with can be underlined, starred, or circled to reinforce that statement.
- ▶ When each group has completed statements on each poster, the topics are read aloud for discussion.

Active Learning Activity

- ▶ In a small group or with a partner:
 - ▶ Review the 20+ strategies listed above
 - ▶ Highlight the ones you are already aware of
 - ▶ Place a star next to the ones you have used before
 - ▶ Share how each worked with your students
 - ▶ Choose 1-2 new strategies to implement this month into your classroom

Graphic Organizers

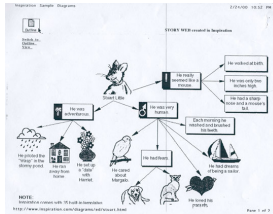
(see hand out)

- ▶ Fact Frame
- ▶ Roll It
- ▶ Inside Out
- ▶ Angle Antics
- ▶ Star Connections
- ▶ Drumming Up Details
- ▶ Facts and Opinions
- ▶ 3 and 3
- ▶ Summing It Up

Active Learning Activity

- ▶ In a small group or with a partner:
 - ▶ Highlight 1-2 graphic organizers that you would use with your students
 - ▶ Think of a specific lesson that you could adapt to include the use of one of these graphic organizers.
 - ▶ Share another example of a graphic organizer that you have used that has worked well with your students

Concept Maps



Model Thinking

- ▶ Demonstrate your own thinking. Share how you reached a conclusion or what mnemonics you used.
- ▶ Thinking aloud allows for the students to see your cognitive processes in action.
- ▶ Ask your students to share the process that they used to complete the task.

Highlighter

- ▶ Model for the student.
- ▶ Ask the student to highlight important facts. A peer or teacher can check. OR
- ▶ Ask the student to highlight the number of problems on a page that they are required to finish at home, etc.

Opening Question

- ▶ Present an opening question on a Powerpoint slide or on the board.
- ▶ Give students a moment to think about their response.
- ▶ Ask a few members of the class to share their responses or have the students first share with a partner.

Focused Listing

- ▶ Students create a list of terms or ideas related to a specific lesson, experiment, or discussion.
- ▶ This could be used as a way to remind students about a previous day's lesson.
- ▶ The teacher can circle the room to determine the level of understanding and what the students remember.
- ▶ This should only take a few minutes.

Brainstorm

- ▶ Use at the beginning of a lesson to focus students on the topic.
- ▶ Students can be asked to brainstorm during a lesson to make connections with topics in a previous lesson.
- ▶ Helps focus and stretch the student's memory of the topic.

Post-It Questions

- ▶ Each student has a post-it pad at his desk.
- ▶ A poster paper is set up on the wall with a specific heading related to the topic or is generic with just Questions listed.
- ▶ As students think of questions about the lesson, they write the question on the post-it and place it on the poster paper.
- ▶ The teacher can then see when students have questions so the lesson is not interrupted.

Question and Answer Pairs

- ▶ Teams of students practice asking and answering challenging questions.
- ▶ Partner groups are formed.
- ▶ Each student takes a minute to formulate one question based on the information presented in the lesson or course readings.
- ▶ Student A begins by posting his question for Student B to answer.
- ▶ Then the students rotate roles.

One Last Question

- ▶ Students create one question at the end of a lesson or course reading. Then they work to determine the correct answer.
- ▶ Students can share their question and answer with a partner or small group.

Active Learning Strategy

- ▶ In a small group or with a partner:
 - ▶ Review the 10+ strategies listed in this section above
 - ▶ Highlight the ones you are already aware of
 - ▶ Place a star next to the ones you have used before
 - ▶ Share how each worked with your students
 - ▶ Choose 1-2 new strategies to implement this month into your classroom

Summary

- ▶ Remember that as an educator, you are the LIGHT in an academic setting. You set the mood. You provide the supports. You make a difference in the lives of those around you. Use this “power” to the best of your ability to shape lives for the better!!
- ▶ ACTIVE TEACHING STRATEGIES
PROMOTE VIBRANT LEARNING!!

6 Words Branding Story - Who are you as a teacher leader?

- ▶ Describe your behaviors
 - ▶ One word to describe your cultural wealth
 - ▶ One word to describe your most important value
 - ▶ One word to describe your best strength
 - ▶ One word to describe your purpose
 - ▶ One word to describe your prized love
 - ▶ One word that most describes you