Module 4: Planning with Learning Activity Types

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| Slide# | Script | Visual(s) |
| 1 | \*Planning for teaching is a little like preparing to cook a meal. We can use tried and true recipes, we can try new ones that others share with us, or we can invent new dishes. | * Chef smiling at the camera |
| 2 | \*As an experienced teacher, we know that you don’t just follow other teachers’ recipes for lessons, projects, and units.  Like a chef, you might \*refresh a recipe by substituting or changing ingredients or learning materials, techniques or combinations.  Or you might \*create an entirely new dish, but even that would be based upon your past cooking experiences. | * 2 cooking images: one that’s more organized and traditional and the other messy   Images/Module%204%20Images/WomanCookingNeat.jpg |
| 3 | \*In this module, we will ask you to either \*refresh one of your favorite lessons or short projects or \*create a new one. In either case, you will have an opportunity to consider a range of different types of learning activities, and later, choose appropriate technologies for them. Please choose the option now—refresh or create--that works best for you and scroll down to find the appropriate video. | - Use images of kitchen spray painting and architectural plans for kitchen cabinets; add “Refresh” and “Create” underneath  - Three videos on webpage: intro, refresh, create, R and C labeled. |
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| 4 | REFRESH  To begin, choose a favorite lesson or short project to work with. It can be the same one that you chose in Module 3 or a new one.  \*Please take a moment to download and open the Refresh with LATs Guide, which will help you to keep track of your design decisions. The link appears below this video. | * Teacher thinking image (without a white background)   Images/TeacherWritingNotes-Planning.jpg  - Image of the Refresh Guide |
| 5 | In the Refresh with LATs Guide, \*please list the learning goal(s) for your lesson or project at the top of the page.  \*Please pause the video while you record these in the Guide. | Have a screen shot of the Guide on-screen. Highlight first the space for the learning goals.  -Replace with pause button |
| 6 | \*Using the links that appear below this video, find and review the LAT taxonomy that is most relevant to the content of the lesson or project that you are refreshing. If there is more than one content area addressed, you may want to look at additional taxonomies at the same time. | * Brady Bunch image of content areas   Images/Module%204%20Images/9ContentAreas.png   * Have links to all 10 taxonomies on screen for this module. |
| 7 | \*As you review the taxonomies, find and list all of the LATs that are currently incorporated into your lesson or project in the order that they occur, in the lefthand column of the Refresh Guide.  \*Later, we will ask you to use a column on the right to build the refreshed version of your lesson or project.  \*Please pause the video while you list the existing LATs in the lefthand column. | * Back to the screen shot of the template, highlight the lefthand column first, * then the righthand column. * Replace with the pause button. |
| 8 | \*To begin the refresh process, \*identify one-third to one-half of the existing LATs that could be changed to other LATs. Highlight these in the Refresh Guide.  \*Pause the video while you do this. | - Screen shot of sample guide filled out with some highlighted (from upcoming video)  - Pause button. |
| 9 | \*The next step of the refresh process is to revisit the taxonomy to find other LATs that could substitute for the ones that you highlighted. We’ll share an example. | * Image of a taxonomy with some LATs highlighted (from Foreign Language taxonomy) |
| 10 | \* Here’s a middle-school science lesson on introducing students to plate tectonics. Let’s take a look at how the teacher structured the project. Afterwards, we’ll consider how to refresh the learning experience with different LATs.  Please watch the video and note the learning activities you see. \*  \* Here are the learning activities that we saw in this video:  Attend to presentation  Take notes  Observe  Explore a topic  Present  If the teacher wanted to take more of an inquiry approach to his students’ learning about plate tectonics, he could change several of the LATs listed here.  \* First, he could eliminate the initial presentation and instead, students could participate in an online simulation of plate movement. \* This would also eliminate the need for the Observe LAT.  In this refreshed version of the lesson, when students \* Explore a Topic, they can extend their learning from the simulation by reading and viewing both digital and paper-based information resources about plate tectonics.  To end the refreshed lesson, students could \* build a physical or virtual model to demonstrate their understanding that they built. | * Video on-screen waiting to be played. * Display list of 5 LATs all at once with a faded background of plate tectonics. * Draw red line through Attend to Presentation and add Participate in a Simulation to the right. * Draw a line through Observe. * Make “Explore a Topic” pulse and then return to normal text.   - Draw a line through Present and add Build a Model to the right. |
| 11 | \*Now it’s time for YOU to find and make substitutions for the LATs that you highlighted earlier. \*Please record the possible substitutions in the second column on the Refresh Guide. \*Please pause this video while you do so. | * Image of the Refresh Guide with substitution LATs added in the second column (example from video) * Pause button |
| 12 | \*Finally, it’s time to decide which LAT substitutions make sense and sequence them accordingly. Note that when LATs are substituted, sometimes the sequence needs to be adjusted. \*Please pause the video again and record the refreshed sequence of LATs in the third column, including the ones that you decided to substitute. | * Image of the Refresh Guide with substitution LATs added in the third column (example from video) * Pause button |
| 13 | \*No matter how carefully a lesson or project is planned, it will not work well unless it takes into account relevant contextual factors in the classroom, school, and beyond. There are so many different contextual factors that experienced teachers incorporate into their planning that often this process is unconscious. But when using new techniques or tools, contextual factors need to be considered, at least at first. | * Make images of contextual factors (labeled) appear – TPACK contexts slide |
