Course 2: New Teaching Methods

By:
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Online:
< http://cnx.org/content/col10333/1.18/ >

C O N N E X I O N S

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Chapter 1

Planning and Management[1]

1.1 Learning Objective

Senegal

Figure 1.1: Students taking a break

In Course 2 you'll explore:

- **Instructional theories** (thematic, cooperative, outcome-based, character education)
- **Approaches to curriculum** (knowledge/product, process, praxis, context)

[1] This content is available online at <http://cnx.org/content/m13290/1.9/>.

- **Creating the context for students to think about thinking; and to safely learn via classroom management**

All for the purpose of applying what you learn to classroom lesson planning and practice.

Resources

Course material; Conversations with global colleagues.

Assignments

Assignment 1: Generating Themes
Assignment 2: Cooperative Learning Groups
Assignment 3: Reflecting Upon Instructional Theories
Assignment 4: Reflecting Upon Curriculum
Assignment 5: Students Learning About Learning
Assignment 6: Your Classroom Management Plan
Assignment 7: Lesson Planning with Cooperative Learning in Mind
Assignment 8: Journal on Implementation
Assignment 9: Critical Questions
Assignment 10: Effectiveness of Course Two

Timeline

4 weeks

HOW TO GET THE BIG PICTURE:

As you proceed through Course 2, use your "Outline" button to get an overall sense of the topics covered in this course. (The "Outline" button is on the right-hand side of this screen under the blue, horizontal bar.) Review the topic titles listed. Read through the assignments first to see what will be asked of you. Knowing what comes next will help you to become an active reader - engaing with the material. You may even find yourself wishing to take notes as you read. You can take handwritten notes or "copy" and "paste" sentences that stand out for you and "save" them in a file on your disk or hard drive. This interaction with the text will help you to take in the richness of the text and the assignments.

1.2 Introduction

Students learn best when their minds are engaged and their bodies are moving. People learn through experimentation with the real world, rather than by memorizing a list of rules. This statement has implications for the design of instruction. Learning opportunities should be based, as much as possible, on real tasks and rich environments, and include opportunities for reflection and application.

This course will provide theory and practice so that you can make your classroom a lively, interactive, and safe place for exploration and learning. You will be introduced to ideas such as thematic learning and cooperative learning and have a chance to develop lesson plans with these ideas in mind. You will be given practical tools for classroom management and ways in which you can guide your students to think about their own process of learning.

Required Reading:

Accelerated Learning[2]

PDF File:

Accelerated Learning [3]

1.3 Scaffolding

Scaffolding is a term that one would normally associate with buildings - the structure outside, allowing workers to crawl around and construct the building. It is also a way of providing these same workers with

[2] http://www.ialearn.org/ial.html#AL
[3] http://cnx.org/content/m13290/latest/file:accelerated.pdf

materials so that ropes and ladders can haul building materials to higher and higher levels. Without a proper scaffold, the building is faulty, subject to collapse from its own weight or from a natural disaster. In short, the building will not last.

We must think about education in the same way. For lessons we teach, we must create a scaffold - a set of steps, a structure, a set of tasks and expectations, a way of determining if we are on the right track and if the structure is sound and strong, and requires that we feed that structure with the materials and resources we need.

In designing a lesson, we should think about a scaffold.

1. Will students see what this building will look like? If so, can the students see it? Are the directions clear so that students can imagine that they will be able to climb that scaffold? Teachers should provide a model of what the project should look like, just as a builder creates a model from the design. The example model should not be so ambitious or impressive as to give the students a feeling that they could not accomplish something similar themselves.
2. Is the project motivating? Will students WANT to climb that ladder?
3. Will students have guidance along the way so that the scaffold is strong enough to hold everyone? In other words, is it focused enough so that students will not feel lost?
4. Will the students know how they are doing along the way? Will assessment of progress be available? Can students discuss their progress? Get feedback? Remain engaged in the task? Find ways of correcting themselves if things are not going well?
5. Will students know WHERE to find answers? Will they have to rely ONLY on the teacher or can they arrive on themselves or books or the Internet or outside experts?
6. Will the scaffold design ensure some level of success? If, after all, the students are putting so much work into the project, is it possible for them to feel confidence and competent? Otherwise, students will be greatly disappointed. SO, in other words, have you designed this project so that students will learn more than when they started? Will students be able to show their results with pride? Will their "building" look like the model you presented?
7. Will students be able to accomplish this task within a reasonable amount of time? Otherwise, they will feel failure if they are not able to see the results day by day.
8. Will students ALSO learn about how to learn? Will students gain new skills as a result of this project - skills that they can apply to new problem-solving situations?

For more information on scaffolding, click here[4] .

For examples in practice, click here[5] .

1.4 Basic Planning

Lesson planning is not complicated. It's simply a matter of creating a clear plan around the following:

Objectives

What am I teaching?

Who am I teaching?

How will they learn?

What will bring it to life?

Selecting Learning Materials

Script the lesson.

Connect the lesson to the requirements.

Evaluate your students' intelligencs.

What are the tasks and processes, and in what order?

Organization

[4] http://www.fno.org/dec99/scaffold.html

[5] http://staffdevelop.org/scaffolding1.html

Prepare the props and the materials.
Vary your teaching methods to meet student needs.
Decide the level of engagement and questioning.
Discuss your plan with your students.
Evaluation
Decide what you will monitor.
Decide how students can demonstrate what they know.
Discuss with students how they did on the assessments.

The theories and practices described in Course 2 complement the above ideas while at the same time deepen the notion that students are active participants in the learning process. In the next few sections you will not only learn theories and methods of teaching, but you will have a chance to apply what you learn to your classroom experience, and discuss ideas with your global colleagues in the **TWB Learning Cafe**.

HOW TO GET TO THE NEXT MODULE:

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Chapter 2

Instructional Theories[1]

Choosing the Right Ingredients

Figure 2.1: Essential elements for an effective mix of teaching strategies

[1]This content is available online at <http://cnx.org/content/m13291/1.5/>.
Available for free at Connexions <http://cnx.org/content/col10333/1.18>

2.1 Thematic Learning

Definition

Thematic instruction is the organization of a curriculum around "themes." Thematic instruction integrates basic disciplines like reading, writing, math, and science with the exploration of a broad subject such as communities, rain forests, river basins, the use of energy, etc.

