



AGENDA

Session 1: Community & Lesson Planning

- Session 2: Learner Centered Instruction
- Session 3: Critical Thinking and Standards





Give students

challenging opportunities

to be

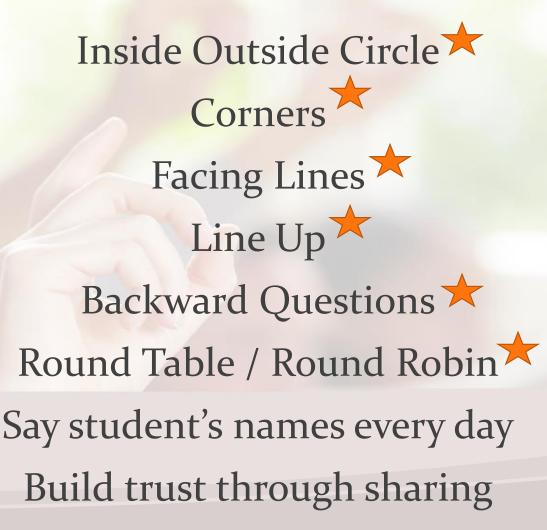
successful

in their language-learning experience so they develop confidence and become independent, lifelong learners.

Building Community



Building Community



Lesson Planning

"Good lesson planning is an often invisible but absolutely essential part of all good teaching - especially effective language teaching."

(Hendrichsen)



