

Breakout with Julie Coiro

Questions:

1. What are you currently doing that you believe meets the needs of tomorrow's learners and why do you think it is working?
2. How do you see your own practices in teaching and learning changing to more productively engage tomorrow's learners?

After Bryan Alexander – one of the group members said she googled: Gaming for education– and was connected to the Nobel Prize winners – i.e. Lord of the Flies game

What are you do that is working?

Languages:

Went to workshop in 1979 – proficiency and how you develop it based on criteria. Ways to “judge” capacity – from school where there was a Cannon- Cannon is in the process of changing.

Now: someone has a thesis on food in literature. Would this have happened then? How things change and are viewed.

So, I approached notion of cannon with open book, not always accept what we “need” to read, that the students are examiners

Whatever content – it is in flux, how to examine it when it is changes.

Communication

Get students to realize that there isn't a formula for dealing with conflict, she uses simulations (not role-play) but 15 different groups can resolve a conflict in different ways. Critical thinking skills are used. Investment in simulation – challenges critical thinking – so scaffolding and then engaging them in some experiences that gets them invested and thinking critically.

Special Education

Universal design for learning is trend, multiple means of process and engagement. Programs to “level playing field” i.e. so the text could be read aloud. So expose them to different technologies and be able to understand, apply and use....and being flexible about reaching out to students and how Universal Design is flexible.

Literature on media and media on industry – creative competition so you produce some media designed (TV, App, game, etc.) to work on and there is a element of competition that seems to excite students and engage students – so build real world connection this is just like what people do at Hasbro, Disney, etc. for children's media...

Nursing did something similar– competition –students given global health problem, they have to create a public service announcement and they had to identify with public service agency and there was a money that was “won” and then donated to that org.

Doing versus learning from lecture – Active vs. Passive

Innovation – must think out of the box – is it bad to think about competition? Maybe this is good - part of life – maybe underscores self-awareness, they can see what their “product” is like compared to others...

Spanish

Identify problem in Latin American country and had to make a video about that, could be music and poems, real life, in Spanish, connects to what is really going on.

SOME BIG IDEAS: CREATING, REAL-LIFE PROBLEMS, BUILDING, COMPETITION, ENGAGEMENT

Conservation Biology

The field is rich in case studies but he didn't want to teach in case studies, so each student had assigned case and so they produced case material for the other students, not for an assignment for him, but became a tool/content for class use. PRACTICAL use for students, to create something for each other, perhaps it was more meaningful, teaching each other, they made their 'product' better.

Language Arts

Create WEBSITES for novels and then is used by students. I.e. Music for Huck Finn

Languages

Connecting with the Hispanic community. In her high school classes, they created children's books in Spanish and then took them the younger children, schools, read them to younger students.

Economics

Readings on how economics contributed to the 2008 economy and so how do the old theorists (Marx) stay relevant - showing how it relates to today's issues. Interview someone who lived through the 30s, 70s, someone directly impacted by bank crisis...again real life, bridge generational gap, link past to present, and current issues

Assessment – what do you really want them to get from this? Backward design

Used to ask students to read something, asking to read critically, but students would highlight everything, difficult to pull out meaningful information -teach them how to read critically

In terms of education, pre-reading strategies, during reading strategies, post reading strategies – this even helps the grad/PhD students – gives them the focus

How do you engage with someone when you are going to be giving him or her feedback?

Giving them the Critical Questions before the exam used to be cheating, now it is learning.

How to get them to distinguish: what is the point?

The Shallows by Nicholas Carr – read this book – author realizes that the way he reads is different now vs. then, and this prof. moves away from a sustained reading used to add and supplement with little excerpts, pieces, pdfs, but now she reads two books and so they learned more about staying with an author and really have to critique, pick apart that author, invest.

Fine line between depth and critical reading.

So maybe those questions in advance help students pull out important pieces.

In K-12 we cover content and scaffold so much for them that we may need to pull back with scaffold. Pick one and then discuss the questions. Less independent before that.

Science

Sediment movement – kind of dry content – but bring them to the beach to see and then set up real life problem – how much will it cost you to bring sand back to the beach – practical connection, real life scenario. So we can find events and tie them together and how does that fit into real life.

Students CREATING products that then become the content and in that process, constructing meaning.

What do you do if the product is wrong? Sometimes it is just wrong. In student journalism, they do get it wrong and there will be real issues/consequences from it. So that is the opportunity for the big “aha”. Maybe that mistake is really valuable.

Difficulty – the challenge is giving up control in the classroom, so then you let it run its course. Step is to move away from quiet lecturing.

What is good pedagogy?

Tap into students' knowledge when they present, they might contribute...
Why is prior knowledge necessary?

Huge ability to gather knowledge but it doesn't come with grade, reliability of sources is important...what is good information, valuable, reliable? Harder than ever...

Big Ideas:

Construction, building, creating something attached to real-life problem(s) is working. Students seem self-motivated when there is link to practical, "real life" use/presentation/contribution.

Active vs. passive learning engages students.

Using technology and multi-media activities/assignments and even competition motivates students.

Good Pedagogy is important, consider assessment – what do we really want them to get out of this?

Often students rise to challenges/assignments that require creativity and innovation and "product" is "better" because it is used and not just for the professor (becomes content or tool for other students or organization).