Basic Elements

Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent "whole," and when they can connect what they're learning to the real world. Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science, and writing in the context of a real-world subject that is both specific enough to be practical, and broad enough to allow creative exploration.

Thematic instruction usually occurs within an entire grade level of students. Teachers in the various disciplines in that particular grade work together as a team to design curriculum, instruction methods, and assessment around a pre-selected theme.

Typical steps include:

1. **Choosing a theme** -Themes often involve a large, integrated system (such as a city or an ecosystem) or a broad concept (such as interconnectivity or weather). Instructors often strive to connect the theme to the students' everyday lives. In some cases, students participate in choosing the theme or themes.
2. **Designing the integrated curriculum** - The teachers involved must organize the learning objectives of their core curriculum (both process skills and content knowledge) around the theme. In the study of a river basin, for instance, math might involve calculating water flow and volume; social studies could look at the nature of river communities; science might study phenomena like weather and floods; and literature could study books and novels that focus on rivers, such as the works of Mark Twain. The initial design requires considerable work on the part of teachers. Again, sometimes students help design the curriculum.
3. **Designing the instruction** - This usually involves making changes to the class schedule, combining hours normally devoted to specific topics, organizing field trips, teaching in teams, bringing in outside experts, and so on.
4. **Encouraging presentation and celebration** - Because thematic instruction is often project-oriented, it frequently involves students giving collective presentations to the rest of the school or the community. Plus, students commonly create extensive visual displays.

Thematic instruction can be a powerful tool for reintegrating the curriculum and eliminating the isolated, reductionist nature of teaching that is centered around disciplines rather than experience. It requires a lot of hard, initial design work, plus, a substantial restructuring of teacher relationships and class schedules.

Recommended Reading: (Online only)

Theme Pages[2] : thematic units and lesson plans, resource pages, book activities, books, and professional resources organized by theme.

The Teachers' Corner[3] : additional thematic units and lesson plans.

BBC Online[4] : excellent thematic units and connections to other online resources.

Can Teach[5] : an excellent guide not just to thematic units but also to skill-building for students.

2.2 Assignment 1: Generating Themes

Assignment 1: Generating Themes[6]

[2] http://atozteacherstuff.com/Themes/index.shtml
[3] http://www.theteacherscorner.net/thematicunits/index.htm
[4] http://www.bbc.co.uk/schools/
[5] http://www.canteach.ca/
[6] http://cnx.org/content/m13291/latest/file:C2A1k.doc

HOW TO GET TO ASSIGNMENT 1:

One Way

Click on the link in color at the top of this page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

Copy the text below, and save it to your disk or computer.

GOAL: To generate useable themes for your classroom and to engage your students in the planning process.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe.**

Assignment 1: Generating Themes

1. Write a list of 5 possible themes for your class.
2. Next to each of the 5 themes, quickly write one phrase or sentence describing it further.
3. Look at your list, and choose one. Write 3-4 sentences telling more about it. Why might it be a useful theme? How does it fit into your overall educational plan?
4. Choose another theme from your list and write 3-4 sentences telling more about it.
5. Ask your students what themes they are interested in exploring. Provide a written list of their responses.

2.3 The Role of Archetypes

What is an archetype?

An archetype is a mythic figure or image (either real, imagined, or historic) that can serve as a guide for students in their learning; in this way it is similar to thematic-based learning. For example, a teacher might introduce to the students the life and work of Leonardo Da Vinci, a fifteenth-century Italian scientist, inventor, and artist. The teacher might share the fact that Da Vinci wrote in notebooks, and that these notebooks were a place for him to record his observations such as the movement of water or the flight of birds. Da Vinci's notebooks became a place where he could think about questions like: how does a bird's wing help a bird to fly? In addition, when he pondered a question or idea, Da Vinci rarely looked at it from a single perspective. In his notebooks, you see sketches of the same flower or a bird's wing drawn from several different points of view.

Da Vinci was an **observer**. Da Vinci was a **recorder**. Da Vinci **asked questions**. Da Vinci was **curious**. Da Vinci was multi-dimensional learner in **looking at things from several points of view.**

Whether you are teaching science, math, art, language, or any other subject a teacher can always refer to the qualities that Da Vinci embodied as a way of guiding students in their studies.

An image works just as well. For example, a teacher might use the image of a tree as the guiding idea or theme - with its transportation system within for making and carrying food; for the physical structure of its roots, trunk, branches and leaves; as well as for the interdependent, living ecological systems it supports and sustains.

A teacher can decide who or what will be the guiding mythic figure or image in advance or during the course of study as it arises naturally in working with the students.

TALK AT THE TWB LEARNING CAFE:

What mythic figure or image (either real, imagined, or historic) might serve as a guide for **your** students in their learning? Read what others have said. Add your thoughts. Join your global colleagues in conversation at the **TWB Learning Cafe.**

2.4 Introduction to Cooperative Learning

What is it?

Cooperative Learning is an instructional technique that uses positive interdependence between learners in order for learning to occur.

Overview

Research shows that both competitive and cooperative interactions are a healthy part of a child's repertoire of behavior. By second grade, however, urban children have effectively extinguished their cooperative behavior and persist in competition, even when it's counterproductive. By deliberately developing cooperative techniques, educators aim to correct the unconscious societal and educational bias that favors competition.

Patterns for student interaction are called "structures." Together, teachers and students develop a repertoire of these structures. When the teacher announces that the class will use a particular exercise to explore today's lesson topic, students know what type of interaction to expect. For example, when the teacher says the class will use the "Think-Pair-Share" exercise to study African wildlife, students know they will work independently to write down their thoughts on elephants or lions, then find a partner, share their ideas with their partner, and probe each other for complete understanding.

