How to Link
Learning to Living

- **Instructional Approaches**
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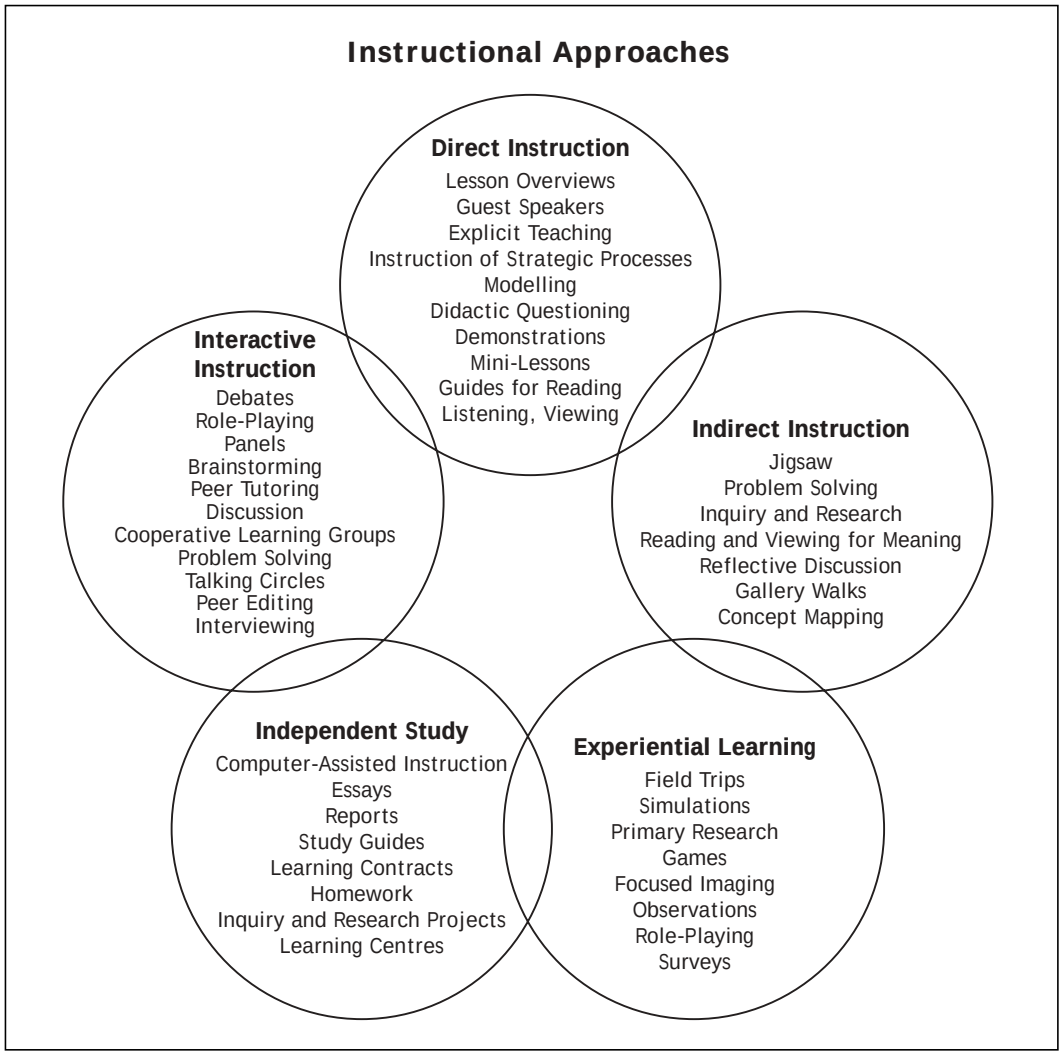
- **Evaluation and Assessment**

HOW TO LINK LEARNING TO LIVING

Instructional Approaches

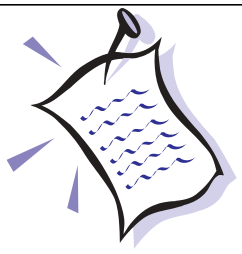
This document will provide examples of instructional methods that expand (increase) the teacher's repertoire to support the learning of students. The following diagram displays instructional approaches and methods of application.