| 14 | \*We have created several continua and a series of questions that represent some of the most important contextual considerations that can be used in instructional planning. \*The first group includes different pedagogical decisions to consider, including students’ prior experience with the learning goals, the amount of time you can allot to the experience, and student groupings. \*The second group includes additional items you may wish to consider, including available resources and relevant district and school-wide initiatives. These are reproduced on the second page of the LATs Refresh Guide. | * Refresh Guide continua and questions * As we name each, highlight them in boxes |
| 15 | \*Now, considering the new sequence of LATs that describe your refreshed lesson or project, please mark the continua and respond to the prompts as needed based on the contexts of your classroom, school, and community. \*Please pause the video while you do this. | * Show a completed continua and questions page from the Refresh Guide. * Pause button |
| 16 | \*Given the contextual factors that you have just noted, review the refreshed sequence of LATs to see if any adjustments to them are necessary. \*Please pause the video to make any changes needed. | * Image of Refresh Guide with the third column highlighted * Pause button |
| 17 | \*So have you been wondering where the technologies are in this short course about curriculum-based technology integration? We didn’t forget about them. Now that you have refreshed a specific lesson or project, and confirmed its “fit” to your students and your classroom, \*it’s finally time to select appropriate technologies to assist this learning experience. We’ll do this in the next module. | * Image of an absent-minded professor(s) * Disappear professor(s) * Brain with gears image * Images/GearsBrainSmaller.jpg |
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| 18 | CREATE  To begin, \*please choose one or more learning goals for a lesson or short project that you will likely use with your students in the future.  \*Please take a moment to download and open the Create with LATs Guide, which will help you to keep track of your design decisions. The link appears below this video. | * Teacher thinking image (without a white background)   Images/TeacherWritingNotes-Planning.jpg   * - Image of the Create Guide |
| 19 | \*In the Create with LATs Guide, please list the learning goal(s) for your lesson or project at the top of the page.  \*Please pause the video while you record these in the Guide. | Have a screen shot of the Guide on-screen. Highlight first the space for the learning goals.   * -Replace with pause button |
| 20 | \*Using the links that appear below this video, find and review the LATs taxonomy that is most relevant to the content of the lesson or project that you are creating. If there is more than one content area addressed, you may want to look at additional taxonomies at the same time. | * Brady Bunch image of content areas   Images/Module%204%20Images/9ContentAreas.png   * Have links to all 10 taxonomies on screen for this module. |
| 21 | \*As you review the taxonomies, list all of the LATs that could reasonably be incorporated into a lesson or project with the learning goals that you specified. \*Please write these in the first column of the Create Guide. Please note that you probably won’t use all of these LATs in the final version of this plan.  Later, we will ask you to use a \*column on the right to build the final version of your lesson or project.  \*Please pause the video while you list the possible LATs in the first column. | * Image of a taxonomy with some LATs rows highlighted * Back to the screen shot of the template, highlight the first column first, * then the third column. * Replace with the pause button. |
| 22 | \*The next step will be to narrow the possible LATs into the ones that will structure the new lesson or project. Here’s an example of how you might decide which LATs to eliminate and which to keep. | - Screen shot of sample guide filled out with some crossed out (from upcoming slides) |
| 23 | \*Consider for example, a lesson focused on helping students to identify the goals and key features of the thirteen original American colonies. \*Here are several knowledge building activities from the social studies taxonomy that could help students to meet these learning goals.    One way to select the best LATs for a lesson, project, or unit is to eliminate those that don’t fit as well. To begin, we suggest that you focus on the lesson’s content. Which of the possible LATs that you identified don’t match the content focus that well? For example, because the 13 original American colonies were founded in the 17th and 18th centuries, there are no audio recordings created at that time available to use in the lesson, \*so it makes sense to eliminate the “listen to audio” LAT.  Note that the content of this learning goal is conceptualized at an introductory level. Games and simulations often require more background knowledge than this learning goal represents. \*Therefore, the game or simulation LATs would not be appropriate choices for this particular learning goal.  Finally, given the early American history focus of the learning goal, \*it makes sense to eliminate the conduct-an-interview LAT, unless early American historians are available for the students to interview.  The number of possible learning activities on your list can be further reduced by considering the types of learning that you want your students to experience. If you are seeking to help them to be more self-directed in their learning, you might consider \*eliminating having them view a didactic presentation. You might also \*consider eliminating a compare/contrast LAT that is similarly teacher-directed. |  |
| 24 | \*Please pause the video and choose the LATs from your list that will structure your new lesson or project. Add them to the second column in the Create Guide. | * Image of the Create Guide with narrowed LATs added in the second column (example from video) * Pause button |
| 25 | \*The final step (for now) is to sequence the LATs that you’ve chosen.  \*Please pause the video, then add the LATs to the third column in the sequence that will best assist your students’ learning. | * Image of the Create Guide with sequenced LATs added in the third column (example from video) * Pause button |
| 26 | \*No matter how carefully a lesson or project is planned, it will not work well unless it takes into account relevant contextual factors in the classroom, school, and beyond. There are so many different contextual factors that experienced teachers incorporate into their planning that often this process is unconscious. But when using new techniques or tools, contextual factors need to be considered, at least at first. | * Make images of contextual factors (labeled) appear – TPACK contexts slide |
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