It is up to the instructor to integrate the interactive exercises with the specific lesson content. The teacher must give careful thought to who should collaborate with whom and why; how to manage the classroom while unleashing cooperative activity; and how to balance the attention to both content and cooperative skill-building.

2.5 Features of Cooperative Learning

Cooperative Learning is most successful when the following elements are in place:

1. Distribution of leadership
2. Creation of heterogeneous groups
3. Promotion of positive interdependence and individual accountability
4. Development of positive social skills
5. Empowerment of the group to work together

Distribution of Leadership: All students can be leaders. They can also surprise you with their ability to rise to the occasion.

Creation of Heterogeneous Groups: You can either randomly place students in groups counting off by 1s, 2s, 3s, 4s, or 5s and putting all of the "1s" together, the "2s" in another group, and so on. Another way to do it is to review the learning styles and create groups that reflect different kinds of learning.

Positive Interdependence and Individual Accountability: Students need to depend upon each other and work cooperatively. They need to know their roles, what they are expected to achieve, how to value their piece of the puzzle, and how to demonstrate that it benefits the group. In this way, materials are shared; group members create one group-product group members are given common tasks; and roles are rotated amongst the members.

Social Skills: Discussion, observation, and understanding is key. From time to time, the atmosphere in the class must be such that time is set aside to examine what is going on; how people feel; what could be the best way of going about conducting the business of learning.

Empowering The Group : The teacher is not there to "rescue" students from problems or settle arguments. The teacher suggests solutions and promotes social skills by having the group itself come to a fair conclusion.

Cooperative Learning depends upon several variables:

1. The teacher's sense that the class can take this on.
2. Just enough structure and just enough freedom. Keep it simple in the beginning.
3. Make certain that everyone knows what is going on.
4. Make certain that methods are clear - explaining how the group will work.
5. Make certain that each individual is engaged.

6. Make certain that groups do not exceed 5 people.
7. Arrange the room so that the environment works well with a group.
8. Students need to know there is a reward and celebration for working together, rather than sorting themselves as winners and losers.

2.6 How It Works

Steps:

1. Groups of 4-5 students are created.
2. The teacher describes each role (below), and either the teacher or the group assigns a responsibility/role to each member of the group:
   - **Reader** - Reads the written instructions out loud to his/her group.
   - **Time-Keeper** - Periodically, tells the group how much time is left for the activity.
   - **Scribe** - Takes notes and writes down each person's response.
   - **Includer** - Actively encourages each person to share ideas in the discussion.
   - **Reporter** - Organizes the presentation and shares the group consensus.
3. Each group is given a current event, for example. The **Reader** reads the written instructions out loud to his/her group.
4. The group decides how it will provide a response to the current event by demonstrating: a) what the event is - for example, crime in the neighborhood; b) why they think it may be occurring; c) what the current plan is for dealing with the problem; d) advantages and disadvantages of that plan and why; and e) what they would do, and why it is better than another plan.
5. Each student in the group is given the task of exploring all of the issues above (a-e). Those responses are shared within their group. The **Includer** makes sure each person's voice is heard and encourages every member of the group to participate. The **Scribe** writes down all of their responses. The **Time-Keeper** keeps track of time.
6. Each group reaches a consensus on the response to present to the other groups.
7. The group decides how the information will be presented.
8. The group makes a presentation. The **Reporter** might present the consensus, or set it up so that several people in the group present.
9. The group conducts an evaluation of performance.

Rules of Conduct

1. Teacher must not "judge" the group or berate individual members.
2. All positions are respected, whether or not the rest of the class agrees.
3. No one may force anyone else to agree with their answer.
4. No negative comments about oneself or others are allowed.
5. Teacher praises with description, rather than evaluation. In other words, spend your time focusing on what good things students did, such as giving specific examples of their courtesy and support. Avoid statements such as "You did a good job" or "Your group was better than the first group."

2.7 Assignment 2: Cooperative Learning Groups

Assignment 2: Cooperative Learning Groups [7]

HOW TO GET TO ASSIGNMENT 2:

[7] http://cnx.org/content/m13291/latest/file:C2A2k.doc

One Way

Click on the link in color at the top of this page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

Copy the text below, and save it to your disk or computer.

GOAL: To put into practice a Cooperative Learning activity with your students, and to record what you noticed.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe.**

Assignment 2: Cooperative Learning Groups

1. Follow steps 1-9[8] in "How It Works." You may wish to choose a current event or any other relevant topic for discussion in this Cooperative Learning activity. Each group can work on the same issue or different topics.
2. Write 4-5 paragraphs about what you noticed, what you learned in doing this with your students, and what things you would add or delete to make the process more effective for your class the next time.

2.8 Sharing

To further your understanding of Cooperative Learning, read the article below and share with your colleagues at the **TWB Learning Cafe**.

Required Reading :

What is the Collaborative Classroom?[9]

PDF version below:

What is the Collaborative Classroom?[10]

TALK AT THE TWB LEARNING CAFE:

What interesting things did you learn from the article or from actually doing the Cooperative Learning activity with your students? Read what others have said. Add your thoughts. Join your global colleagues in conversation at the **TWB Learning Cafe**.

2.9 Outcome-Based Learning

Definition

In Outcome-Based Learning, all school programs and instructional efforts are designed to have produced specific, lasting results in students by the time they leave school.

Basic Elements

The principles followed by Outcome-Based Learning practitioners include:

1. Clarity of focus around significant outcomes, which are defined by each school.
2. Expansion of available time and resources so that all students can succeed.
3. Consistent, high expectations of 100% success.
4. Explicit relationships between the learning experience and the outcomes.

Under Outcome-Based Learning, curriculum design includes these steps:

- Discern future conditions
- Derive exit outcomes
- Develop performance indicators

[8] http://cnx.org/content/m13291/latest/file:howcoopworks.doc
[9] http://www.ncrel.org/sdrs/areas/rpl_esys/collab.htm
[10] http://cnx.org/content/m13291/latest/file:collaborative.pdf

- Design learning experiences
- Determine instructional strategies
- Deliver instruction
- Document results
- Determine advancement

2.10 Character Education

This curriculum method revolves around developing "good character" in students by practicing and teaching moral values and decision making.