Instructional Approaches: Figure adapted, with permission, from Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice*. Copyright © 1991 by Saskatchewan Education.

Glossary of Instructional Approaches

Direct Instruction



Direct Instruction Strategies

Check off the strategies you are using.

- ❑ Lesson Overviews
- ❑ Guest Speakers
- ❑ Explicit Teaching
- ❑ Instruction of Strategic Process
- ❑ Modelling
- ❑ Didactic Questioning
- ❑ Demonstrations
- ❑ Mini-Lessons
- ❑ Guides for Reading, Listening, Viewing

Lesson Overviews — Teachers construct the frame that best suits their subject matter, grade, and classroom and lesson organization. Overviews are often put on a transparency or erasable poster so they can be reused with each class. The purpose is to help students focus on the goals of the lesson and to place the lesson in the context of a unit.

Guest Speakers — Inviting professionals or those with information on topics being studied offers students the opportunity to examine topics from a personal point of view and obtain current, reality-based responses to questions.

Explicit Teaching — Teacher-directed lectures can provide students with information that may be required before high-order thinking can occur. Teachers are encouraged to provide information which meets at least two learning modalities (visual, auditory, tactile, and kinaesthetic) by using overheads, writing on the board, and supplying handouts and reading notes.

Instruction of Strategic Processes — The steps that are required in order to complete a task and move on to the next level.

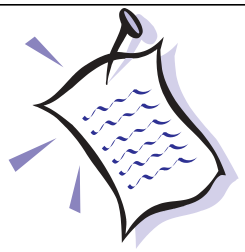
Modelling (role playing, think alouds, and demonstrations) — Teachers model their use of strategies so that students can emulate them. Teachers verbalize all thoughts for students as they demonstrate skills or processes. After several modelling experiences, students should practise using the strategy in pairs. Ultimately, students should work independently with the strategy.

Didactic Questioning — By asking leading questions, the teacher is able to draw information and answers from students.

Demonstrations — A teacher, student, or guest demonstrates a technique to students. This technique works best if students are allowed to practise the technique on their own or in pairs following the demonstration. The teacher or fellow students can offer feedback. Students should be given the opportunity to reflect on their proficiency and areas for improvement.

Mini-Lessons — Lessons that are 20 minutes in length. Recent brain research indicates that learning/retention occurs in the first 20 minutes of each class.

Guides for Reading, Listening, Viewing — Providing students with guides (e.g., guided notes for a video) helps them to identify important information and encourages attentiveness.



Indirect Instruction Strategies

Check off the strategies you are using.

- ❑ Jigsaw
- ❑ Problem Solving
- ❑ Inquiry and Research
- ❑ Reading and Viewing for Meaning
- ❑ Reflection—Learning Logs
- ❑ Admit/Exit Slips
- ❑ Gallery Walks
- ❑ Concept Mapping

Indirect Instruction

Jigsaw — Individuals or small groups each explore a different topic or a different area of the same topic. Individuals or groups are then responsible for teaching their newly acquired knowledge to the rest of the class.

Problem Solving — Stimulate student thinking by presenting a situation in which the student works through a process which leads to a solution.

Inquiry and Research — Individually, in pairs or small groups, students explore topics and present their findings to the class via an oral presentation or Gallery Walk.

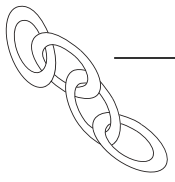
Reading and Viewing for Meaning — Techniques of reading print material and viewing visual media to become more conscious, discerning, critical, and appreciative readers.

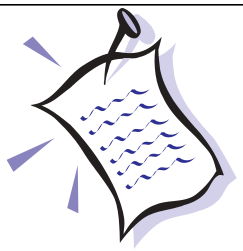
Reflection — Learning Logs: Students regularly write short, spontaneous, exploratory, personal pieces of writing about the content they are studying. It is writing for thinking and not for creating a polished product.

