Share the Learning   OLE.5

TIME
30 minutes, once a cycle, or as required

OVERVIEW
As students gain knowledge and skills in curriculum-based learning experiences, ongoing learning experiences (OLEs), or information and communication technologies (ICT) learning experiences, they share their learning with their classmates, teachers, and/or parents once a week, or more often as appropriate. The sharing process
- aims to motivate and excite students as they share their unique learning discoveries
- provides an opportunity for teachers to identify students who can become mentors to other students
- allows students to practise oral presentation skills in an informal setting

Share the Learning sessions may be student initiated or teacher directed. They may occur at a set time or at unique teachable moments throughout the day or week. Students keep a Share the Learning Journal and participate in a Share the Learning Centre. The journal helps students to reflect on and to recognize the progress of their learning (metacognition).

Note: Share the Learning experiences may be used for diverse purposes, such as sharing newly acquired ICT tips and skills or sharing learning discoveries with key pals using email (see ICT.3: Riddle This). Learning may also be shared during weekly Speak Ye! Hear Ye! sessions (see OLE.7: Speak Ye! Hear Ye!).

LEARNING OUTCOMES
Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:
- 4.2.1   *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.4.1   *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2   *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3   *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

Science
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:
- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:
- basic operating skills
- communicating electronically
- concept mapping

SUGGESTED LEARNING RESOURCES
Software
- as required

Internet
- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print
- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs
- BLM OLE.5#1: Share the Learning Centre
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.5#3: Oral Presentation Checklist
- BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos

TBLMs
- TBLM OLE.4#5: Assessing Active Listening
- TBLM OLE.5#1: Assessment Rubric for Oral Presentation

SUGGESTIONS FOR INSTRUCTION
Preparation and Set-up
- Students write, email, or communicate orally with their caregivers to tell them that they will bring their Share the Learning Journals home once a week to share with them. Decide which day would be suitable, so that students can plan towards that goal.
- Send a separate letter to parents explaining Share the Learning experiences and making suggestions on how they can respond to their child's Share the Learning Journal.

Activating Strategies
- Discuss a topic, within a current unit of study, in which most students have a comfortable knowledge base. Point out that class discussions are enhanced when everyone is able to contribute some prior knowledge of the topic.
- Students make a list of topics or skills about which they have knowledge to share.
- Review oral presentation skills with students. Discuss the appropriate use of each skill. Even for informal presentations, students should be aware of basic oral presentation skills such as practising proper enunciation, adjusting level of voice, making eye contact (consider cultural appropriateness), and so on.
- Select several students to share some interesting facts about their unique topics or skills, while classmates provide feedback using BLM OLE.5#3: Oral Presentation Checklist.
- Remind students to keep their BLM OLE.5#2: Share the Learning Journal at their fingertips so that they can keep track of their learning discoveries every time they are introduced to a new topic in class, watch a video, or listen to a guest speaker.

Acquiring Strategies
- Use a situation, such as introducing new software, as an opportunity for students to share what they have learned.
- Introduce students to concept-mapping software (see ICT.5: Inspired) or to graphics software, by asking which students have prior knowledge about or skills at using the software.
- Students who have prior knowledge of the software share their impressions of its usefulness or demonstrate one technical tip.
- Give all students some time to browse through the software and create a simple product for their current unit of study (or use the Acquiring Strategies in ICT.5: Inspired).
- Discuss the different tools in the toolbar and give student volunteers an opportunity to explain the use of the tools and share other tips they may have discovered while browsing through the software.
  OR
- Watch a video supporting a current unit of study as a sharing experience. Use BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos to guide students' discussion and to focus their learning.

Applying Strategies
- As students' skills become evident, students can act as mentors or peer tutors.
- Students make journal entries using BLM OLE.5#2: Share the Learning Journal as they discover new learning. They use their journals to prepare for sharing sessions and take home their journals each week.
- Once a week, students may individually, in collaborative groups, or in pairs, share a significant learning discovery from the previous week. Alternatively, students may share a learning discovery with their key pals by writing an email. Use flexible groupings to encourage and facilitate sharing. Sharing sessions may include teacher-led conferences, paired sharing, email messages, and learning centre groups. Students prepare for a whole-class presentation using BLM OLE.5#3: Oral Presentation Checklist.

Variations/Extensions
- Students write an end-of-term reflection on their learning (metacognition). These responses can be shared during parent/teacher/student conferences and placed in students' electronic portfolios (see OLE.10: Electronic Collection).

SUGGESTIONS FOR ASSESSMENT
- Read students' Share the Learning Journals to learn what interests them, to assess their participation in the sharing process, to appraise the development of their skills and determine when they can be used in class, and to identify questions that need to be answered.
- Use TBLM OLE.4#5: Assessing Active Listening to monitor the listening behaviour of students during Share the Learning presentations.
- Use TBLM OLE.5#1: Assessment Rubric for Oral Presentation to assess students' oral presentation skills.

***CONNECTION TO* COMMUNITY AND DIVERSITY**
- As students become more comfortable speaking in front of the class, they improve their speaking skills and gain ease in front of an audience. This will help them when they take part in the *Canadian Youth Forum: Celebrating Community and Diversity*, the culminating task in the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- A Share the Learning Centre can be set up at any time throughout the year to focus on skills that students need to develop or to share any learning acquired during curriculum-based conceptual study.
- Students use BLM OLE.5#1: Share the Learning Centre for learning centre instructions.

BLM OLE.5#1: Share the Learning Centre

Overview
At this learning centre, you will email your peers, parents, teachers, Elders, or key pals to share your learning.

