

STUDENT AGENCY

Session 3: January 2018

Last Class Recall

What were the key points in our last two sessions?

Session Objectives

You will be able to :

- identify the principles you have learned so far.
- name skills and practices students need in order to be agents of their learning.
- explain ways you implement these principles and practices in your classroom teaching.
- identify ways in which you can further develop these classroom practices.

Session Agenda: Content

1. Memory and learning
2. Student agency
3. Classroom practices:
 1. beginning
 2. middle
 3. end

Memory and Learning

Question Cards

1. In pairs. take turns asking and answering the questions.

Matching

- In pairs, match each question to its answer.

Pre-Test

A. Is retrieval practice an effective tool for students with poor memory?

B. If students retrieve information incorrectly, do they remember the wrong information?

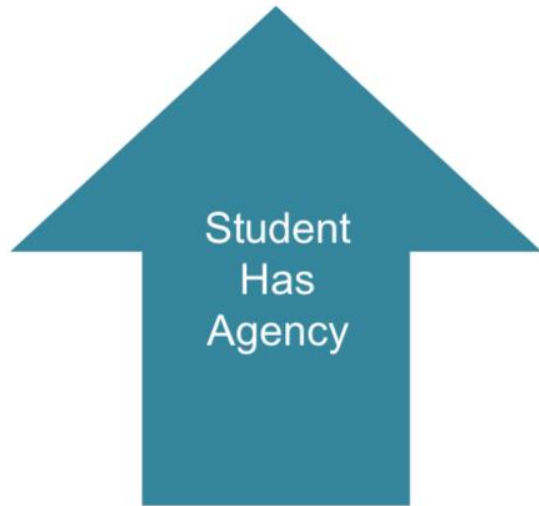
C. Is retrieval only a memorization technique. Can it develop any “higher order” thinking?

Retail

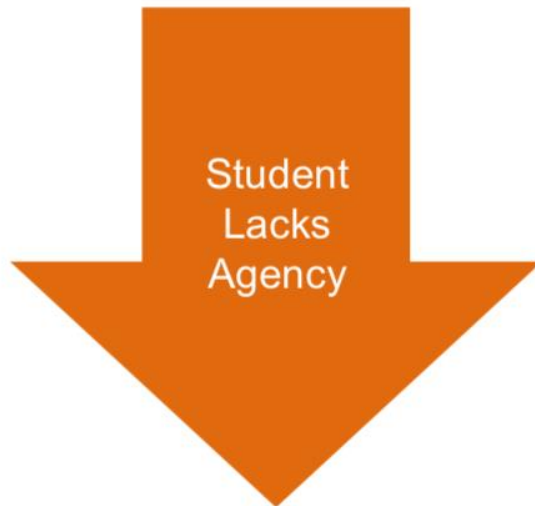
Explain the answer to your partner.

Student Agency

Student Expressions of Agency



- ✓ Punctuality
- ✓ Good Conduct
- ✓ Effort
- ✓ Help Seeking
- ✓ Conscientiousness



- ✓ Faking Effort
- ✓ Generally Not Trying
- ✓ Giving Up if Work is Hard
- ✓ Help Avoidance

What classroom activities foster student agency? How many activities can you remember from the handouts?