Basic Elements

Character Education assumes that schools don't just have the responsibility to help students get "smart"; they also have the responsibility to cultivate basic moral values to guide their students in their behavior throughout life.

Character Education teaches students to understand, commit to, and act on shared ethical values - in other words, "know the good, desire the good, and do the good." Typical core values include: respect, responsibility, trustworthiness, fairness, caring, and community participation.

Schools committed to Character Education tend to:

- Emphasize how adults model values in the classroom as well as in their everyday interactions.
- Help students clarify their values and build personal bonds and responsibilities to one another.
- Use the traditional curriculum as a vehicle for teaching values and examining moral questions.
- Encourage moral reflection through debate, journals, and discussion.
- Encourage values in action through service and other community involvement strategies.
- Support teacher development and dialogue among educators on moral dimensions of their job.

The influence of Character Education is evident in the outcomes of many school districts emphasizing qualities such as "contributor to the community," and "ethical global citizen."

2.11 Assignment 3: Reflecting Upon Instructional Theories

Assignment 3: Reflecting Upon Instructional Theories[11]

HOW TO GET TO ASSIGNMENT 3:

One Way

Click on the link in color at the top of this page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

Copy the text below, and save it to your disk or computer.

GOAL: To deepen your understanding of instructional theories and to consider what works best for your classroom practice.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

Assignment 3: Reflecting Upon Instructional Theories

You have been introduced to the following:

- Thematic Learning
- Cooperative Learning
- Outcome-Based Learning
- Character Education

[11] http://cnx.org/content/m13291/latest/file:C2A3k.doc

1. Discuss the above instructional theories in 3 - 4 paragraphs explaining which ones you are most attracted to and why. Which ones would work best in your class, and with your overall educational plan? Explain.
2. What are 3 specific ways you can apply the theories to your teaching?

HOW TO GET TO THE NEXT MODULE:

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Chapter 3

Curriculum Theories[1]

Waiting for class

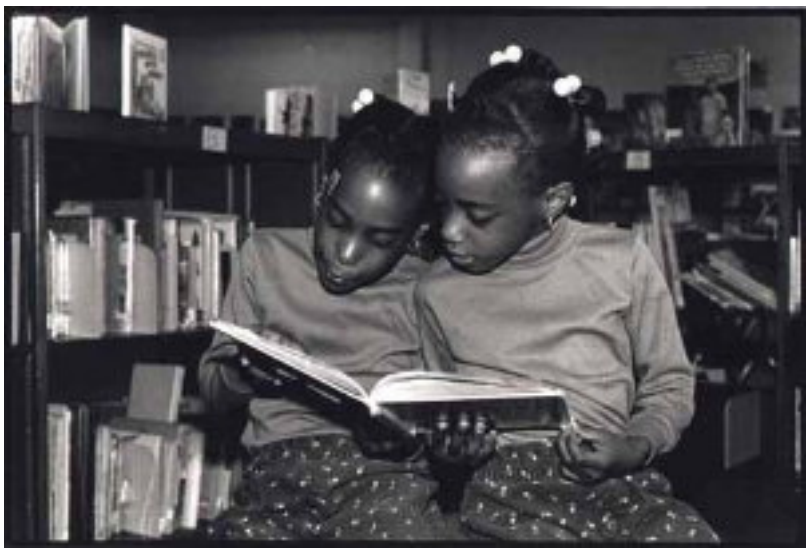

Figure 3.1: Active readers love life

3.1 Overview

HOW TO BE AN ACTIVE READER:

The next few pages are challenging. They may require that you go back and re-read what you have read to fully take in what is being said. You may even wish to take notes as you go along and/or ask questions at the **TWB Learning Cafe to** dialogue with your global colleagues.

The idea of curriculum is hardly new - but the way we understand and theorize about it has altered over the years, and there remains considerable dispute as to meaning. Curriculum has its origins in the

[1] This content is available online at <http://cnx.org/content/m13293/1.9/>.

running/chariot tracks of Greece. It was, literally, "a course." In Latin **curriculum** was a racing chariot; the word, **currere** , was "to run."

Here, curriculum can be seen as: "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school." This gives us some basis to move on - and for the moment all we need to do is highlight two of the key features:

1. Learning is planned and guided. (We have to specify in advance what we are seeking to achieve and how we are to go about it.)
2. The definition refers to schooling. (We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson.)

In what follows, we are going to look at 4 ways of approaching curriculum theory and practice:

1. Curriculum as a Body of Knowledge/Product
2. Curriculum as Process
3. Curriculum as Praxis (practice)
4. Curriculum as Context

3.2 Curriculum as Body of Knowledge/Product

Many people still equate a curriculum with a syllabus. "Syllabus" originates from the Greek, and it basically means: a concise statement, the contents of a treatise, the subjects of a series of lectures. In the form that many of us are familiar with it is connected with courses leading to examinations.

Where people still equate curriculum with a syllabus, they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit.

Curriculum as Product

It used to be that there were certain skills to master and facts to know. Knowledge was seen as something similar to a product that is manufactured. Generally, one starts knowing nothing, is taught, and one transmits that knowledge to action. For the most part, this point of view worked for quite some time, as it organized learning quite neatly. There were a series of steps leading to the product, and curriculum could be designed accordingly. Those steps were:

Step 1: Diagnosis of need
Step 2: Formulation of objectives
Step 3: Selection of content
Step 4: Organization of content
Step 5: Selection of learning experiences
Step 6: Organization of learning experiences
Step 7: Determination of what to evaluate, and the ways and means of doing it.

Concern

One problem with the product orientation is that students are generally left out of the picture. The product model, by having a pre-specified plan or program, tends to direct attention to teaching. For example, the focus is on: how the information is given.

3.3 Curriculum as Process

By contrast, if we look at curriculum as "Process" the learners in this model are not objects to be acted upon. They have a clear voice in the way that the sessions evolve. The focus is on interactions. This can mean that attention shifts from teaching to learning.