Resources
- BLM OLE.5#2: Share the Learning Journal
- email

Tasks
- Think about a learning discovery (a piece of information or a newly developed skill) that you would like to write about and to share with someone.
- Share and discuss your ideas in your collaborative group. Make any changes to your plan that you think are necessary.
- Write a letter sharing your new learning. Edit your letter, and have a partner from your group edit it as well.
- Email your letter to your identified person.

Suggestion(s) for Collaboration
- Set up a group schedule and a timeframe to access the computer to send the email.

What to Do with the Results of This Learning Centre
- File email replies in the Personal OLE Binder or the Electronic OLE Binder along with the Share the Learning Journal entry that prompted it.

Assessment Criteria
- Letters reflect use of proper formatting and writing conventions.
- Letters include your assessment of your skills, understanding, and participation in group work, as well as questions you may still have.

BLM OLE.5#2: Share the Learning Journal

Name _____   Week of _____

Write down the most extraordinary thing or the best tip or skill you learned each day for five days. Select one learning discovery from the five you recorded and make notes to prepare for a Share the Learning presentation.

Date	Topic	Notes
		Question
		Question
		Question
		Question
		Question
Notes on what to present this week, and why.		

BLM OLE.5#3: Oral Presentation Checklist

Name _____ Date _____

Use this checklist to decide whether you are ready to share your presentation with the class or whether some points need your attention. When you have attended to the Needs Attention column, tell your teacher you are ready to give your oral presentation.

Presentation Components	**Ready**	**Needs Attention**
Content		
• Is my presentation organized?		
• Does it have a beginning, a middle, and an end?		
• Have I read the presentation to ensure that		
— all content is relevant to the topic? — no further editing is needed?		
• Have I made sure that the vocabulary is		
— specific to the topic? — used appropriately?		
• Have I planned something special to make my presentation creative and unique?		
• Have I prepared visuals (e.g., poster, photographs) that		
— enhance my presentation? — show what they are supposed to show?		
Delivery		
• Do I need		
— cue cards? — a pointer? — handouts?		
• Have I read my presentation, and reminded myself to		
— speak clearly and enunciate well? — use interesting tones of voice? — speak at a normal speed? — pause at appropriate places? — speak loud enough so all can hear? — be enthusiastic, show interest, and smile? — look at audience members?		

BLM OLE.5#4: A Viewer's Discussion Guide
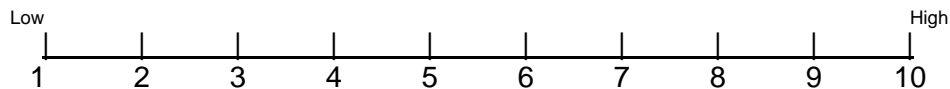## for Narrative and Informational Films/Videos*

Name _____ Date _____

A Viewer's Discussion Guide for Narrative Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. Who was (were) the main character(s) in the film/video?
2. When did the story happen?
3. Where did it take place?
4. What was the problem or goal?
5. How was the problem solved or the goal reached?
6. What was your favourite part? Why?
7. Would you recommend this film/video to others? Why? Why not?
8. How would you rate this film/video? Circle one number below.

Low   High

1   2   3   4   5   6   7   8   9   10

_____   _____
Date   Parent's/Guardian's Signature

A Viewer's Discussion Guide for Informational Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. What did you already know about the topic before you viewed the film/video selection?
2. What three interesting facts did you learn?
3. What was the most interesting fact? Why was it most interesting?
4. What would you still like to learn about the topic?
5. Would you recommend this film/video to others? Why? Why not?
6. How would you rate this film/video? Circle one number below.

Low   High

1   2   3   4   5   6   7   8   9   10
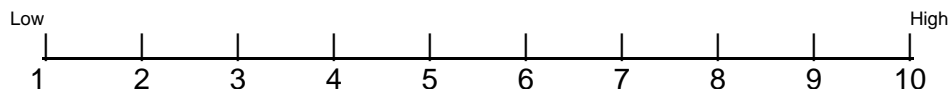
_____   _____
Date   Parent's/Guardian's Signature

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* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. BLM–73.

TBLM OLE.5#1: Assessment Rubric for Oral Presentation

Name _____

Observe each student over time to get a profile of the student's oral presentation skills.

		Date	Date	Date	Date	Date
Content						
Organization	3. Is logically or creatively organized. 2. Is organized. 1. Demonstrates limited organization and structure.					
Preparation	3. Shows detailed preparation. 2. Shows evidence of preparation (cue cards/audiovisual equipment). 1. Shows minimal evidence of preparation.					
Material	3. Material is consistent with the topic. 2. Material, for the most part, is relevant to the topic. 1. Material is irrelevant to the topic or inappropriate.					
Language	3. Language is appropriate and interesting. 2. Language is appropriate. 1. Language is inappropriate.					
Creativity	3. Shows considerable creativity. 2. Shows some creativity. 1. Shows limited creativity.					
Visuals	3. Visuals are effective and add to the presentation. 2. Visuals are appropriate. 1. Visuals have limited effectiveness.					
Delivery						
Speech	3. All words are spoken clearly. 2. Many words are spoken clearly. 1. Many words are not spoken clearly.					
Volume	3. Volume is loud enough to be heard easily. 2. Volume is inconsistent. 1. Volume is too low.					
Interest	3. Displays enthusiasm for the topic. 2. Displays interest in the topic. 1. Exhibits minimal interest in the topic.					
Eye Contact*	3. Makes effective eye contact. 2. Makes some eye contact. 1. Makes no eye contact. (*Consider cultural appropriateness.)					