Admit/Exit Slips — Students fill in these small slips at the beginning and end of the class. They help students to focus on what they expect to learn and reflect on what they have learned. This provides the teacher with information on student learning.

Gallery Walks — Teachers or students display information and samples on various topics throughout the room. Individually, in groups or as a class, students circulate and are presented different information at each station.

Concept Mapping — Assign student(s) a word or idea and have them generate related words and/or topics. Students then examine the relationships between the words and ideas they have generated.





Experiential Learning Strategies

Check off the strategies you are using.

- ❑ Field Trips
- ❑ Simulations
- ❑ Primary Research
- ❑ Games
- ❑ Focused Imaging
- ❑ Observations
- ❑ Role Playing
- ❑ Surveys

Experiential Learning

Field Trips — Students visit sites that relate to topics being studied. The most successful excursions outside the classroom are those that are organized because students have asked to visit a particular site to further some aspect of research they have undertaken.

Simulations — Students practise a skill or technique under controlled or ideal conditions with teacher or peer guidance before they are given the opportunity to perform on their own.

Primary Research — Research that explores original (first-hand) sources. May include interviews or reading first-hand accounts of a person's experience or findings.

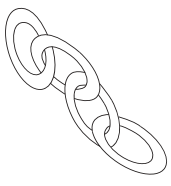
Games — Activities based on popular board or television games. Questions are based on course content and can be written by the teacher or students. Can be used to review information or to activate learning prior to starting a unit.

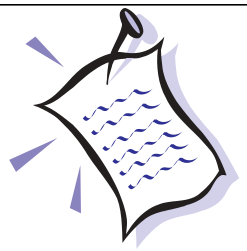
Focused Imaging — Talking students through an event. Students may choose to close their eyes, listen, and visualize as a speaker describes a process, event, or location. Can be enhanced with sound effects.

Observations — Students and teacher can identify phenomena they are looking for and observe the frequency of occurrence. Observations can also be used to determine how a process takes place. It is important to remind students to remain objective (record what they see) and not make assumptions regarding causes of phenomena.

Role Playing — Teacher can provide, or the students can write skits which students act out in an effort to explain or demonstrate an idea or the sequence of a process.

Surveys — Students or teacher develop questions and determine an audience in an effort to study a phenomenon, belief, or the perceptions of others.





Independent Study Strategies

Check off the strategies you are using.

- ❑ Computer-Assisted Instruction (CAI)
- ❑ Essays and Reports
- ❑ Study Guides
- ❑ Learning Contracts
- ❑ Homework, Inquiry, and Research Projects
- ❑ Learning Centres

Independent Study

Computer-Assisted Instruction (CAI) — Software (computer programs) that provide exercises for drill and practise, rapid evaluation of student response, student feedback, concrete representations of abstract concepts, and more one-on-one instructional time.

Essays and Reports — Research and write on a topic assigned by the teacher or one that the students have chosen.

Study Guides — Reviewing content through the use of a document that provides the framework of knowledge covered in a unit or course.

Learning Contracts — Teacher and students create a contract or proposal specifying the topic, learning outcomes, experiences, products, resources, timelines, and assessment.

Homework, Inquiry, and Research Projects — Students are given the opportunity to independently research and examine information that is covered in class.

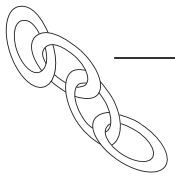
Learning Centres — Organize the classroom into various activity or learning stations. These offer opportunities for independent inquiry and exposure to a wide variety of materials and sources of information.

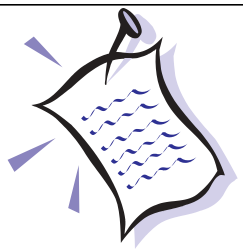
Interactive Instruction

Debates — The class is divided into two groups (teams). Each team is assigned one side of an issue to defend or promote. Teams are responsible for generating support for their side of the issue. Following the time assigned for developing arguments, students individually argue points on behalf of their team by introducing new points or offering a rebuttal to points made by the other team.