It need to be emphasized that "Curriculum as Process" is not a physical thing, but rather the interaction of teachers, students, and knowledge. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate.

What we have in this model are a number of elements in constant interaction. Teachers enter particular situations with an ability to think critically; an understanding of their role and the expectations others have of them; and a proposal for action that sets out essential principles and features of the educational encounter. Guided by these, they encourage conversations between, and with, people - out of which may come thinking and action. They continually evaluate the process and what they can see of outcomes.

Lawrence Stenhouse (1975) produced one of the best-known explorations of a process model of curriculum theory and practice. He defined curriculum tentatively: "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."

He suggests that a curriculum is rather like a recipe in cookery. A curriculum, like the recipe for a dish, is first imagined as a possibility, then the subject of experiment. The recipe offered publicly is in a sense a report on the experiment. Similarly, a curriculum should be grounded in practice. It is an attempt to describe the work observed in classrooms. Finally, within limits, a recipe can be varied according to taste - so can a curriculum.

Stenhouse shifted the ground a little bit here. He was not saying that curriculum is the process, but rather the means by which the experience of attempting to put an educational proposal into practice is made available.

3.4 Concerns

When we come to think about this way of approaching curriculum, a number of possible problems do arise. The first is a problem for those who want some greater degree of uniformity in what is taught. This approach to the theory of curriculum, because it places meaning-making and thinking at its core and treats learners as subjects rather than objects, can lead to very different means being employed in classrooms and a high degree of variety in content. As Stenhouse comments, the process model is essentially a critical model, not a marking model.

The major weakness and, indeed, strength of the process model is that it rests upon the quality of teachers. If they are not up to much, then there is no safety net in the form of prescribed curriculum materials. The approach is dependent upon the cultivation of wisdom and meaning-making in the classroom. If the teacher is not up to this, then there will be severe limitations on what can happen educationally.

There have been some attempts to overcome this problem by developing materials and curriculum packages that focus more closely on the "process of discovery" or "problem-solving", for example in science. But there is a danger in this approach. Processes become reduced to sets of skills - for example, how to light a bunsen burner. When students are able to demonstrate certain skills, they are deemed to have completed the process. The actions have become the ends; the processes have become the product. Whether or not students are able to apply the skills to make sense of the world around them is somehow overlooked.

3.5 Curriculum as Praxis

First, this notion holds that **practice** should not focus exclusively on individuals alone or the group alone, but pays careful attention to the **way** in which individuals and the group create understandings and practices, as well as meaning.

For example, in sessions that seek to explore the experiences of different cultural and racial groups in society, we could be looking to see whether the direction of the work took people beyond a focus on individual attitudes. Are participants confronting the material conditions through which those attitudes are constituted, for example?

Second, we could be looking for a commitment expressed in action to the exploration of educators' values and their practice. Are they, for example, able to say in a coherent way what they think makes for human well-being and link this with their practice? We could also be looking for certain values - especially an emphasis on human emancipation.

Third, we could expect practitioners committed to praxis to be exploring their practice with their peers. They would be able to say how their actions with respect to particular interventions reflected their ideas about what makes for the good, and to say what theories were involved.

3.6 Curriculum as Context

Curriculum is a social enterprise. Many educationalists believe that curriculum, as practice, cannot be understood adequately or changed substantially without attention to its setting or context.

Curriculum is contextually shaped. Of special significance here are examinations and the social relationships of the school - the nature of the teacher-student relationship, the organization of classes, tracking, and so on. These elements are sometimes known as the **hidden curriculum.**

The learning associated with the "hidden curriculum" is most often treated in a negative way. It is learning that is smuggled in and serves the interests of the status quo. The emphasis on regimentation, on time management, and on tracking are sometimes seen as preparing young people for the world of capitalist production. What we do need to recognize is that such "hidden" learning is not all negative and can be potentially liberating.

By paying attention to the social context, we learn about how important the spaces between lessons really is; we can begin to get a better grasp of the impact of structural and socio-cultural process on teachers and students. Many problems in schools are due to the inability of teachers or school leaders to see the powerful factors behind learning. Economics, social structure, family dynamics, power struggles, and the rest contribute to the learning process.

3.7 Assignment 4: Reflecting Upon Curriculum

Assignment 4: Reflecting Upon Curriculum[2]

HOW TO GET TO ASSIGNMENT 4:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To reflect on Curriculum as Body of Knowledge/Product, as Process, as Praxis, as Context through the use of a tool known as "Focused Freewriting."

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

Assignment 4: Reflecting Upon Curriculum

We have examined 4 ways of approaching curriculum theory and practice:

- Curriculum as a Body of Knowledge/Product
- Curriculum as Process
- Curriculum as Praxis
- Curriculum as Context

1. Find a sentence or phrase within any of the previous few pages that captures your attention. Re-type that sentence or phrase; put it in quotation marks; and tell which section it came from: Curriculum as Body of Knowledge/Product, as Process, as Praxis, as Context. Now, use that sentence or phrase as a trigger to do a "Focused Freewrite" 2 - 3 paragraphs in length.

[2] http://cnx.org/content/m13293/latest/file:C2A4j.doc

NOTE: A Focused Freewrite is when you use a phrase or sentence from something you've read as a trigger for free-form writing - that is, you write any thoughts, questions, stories that come to mind as it relates to this phrase or sentence. Focused Freewrites may end up 2 - 3 paragraphs in length, and sometimes you'll stick to the trigger topic and sometimes your mind will wander into seemingly unrelated places. Give yourself permission to move between "wandering" and coming back to writing about the topic.

HOW TO GET TO THE NEXT MODULE:

Usually, you just click "Next" to go to the next page. When you finish a section, however, (as you're about to do when you finish reading these two paragraphs), you need to click on the "Outline" button, which is on the bottom, right-hand side of the page. Look underneath the blue bar and click on the word "Outline."

When you click on "Outline," a screen will come up that will show you the outline for Course 2. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "Thinking About Thinking" and look for the first topic in black lettering called "Questioning for Learning." Click on "Questioning for Learning."