Why Plan − Pair/Share







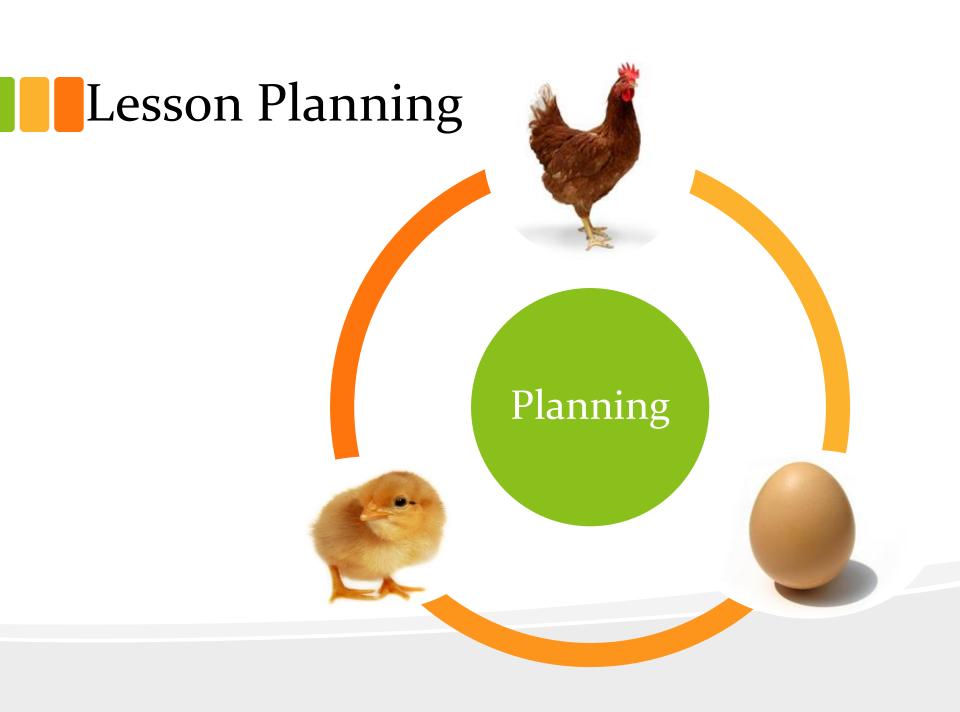
Lesson Planning

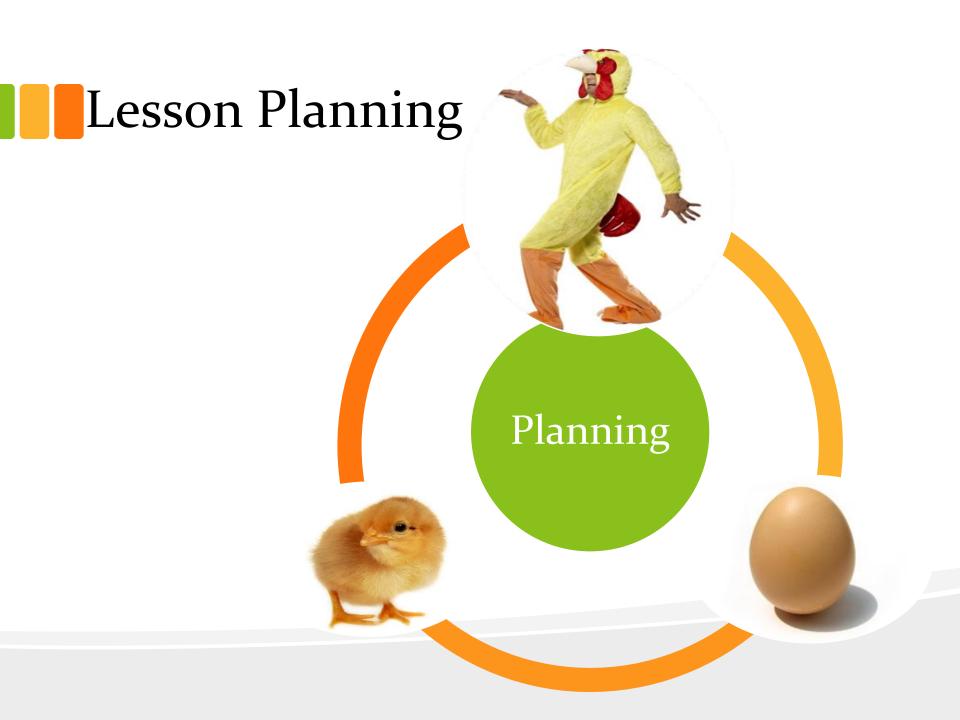
For the Teacher

- To focus activities toward objective
- To have seamless progression from one activity to the next (within a lesson)
- To evaluate student performance
- To connect with preceding or subsequent lessons

For the Student

- To gain confidence that activities have a purpose
- To evaluate their own learning
- To apply what they've learned





Lesson Planning – Order Activity





Lesson Planning

Warm-up & Review Introduction (Performance Driven) Presentation (Elicit Information) Practice (Various Activities) 5 Evaluation (CAT) 6 Application (Problem-Based (PBL))







Learner – Centered instruction





Teaching and Learning

"This shift from a focus on teaching to a focus on learning is more than semantics. When learning becomes the preoccupation of the school, when all the school's educators examine the efforts and initiatives of the school through the lens of their impact on learning, the structure and culture of the school begin to change in substantive ways. ..."

(Richard Dufour, 2004)



Teaching and Learning

Teaching is a byproduct of learning.

Jenkins 2008

"When we focus on instruction rather than learning, we confuse the means with the ends."

Barr and Tagg 1995



Teaching and Learning – Compare and Contrast Activity

Teaching Approach | Learning Approach

- Methodologies
- Instructional Presentations and practice
- Outcomes
- What students can do with the skills or information

- Methodologies
- Instructional Presentations and practice
- Outcomes
- What students can do with the skills or information



Teaching and Learning Spontaneous Rubric★

Learning is more meaningful when topics are relevant to students' lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge".

McCombs and Whistler (1997)



Good Teaching?

Learner-Centered Instruction

- 1. Use student names and use them every day.
- 2. Challenge + success = confidence.
- 3. Build trust through sharing.
- 4. Incorporate good questioning techniques.
- 5. Engage in cooperative learning.
- 6. Elicit new information.
- 7. Always teach in context.

Learner-Centered Instruction

- 8. Encourage learner logs.
- 9. Teach using multi modalities.
- 10. Apply all teaching to students' lives.
- 11. Identify student needs.
- 12. Increase % of facilitation over lecture.



Learner-Centered Instruction Under-the-Line Activity

Learn student names!





Learner-Centered Instruction



"Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged

assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves".



Learner-Centered Instruction Think/Pair/Share ★

What makes for good instruction?

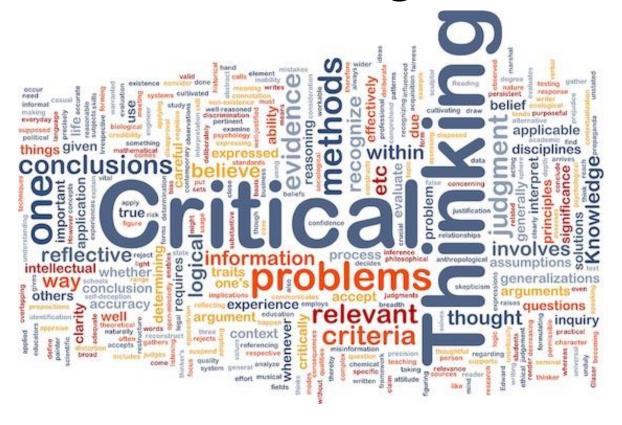
What makes a good activity?