Role Playing — The teacher can provide or the students can write skits which students act out in an effort to explain or demonstrate an idea or sequence of a process.

Panels — Groups of people with first-hand knowledge or experience on a topic.





Interactive Instruction Strategies

Check off the strategies you are using.

- ❑ Debates
- ❑ Role Playing
- ❑ Panels
- ❑ Brainstorming
- ❑ Peer Tutoring
- ❑ Discussion
- ❑ Co-operative Learning Groups
- ❑ Problem Solving
- ❑ Talking Circles
- ❑ Peer Editing
- ❑ Interviewing

Brainstorming — Students generate ideas and information as a result of contributing what they already know and building on the ideas of others.

Peer Tutoring — Students learn from and teach one another as they share their work.

Discussion — Most useful way of transmitting information, learning what students think and know, and building a sense of classroom identity when all class members have a chance to speak before anyone responds twice.

Co-operative Learning Groups — Students are placed into small groups or teams, based on the teachers' criteria, and work together at various times to achieve common learning goals.

Problem Solving — A meaningful task which centres on overcoming constraints or limiting conditions.

Talking Circles — Based on First Nations teachings, this process creates a safe environment for discussion of conflicts, difficult situations, or decisions student may face. This allows every student to be heard and teaches students to respect each other and help build consensus (Manitoba Education and Training, *Success for All Learners*, 1996).

Peer Editing — Ongoing groups in which students give feedback on drafts of each other's writings for the purpose of improvement.

Interviewing — Students generate questions to ask and arrange an interview with a person who has first-hand knowledge and/or experience with a topic.

Evaluation and Assessment

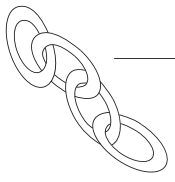
Evaluation is the process of interpreting information, deciding to what extent curriculum learning outcomes have been attained, and determining what skills or understanding of content still need to be addressed (Manitoba Education and Training, *Success for All Learners*, 1996).

Classroom assessment is broadly defined as any activity or experience that provides information about student learning. Teachers learn about student progress not only through formal tests, examinations, and projects, but also through moment-by-moment observation of students in action (Manitoba Education and Training, *Senior 1 English Language Arts: A Foundation for Implementation*, 1997). Assessment is the "systematic process of gathering information about what a student knows, is able to do, and is learning to do" (Manitoba Education and Training, *Reporting on Student Progress and Achievement*, 1997, 5). The purpose of assessment is to monitor student progress. Assessment is an ongoing part of learning.

Assessment Types and Purposes

Assessment Types and Purposes	
Assessment of Learning Summative Assessment — (To Prove Learning)	**Assessment for Learning Formative Assessment — (To Improve Learning)**
➤ How students have changed	➤ Data on how the students are changing
➤ Checks what has been learned to date	➤ Checks learning to decide what to do next
➤ Is designed for those not directly involved in daily learning and teaching	➤ Designed to assist teachers and students
➤ Is presented in a periodic report	➤ Used in marking and conversation
➤ Usually gathers information into easily digestible numbers, scores, and marks	➤ Usually detailed, specific, and descriptive feedback in words as well as (or instead of) numbers, scores, and marks
➤ Usually compares the student's learning with either other students or the standard for a grade level	➤ Usually focused on improvement, compared with the student's previous best
➤ Does not need to involve the student	➤ Needs to involve the student—the person most able to improve learning

Assessment Types and Purposes: Adapted from *Two Key Assessment Purposes* by Ruth Sutton, Education Consultant and Trainer, Salford, England. Used with permission.