Chapter 4

Classroom Management[1]

Brim of Water

Figure 4.1: Classroom management is a delicate art and science

4.1 Day One

This section is a practical guide to classroom management techniques that can make your job easier.

[1] This content is available online at <http://cnx.org/content/m13298/1.6/>.

Here are some simple, yet, effective management techniques to establish on the first day of class:

Attention-Getting Device

Teach your students a hand-clap pattern or some other visual or auditory aid that will let them know that you need silence and eyes on you. Practice it to make sure they know it. Use it frequently n the first day of school and thereafter.

Establish the Importance of Listening

Teach your students the "Say Back" game. It's simple: after you or any student has spoken, ask the class: "Raise your hand if you can now "say back" what I just said (or what student x has just said)". Note what percentage of hands are in the air and simply say to your students, "I notice that approximately 60% of your hands are raised. Our goal during the course of the year is to get 100% "say back" - maybe not every time, but close to it. We're learning how to listen when others are speaking."

This simple "Say Back" tool will increase the students' awaeness of how often they are listening to you or others when you speak and how deeply. It does it in a way that does not put any one person on the spot to have to actually "say back" what was said. It does let the class know that you're all working towards deep listening no matter who is speaking. It also give students the confidence to know that when **they** speak, their voice will be heard. This is tremendously important for creating an environment in which students can feel safe to share their thoughts.

Establish a Theme for Desired Behavior

Just as we discussed teh value of theme-based learning, there can also be "theme-based" classroom managament. What is meant by this? If you say to the students that in addition to listening to one another, we "Care" for one another then you have established "Care" as a theme or behavioral expectation. When a student is disruptive you can ask them, "Are you showing care for what we're doing?" Or if a student misuses resources (i.e. leaves the cap off of the marker or pens so that the pen dries out, you can ask the student: "Are you showing care for the tools we use in the classroom?" It's a gentle way of "enforcing" what you value in your classroom: care for one another, care for the classroom environment, and care for your resources.

4.2 The Rest of the Year

Effective classroom management can be summed up in three words: **firm, fair, and friendly** . The ramifications are tremendous.

- **Firmness** implies strength, organization, resilience, and leadership, rather than rigidity.
- **Fairness** implies equal respect for all kinds of learners and learning styles.
- **Friendliness** implies a readiness and joy of learning and association with knowledge, engagement with the process, and appreciation of each other.

These three words - firm, fair, friendly - speak volumes and can serve as a mirror to behavior. But what gets in the way? Three other words: fear, flight, and fight. You can recognize them when you see them:

Fear - We are referring to fear of the material, of the teacher, of fellow students. Students express it in various ways; it is up to the teacher to read the signs. A climate of fear can be created - fear of being struck; fear of being embarrassed; fear of being excluded. Our responses are simple: children should never be hit - under any circumstances.

Flight - The students you do not remember, or the ones who cower in fear are the ones that suffer the most in social situations. They know how to hide or leave difficult situations. They are the ones who take it all out on themselves and who are impossible to arouse to learn if they are ignored. The effect of creating a welcoming learning atmosphere for all students, regardless of background, cannot be overestimated.

Fight - Disruptive students intimidate their teachers. They are often attacked themselves, either at home in their community, and this is often all that they know. They withdraw their effort as a way of getting back or taking control. Often, the reaction of the teacher - if it is anger and punishment - makes the situation worse.

4.3 Common Behaviors and What You Can Do

Boredom

Students who are bored will frequently look around the room. The source of their boredom is that the work is too easy or too hard, or it lacks relevance. To help the situation, position yourself where you can see most students. Learn how and why this is taking place; re-envision (or, "revise") the assignment.

Frustration

For students who are frustrated, often the work is too difficult and others can do it easily. They usually are silent and make no contribution. One thing you can do to help the situation is to move about the work area; create groups of students with different abilities; give praise or support; ask questions you believe struggling students are afraid to ask.

Low Self Esteem

The origin of low self-esteem is many past failures. You'll notice students shut down. To help, ask good questions; support individual students; and spend extra time with students.

4.4 Neuro-Linguistic Programming

Neuro-Linguistic Programming (NLP) studies the structure of how humans think and experience the world. Obviously, the structure of something so subjective does not lend itself to precise, statistical formulae but instead leads to models of how these things work. From these models, techniques for quickly and effectively changing thoughts, behaviors, and beliefs that limit you have been developed.

Neuro-Linguistics[2] : This article looks at the visual (sight), auditory (hearing), and kinesthetic (sensation and movement) features of learning.

Neuro-Linguistic Programming: Choosing the Right Words[3] : This article provides tools on how to use neuro-linguistic programming in the service of effective classroom management.

PDF Versions below:

Neuro-Linguistics[4]

Neuro-Linguistic Programming: Choosing the Right Words[5]

[2] http://www.resourcefulteaching.8k.com/Integrated%20and%20congruent%20use%20of%20V.html
[3] http://www.resourcefulteaching.8k.com/inner%20eye%20philosophy.html
[4] http://cnx.org/content/m13298/latest/file:nlp1.pdf
[5] http://cnx.org/content/m13298/latest/file:nlp2.pdf

4.5 Successful Practices

Successful teachers in classroom management exhibit the following:

- Create an inclusive classroom in order to prevent unnecessary conflict and reduce physical and emotional violence.
- Engage in hands-on, experiential activities focused on prevention and intervention.
- Re-commit to the process and joy of stimulating young minds and building positive long-term relationships with learners.
- Discover strategies to "create a space for listening" to increase students' sense of belonging and connection.
- Help students re-evaluate their behaviors in relation to their own goals for creating inclusive classroom communities.
- Understand the importance of conveying "high expectations."
- Develop skills for "welcoming" and sending "positive invitations."
- Develop a model discipline plan appropriate for the age of the students and in sync with educational philosophy.
- Develop strategies for implementing the model discipline plan.
- Develop appropriate rules, procedures, and routines for the classroom.