Total Recall

Learning Routines

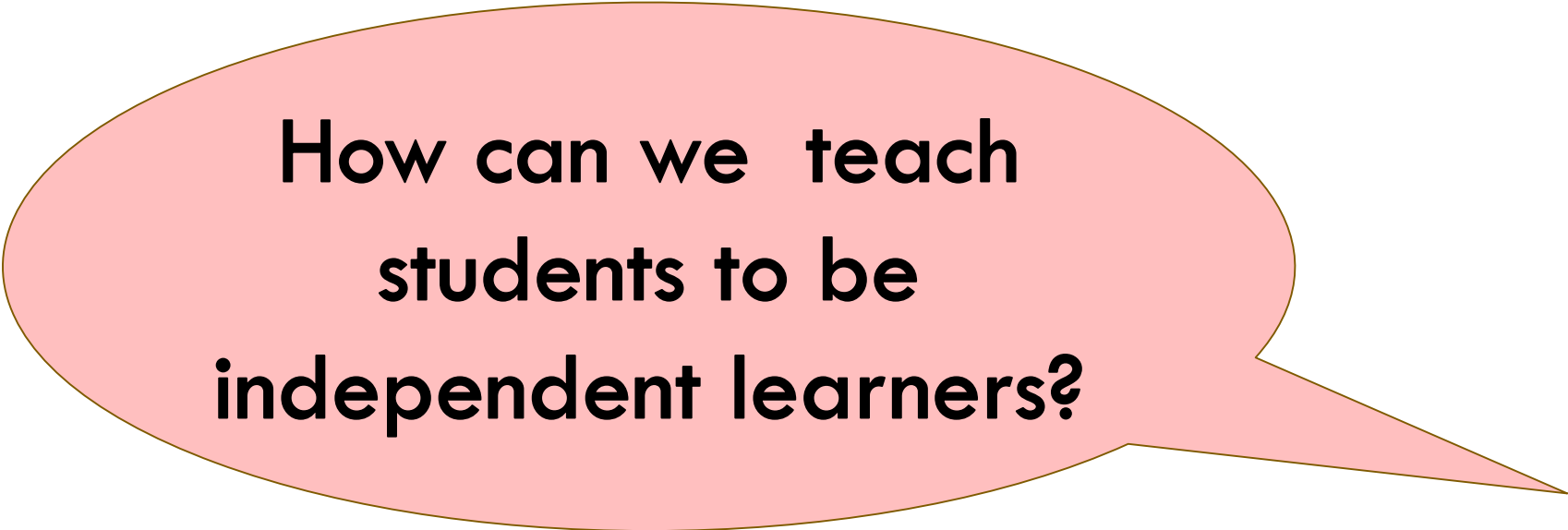
Another way to foster student agency

Chime-in Reading

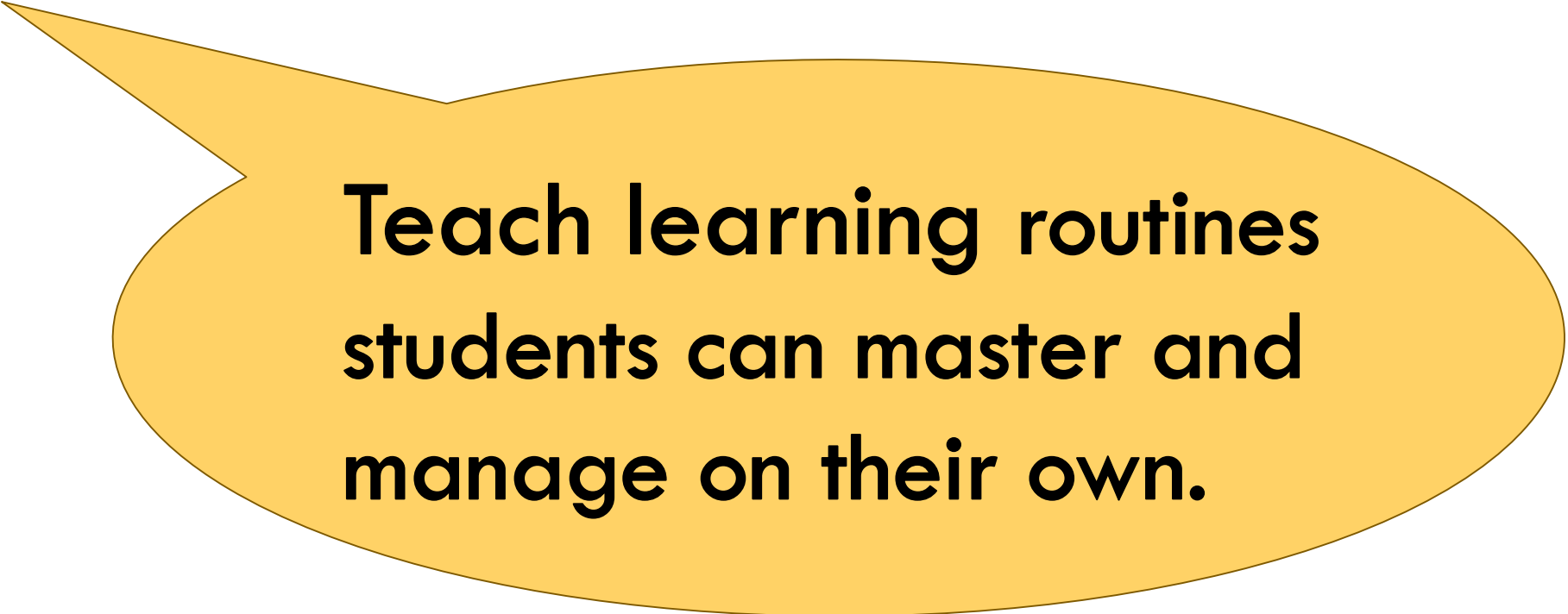
“Studies have shown that students can often perform procedural tasks without being able to articulate a clear understanding of what they are doing or why (Berry & Broadbent, 1988; Reber & Kotovsky, 1997; Sun, Merrill, & Peterson, 2001).