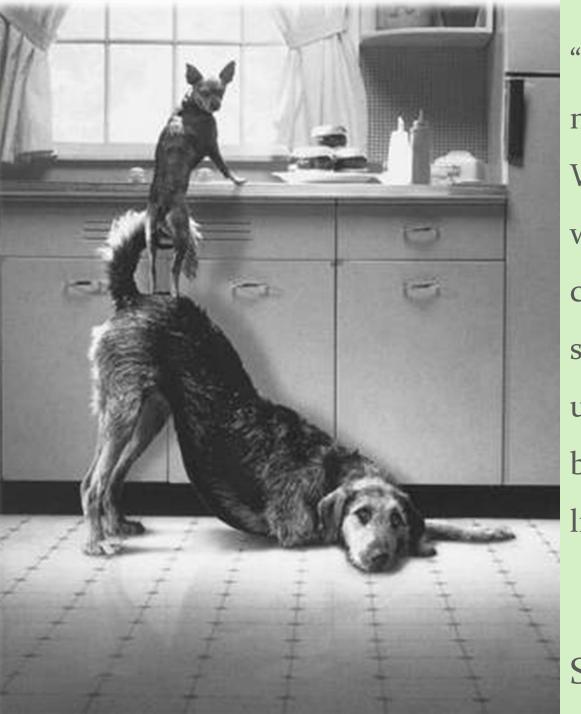


Break -



Critical Thinking





"Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners."

Jenkins (2008)





REAL Critical Thinking One sentence summary Activity ★

"Tasks that require learners to think deeper than the superficial vocabulary and meaning".

Rob Jenkins 2016



Breakfast: cereal and milk

Lunch: green salad and fruit

juice

Dinner: spaghetti with

meatballs and ice



Breakfast: coffee

Lunch: sausage, beans, rice,

and water

Dinner: cheese, bread, green

salad, and fruit



Breakfast: fruit, cereal, milk, and

toast

Lunch: pepperoni pizza and

milk

Dinner: fried chicken and a

baked potato



Breakfast: coffee

Lunch: soup, bread, fruit, and

yogurt

Dinner: turkey, potatoes, green

salad, and water



Breakfast: doughnut and coffee

Lunch: hamburger, fries, and a

soda

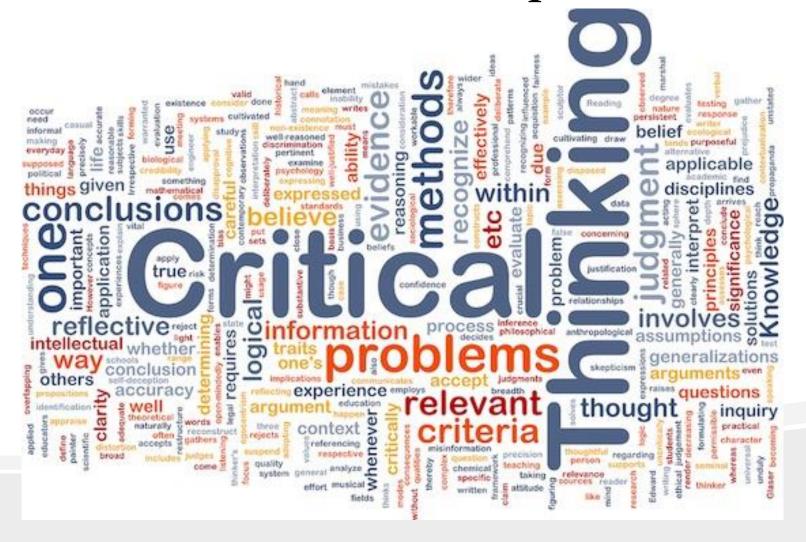
Dinner: pepperoni pizza and

water

RANK – most to least nutritious diet

#1	
#2	
#3	
#4	
#5	

REAL Critical Thinking Standards in Collaborative Groups ★



Critical Thinking Attributes Classifying

Asking Questions	Making Judgments	Identifying Assumptions	Analyzing while suspending judgment

Critical Thinking Quick Adjustments Ranking

- ☐ analyzing data (graphs, charts) →
- □ classifying ★
- □ collaborating over a problem ★
- □ comparing (VENN, Johari, charts)
- ☐ defining concepts ★
- evaluating information with a rubric
- ☐ individually solving problems ★
- ☐ predicting outcomes ★
- □ ranking ★
- reaching consensus
- summarizing concepts



We are all different. Our students are all different. Each class we teach is different

If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.

This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways.