4.6 Setting Limits

Limits are the way in which we make classrooms safe and productive. We set limits in order to explain choices and consequences simply, clearly, and calmly.

Why We Do It - To help a person better understand their present circumstances and guide him/her toward constructive behaviors. Limits empower the individual, allow the person to "save face," and help us to avoid physical confrontation. Setting limits is a first step in teaching a person to solve problems.

When We Do It - When an individual is unable to identify choices and consequences for him or herself, but may still be able to understand and utilize information when it is presented.

TIPS for Effective Classroom Management

1. Acknowledge the person's feelings and point of view.
2. Ask for cooperation first.
3. State reasonable and enforceable actions.
4. Pay attention to behavior spoken or unspoken.
5. Focus on the positive.
6. Set up limits within the school's rules and the individual's rights.
7. Assess whether or not the limits were heard and understood.
8. Allow time for the person to think and make a decision.
9. Follow through with consequences.

Required Reading:

Bringing Classroom Rules to Life describes a positive approach to helping children create and live by classroom rules through practice and role-playing. Click on the Word icon below to access **Bringing Classroom Rules to Life:**

Bringing Classroom Rules to Life[6]

4.7 Assignment 6: Your Classroom Management Plan

Assignment 6: Your Classroom Management Plan[7]

[6] http://cnx.org/content/m13298/latest/file:rulesforlife.pdf
[7] http://cnx.org/content/m13298/latest/file:C2A6k.doc

HOW TO GET TO ASSIGNMENT 6:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To reflect upon your current classroom management plan to inform any modifications you may wish to make for the future.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

Assignment 6: Your Classroom Management Plan

Please answer the following questions:

1. How is your room set up for the best possible student behavior?
2. How do your students know about limits?
3. What is your plan for disruptive students?
4. How do you reduce fear, fight, and flight?
5. How do you create a sense of firmness, fairness, and friendliness? Give 3 examples.

HOW TO GET TO THE NEXT MODULE:

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When you click on "Outline," a screen will come up that will show you the outline for Course 2. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "Theory Meets Practice" and look for the first topic in black lettering called "Assignment 7: Lesson Planning with Cooperative Learning in Mind." Click on "Assignment 7: Lesson Planning with Cooperative Learning in Mind."

Chapter 5

Theory Meets Practice[1]

Faces

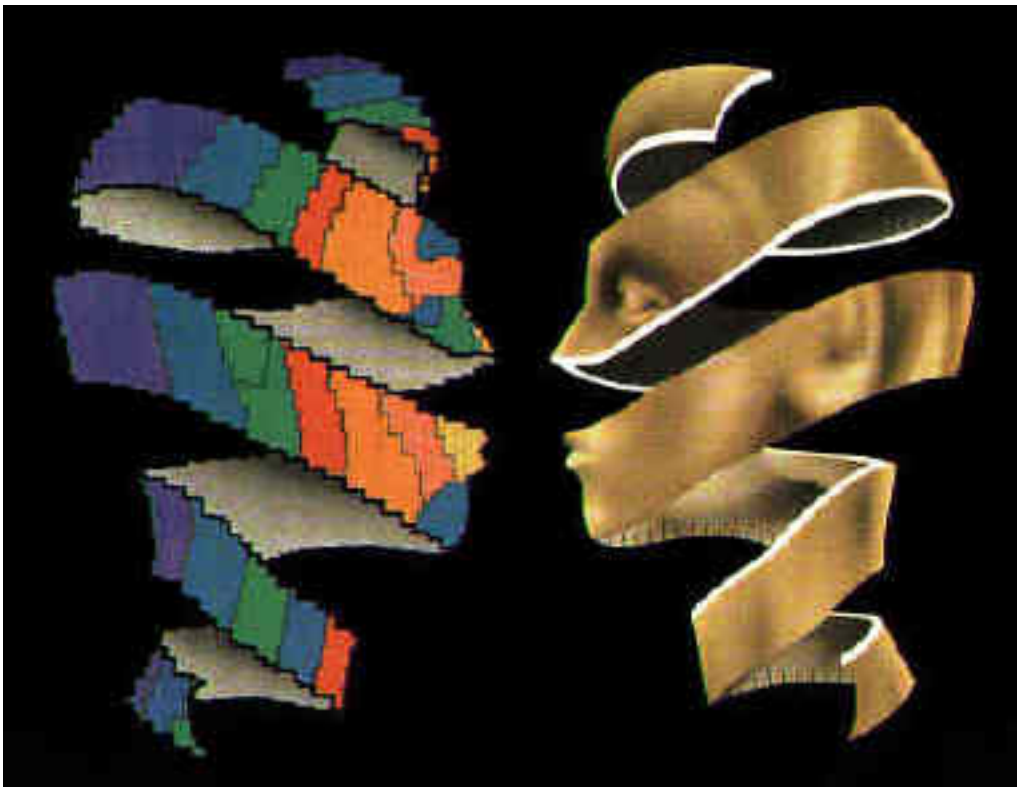

Figure 5.1: The faces of learning

[1] This content is available online at <http://cnx.org/content/m13299/1.4/>.

5.1 Assignment 7: Lesson Planning with Cooperative Learning in Mind

Assignment 7: Lesson Planning with Cooperative Learning in Mind [2]

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To plan and put into practice a Cooperative Learning activity that extends over a one-week period. We are focusing on Cooperative Learning as a framework because it is the single-most transformative element of educational success.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

Assignment 7: Applying Theory and Planning

To help with this week-long lesson planning:

- Review the " Basic Planning[3] " section at the beginning of Course 2.
- Review "How it Works" section, steps 1 - 9[4] .

Please fill in the following:

Part One: Focusing On The Lesson

Name of the Lesson:

Subject:

The project itself and why it is important:

Learning Objective:

Information/Skill to be learned:

Goal for the Group:

How students will conduct their group work: 1) Plan out how many times the group will meet and length of time for each group session. 2) Plan out what students are supposed to do each time they meet.