These students may have sufficient procedural knowledge to function effectively in specific contexts, yet they lack the declarative knowledge of deep features and principles that would allow them to adapt it to different contexts and explain it to others.”

How Learning Works, Susan Ambrose et al.

A pink speech bubble with a thin brown outline, pointing to the right. It contains the text:

**How can we teach
students to be
independent learners?**

A yellow speech bubble with a thin brown outline, pointing to the left. It contains the text:

**Teach learning routines
students can master and
manage on their own.**

Thursday, November 2, 2017

Study Time

- ✓ Spelling in pairs
- ✓ Self-test
- ✓ Writing Sentences

✓ Grammar

* Possession 's / belong
Capitals

Your Work

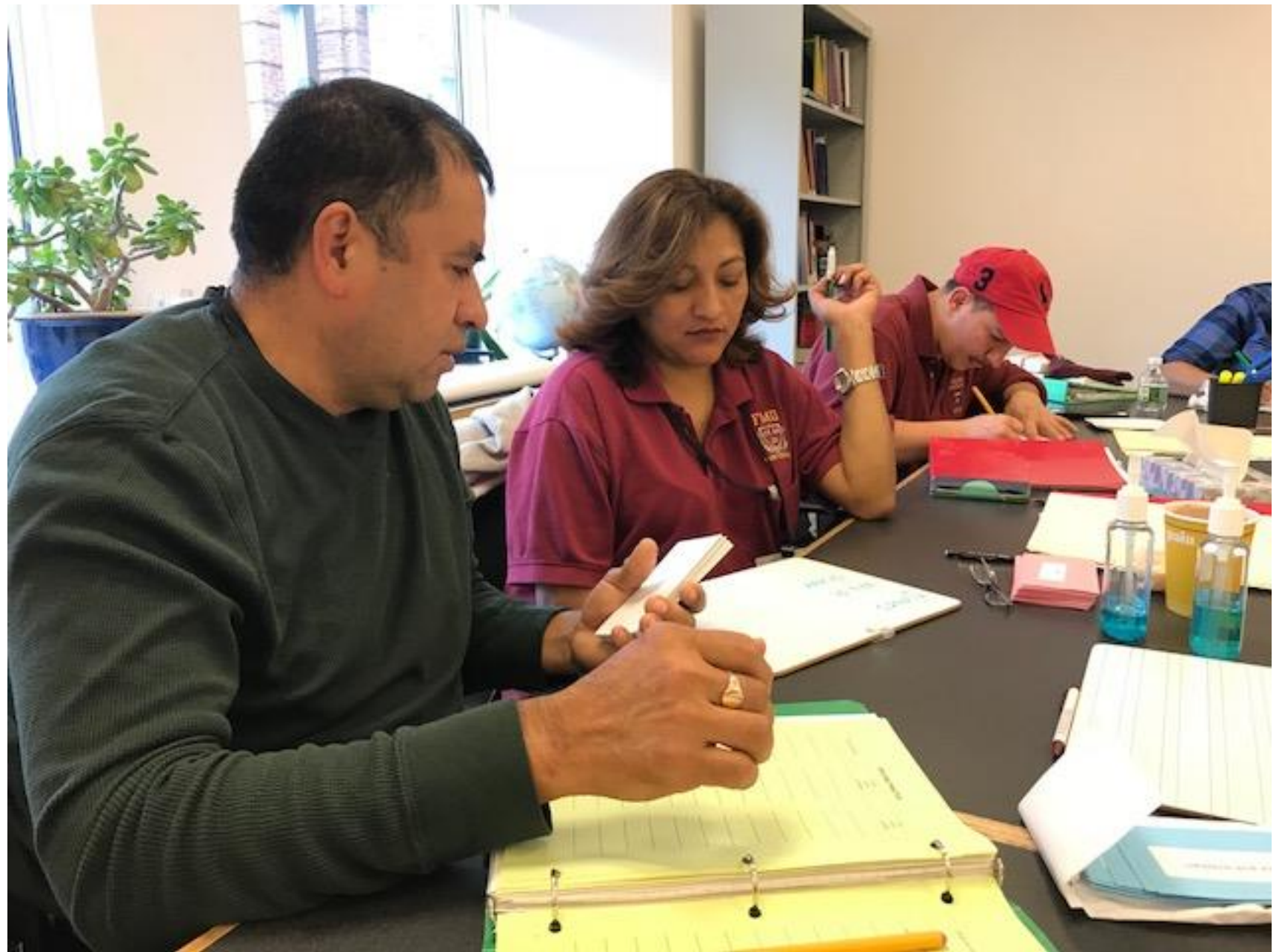
- ✓ Class Interview
- ✓ Read aloud
- ✓ Homework

