Module 3: Exploring Taxonomies

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| Slide# | Script | Visual(s) |
| 1 | \*All lessons, units, and projects are structured by sequences of learning activities.  \*Watch this video and note what types of learning activities you identify. \*(play video) | * Show three puzzle pieces in a row, separated. Then animate them to fit together.      * New slide: Add video window with a blurb about content, grade level, citation link |
| 2 | \*Here are the learning activities that we saw in this video.   * Watch a presentation * Brainstorm and select issues * Generate problem solutions * Develop a concept map in collaborative groups * Research an issue * Propose a solution * Discuss and develop an action plan * Create a video * Post videos and comment   How does our list compare to yours? | - List of LATs in video |
| 3 | \*Different teachers have different ways of thinking about the types of learning activities that they use in their teaching. So, your list is likely to be at least a bit different from ours. | Images of different professionals/teachers appearing on the screen at slightly different times  (Find a white person thinking to insert.) |
| 4 | \*It’s because there are so many different ways to think about types of learning activities that we created the Learning Activity Types taxonomies. We worked with curriculum specialists to create taxonomies of all of the different types of learning activities within each curriculum area. | Brady Bunch image of different curriculum areas addressed by LATs taxonomiesMacintosh HD:Users:mjhofe:Box Sync:LATShortCourseStudy:Images:Module 3 Images:9ContentAreas.png |
| 5 | \*We have created LATs taxonomies in nine curriculum areas to date:   * K-6 Literacy * Secondary English/Language Arts * Mathematics * Science * Social Studies * World Languages * Physical Education * Music * Visual Arts   \*…and a taxonomy of teaching strategies to support English Language Learners. We will return to this later. | Brady Bunch image exploded so that there is white space in-between the squares. Add text to identify the different curriculum areas as we say them.  Image of a group of students from different countries.Macintosh HD:Users:mjhofe:Box Sync:LATShortCourseStudy:Images:Module 3 Images:MultilingualStudents.jpg |
| 6 | \*Let’s explore the taxonomies in relation to your classroom practice. To do this, we’d like you to choose one of your favorite lessons or a short-term project that your students do. We will ask you to write some notes about the essential features of this learning experience. | Image of a class actively learning  Images/Module%203%20Images/StudentsScienceLab.jpg  OR  Images/Module%203%20Images/StudentsCollaborating.jpg |
| 7 | \*On a sheet of paper or on your computer, \*please list the learning goal(s) for the lesson or project.  \*Then list all technologies that you and your students currently use in that lesson or project. | Image of the class as a semi-transparent background. Add bullet point (as a check box) for “Note learning goals.” and “Identify technologies.” |
| 8 | \*Find the LAT taxonomy that is most relevant to the content of the lesson or project. If there is more than one content area addressed, you may want to look at additional taxonomies at the same time. | Add to list:  “Find taxonomy/ies.” |
| 9 | As you review the taxonomies, \*make a list of all of the LATs that are incorporated into your lesson or project in the order that they occur. Keep this list handy; we’ll return to it in the next module. | “List all LATs in sequence.” |
| 10 | \*In the next module, we will ask you to either \*refresh an existing lesson or project or \*build a new one. Before moving on, please take some time to explore any of the LATs taxonomies that are of interest to you. | Two images, side-by side:   * Renovating a kitchen * Building a kitchen * Under one: “Refresh” and the other “Build.” * Have 10 active links to all of the taxonomies on the screen for all of modules 3 & 4. |