Characteristics of Effective Assessment

Effective assessment assists learning. Effective assessment

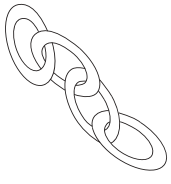
- is congruent with instruction
- uses a wide range of tools and methods
- is based on authentic tasks
- is ongoing and continuous
- is based on criteria that students know and understand
- is a collaborative process involving students
- focuses on what students have learned and can do

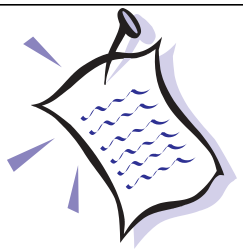
Details on each of the characteristics are provided in *Senior 1 English Language Arts: A Foundation for Implementation*, Manitoba Education and Training, 1997, Overview 24.

Assessment, Feedback, and Learning

Assessment will have a greater impact on learning if it is done carefully. The focus must be on the quality of feedback rather than the quantity of information gathered by the teachers. Research indicates that assessment without good feedback may have little or no impact on the quality of learning, whether the student is a child or an adult (Sutton, 2002). Effective feedback should

- connect with clear learning expectations which have been shared, explained, and illustrated with students beforehand
- be specific, in both the positive and the critical
- offer alternatives, or ask the learner to do so
- be descriptive, rather than consist of judgement alone
- compare the student with other students rarely, if at all
- focus on the task, not the person
- be offered as soon as possible after the event to which it refers
- look forward to the specific next steps to improve performance
- encourage and plan for opportunities for the feedback to be used, as soon as possible in the first instance
- involve the learner wherever possible, to improve the chance of it being understood and acted upon





Tools and Methods

Check off the tools/ methods you are using.

- ❑ Checklists
- ❑ Anecdotal Comments and Records
- ❑ Reviews of Drafts and Revisions
- ❑ Rubrics and Marking Scales
- ❑ Reflection Logs/ Journals
- ❑ Self-Assessment Instruments
- ❑ Peer-Assessment Instruments
- ❑ Written Assignments/Essays
- ❑ Demonstrations/ Presentations
- ❑ Projects
- ❑ Portfolios
- ❑ Journaling or Notebooking
- ❑ Tests and Exams
- ❑ Quizzes

Glossary of Assessment Tools and Methods

Checklists — An instrument that specifies criteria or indicators of merit on which the evaluator marks the presence or absence of the attributes being assessed.

Anecdotal Comments and Records — Data obtained from a written description of an activity or behavioural incident.

Reviews of Drafts and Revisions — Self-correction to improve student's learning. Capability to recognize and correct mistakes.

Rubrics and Marking Scales — A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.

Reflection Logs/Journals — A journal or diary, maintained by the student. The log can serve as a source of information for self-assessment or an evaluation, or can be included as part of a portfolio.

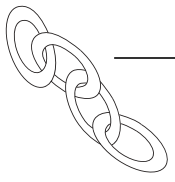
Self-Assessment Instruments — The process of judging one's own learning/performance for the purpose of self-improvement (for example, videotape, filling out self-rating forms, keeping a log, or compiling a portfolio).

Peer-Assessment Instruments — Evaluation of a student by another student, usually done to provide feedback to the evaluee for purposes of improvement.

Written Assignments/Essays — Assess the student's understanding of a subject through a written description, analysis, explanation, or summary. Involves critical thinking, analysis, and synthesis.

Demonstrations/Presentations — Students have the opportunity to show their mastery of subject-area content and procedures. Allows students to verbalize their knowledge.

Projects — Participants actively plan and work with tools, materials, and processes to create a product. Projects are comprehensive demonstrations of skills and knowledge that require a broad range of competencies.



Portfolios — Refer to *Success for All Learners*, Chapter 11.10. Usually files or folders that contain collections of a student's work. They provide a broad portrait of individual performance, assembled over time.

Journaling or Notebooking — Short, spontaneous, exploratory writing, often done amid or between other activities. A record of events which students may be asked to keep as part of their learning.

Tests and Exams — Refer to *Success for All Learners*, Chapter 11.16. A device or technique used to measure the performance, skill level, or knowledge of a learner on a specific subject matter. It usually involves quantification of results — a number that represents an ability or characteristic of the person being tested.

Quizzes — A short test to measure achievement on material recently taught or on any small, newly completed unit of work.