~~Government~~

Vocabulary Reading

~~Dictation~~
~~Maps~~











What's a good Learning Routine?

- Useful
- Used often
- Portable

How do you teach a **Learning Routine**?

1. Name it.
2. Use it often.
3. Write it into your class agenda.
4. Recap after using it.
5. Mention it as a homework strategy.

Before and After

Before the activity: Say the name of the routine.

After the activity: Ask:

- *What did we just do? What are the steps?*
- *Do you like this strategy? Why? Why not?*
- *Will you use this at home? In what situations?*

At the end of class: Assign homework.

- *How are you going to do this homework?*
- *What routines will help you learn this?*

What are your learning routines?

Reading comprehension

New vocabulary

A math formula

Pronunciation

A grammar point

Paragraph writing

Spelling

Factual knowledge

1. Choose one skill you teach in class.
2. Make a short list of the strategies students use to perform the skill.

Ex: Reading comprehension

- ▣ Preview
- ▣ Identify vocabulary
- ▣ Cite evidence

Level Discussions

What learning routines should your students know?

Level Discussions

- 1 What's the name of the routine?
- 2 When do you do it?
- 3 What are the steps?

Break Time

Classroom Practice

1. What's the name of the activity?
2. When do you do it?
3. What are the steps?
4. What materials does it require?
5. How much time does it take?
6. What is your rationale for this activity?
7. How is it going?

Beginning of Class

- Why is it important?
- What are the challenges?

At the beginning of class. . .

- Agenda
- Class Objective in Question form
- Last Class Recall
- Pre-Post Test

Agenda

- What's in it: Objectives, Content, or Activities?
- Question form.
- List.

Classroom Practice

1. What's the name of the activity?
2. When do you do it?
3. What are the steps?
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During Class

- Question Cards
- Recall with a Picture
- Vocabulary Cards
- Student Word List
- Independent Learning Contract
- Classroom Questions
- Total Recall

Classroom Practice

1. What's the name of the activity?
2. When do you do it?
3. What are the steps?
4. What materials does it require?
5. How much time does it take?
6. What is your rationale for this activity?
7. How is it going?

End of Class

- Why is it important?
- What do you want to achieve at the end of class?
- What are the challenges?

At end of class . . .

- Exit Tickets/Exit Questions
- Class Reflection
- Make Connections

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Study Time

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Your Work

- * ✓ Class Interview
- ✓ Read aloud
- ✓ Homework

~~Government~~ Vocabulary Reading

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Classroom Practice

1. What's the name of the activity?
2. When do you do it?
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Make Connections

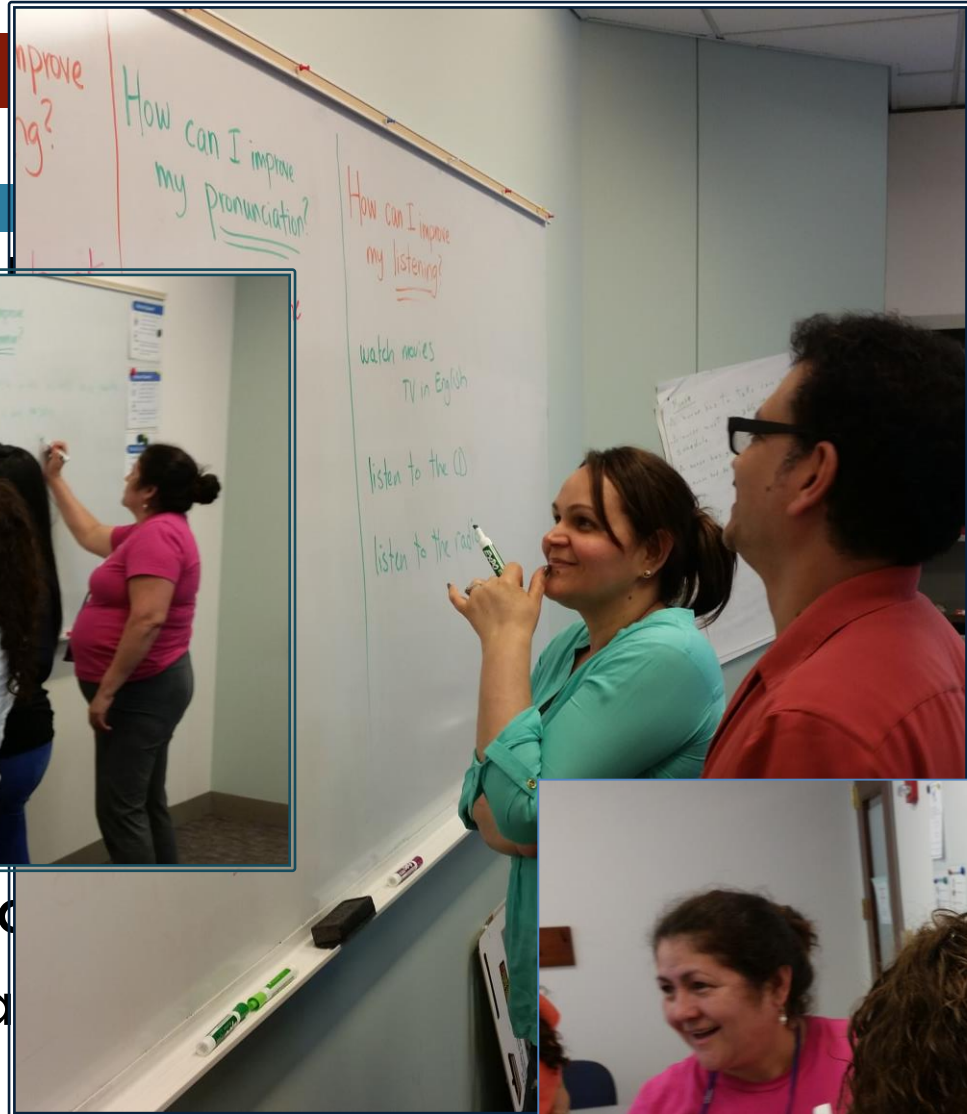
- What have you learned today?
- What is one activity a colleague is using?
- How are you going to use what you learned today in your classroom practice?

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Be able to:

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Gallery Walk



- Students choose a topic and write up a contract