Length of time for each of the group sessions:

What you will do to prepare students for this assignment:

Part Two: Getting Set Up

The environment for learning:

Materials:

Preparation of the room:

Assignment of roles:

Schedule for presentations:

What you will do to facilitate the process of learning:

Part Three: Accountability and Evaluation

Social skills: (behavior)

Academic skills: (research)

Presentation skills: (clarity, artistry, compelling quality)

How you will ensure that each student has made a contribution:

Your criteria for a "successful" project:

How you will reward the group:

Examples of Evaluation

Students may fill in a sheet answering the following about their group and themselves:

[2] http://cnx.org/content/m13299/latest/file:C2A7l.doc
[3] http://cnx.org/content/m13299/latest/file:Basicplanning.doc
[4] http://cnx.org/content/m13299/latest/file:howcoopworks.doc

(Group)
Our group did well on our social skills because:
Our group did well on our academic skills because we learned:
Our group's presentation was effective because:
(Individual Student)
What did you notice about your role or participation during this activity?
What did you notice about other people's roles/participation?
How can you use this information to help your own learning in the future?
How can you use this information to help your group's learning in the future?

5.2 Assignment 8: Journal on Implementation

Assignment 8: Journal of Implementation[5]
HOW TO GET TO ASSIGNMENT 8:
One Way
To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.
Another Way
You can also copy the text below, and save it to your disk or computer.
GOAL: To reflect on your lesson planning and week-long Cooperative Learning activity.
GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.
Assignment 8: Journal of Implementation

1. Keep a journal over the course of the week and write down what you notice on a daily basis.
2. End the journal with a reflection of 4-5 paragraphs touching on any or all of the following issues:
    - The level of engagement and interest of your students
    - The kinds of questions that inspire students to think
    - The appropriateness of the content
    - The teaching techniques
    - The use of resources
    - The areas of challenge
    - What you would do to enhance or improve this project next time
    - What information you need in order to grow professionally in this area

5.3 Assignment 9: Critical Questions

Assignment 9: Critical Questions[6]
HOW TO GET TO ASSIGNMENT 9:
One Way
To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.
Another Way
You can also copy the text below, and save it to your disk or computer.
GOAL: To connect what you've learned to your school and larger community issues, and to identify areas where you might need help.
GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

[5] http://cnx.org/content/m13299/latest/file:C2A8k.doc
[6] http://cnx.org/content/m13299/latest/file:C2A9k.doc

Assignment 8: Critical Questions
In Course 2 we've looked at:

- Instructional theories (thematic, cooperative, outcome-based, character education)
- Approaches to curriculum (knowledge/product, process, praxis, context)
- Creating the context for students to think about thinking; and to safely learn via classroom management

1. Discuss the educational systems in your community with regards to any **two** of the topics (or sub-topics) from above. How would you characterize the existing educational systems?
2. From your perspective, what positive changes in education are currently underway with regards to the two topics you've selected? What changes are needed?
3. How are you catalyzing positive change or actively participating in the process?
4. What kind of support/resources exist in your school, or nearby schools to help you catalyze positive change in the two areas you've selected? (They may be in the form of people, programs, institutional partnerships, monetary resources, internships, service projects, databases of organizational resources available to you.) Describe some of these resources and the concrete ways in which you can connect with them.
5. What challenges or obstacles do you face regarding the two topics you've discussed in questions 1-4?
6. What kind of help do you need to overcome these obstacles?

5.4 Assignment 10: Effectiveness of Course 2

Congratulations on completing Course 2: Teaching Methods!

As you know, there are several other courses for you to choose from. However, before you begin another course, please send an email to us at: ctm@teacherswithoutborders.org and let us know that you are ready to receive the "Effectiveness of Course 2 Survey." We ask that you complete this simple survey as your final assignment for Course 2.

We are eager to learn how to make this course even better. Thank you, in advance, for completing this survey as it will have an enormous impact for future versions of Course 2: Teaching Methods.

HOW TO POST TO YOUR E-PORTFOLIO

If you would like to learn how to post your Students' Reflections (from Assignment 5) to your E-Portfolio, please click here[7] .

SAVE YOUR STUDENTS' WORK

Save examples of your students' work as you go through these courses. You'll be glad you did. Course 5 asks you to post samples of your students' work for your final E-Portfolio.

[7] http://cnx.org/content/m13299/latest/file:postagain.doc

Chapter 6

Thinking About Thinking[1]

Teachers Without Borders conference in Ahmedabad, India

Figure 6.1: Gathering to share ideas and strategies

6.1 Questioning for Learning

Research in recent years has shown that learning improves significantly if students are able to think about their thinking, or, in other words, learn about their learning. Teaching methods that inspire this kind activity and take the time to engage in exercises in which students do reflect upon the learning process results in consistently higher performance.

Examples:

Ask students orally or in writing what ideas they are bringing to the lesson or the problem they are asked to solve. In other words, get them to think about the lesson, rather than march through it.

[1] This content is available online at <http://cnx.org/content/m13294/1.6/>.

Write the students' responses on the board so they can all see them.

Ask students to draw circles or maps that help them put ideas together. A circle with one idea that intersects with another circle - is one way - the Venn diagram. Mind mapping is another helpful tool.

Ask students to explore what they have discovered and to link it to other ideas or issues they have been studying.

Refer to the old ideas for comparison to determine value and weight.

Ask students to talk about their new ideas or to explain why an idea of theirs has changed.

When students complete a project or activity, ask them to reflect upon the process of doing it - either in writing or orally.

6.2 Practices to Learn About Learning

Here are a two ideas to help students develop their "muscle" for "thinking about thinking":

Idea One

After you do a Cooperative Learning activity with your students or some type of group work, you might ask the students to answer the following questions:

What did you notice about your role or participation during that lesson/activity?

What did you notice about other people's roles/participation?

How can you use this information to help your learning?

Idea Two

Observation/Consciousness Journals

What you notice goes in an "Observation Journal."

(An Observation Journal can be made by simply folding a full-size sheet of paper in half.)

What you notice about what you notice goes in a "Consciousness Journal."

(This, too, can be created by folding a different sheet of paper in half.)

Steps:

1. Go out of the classroom with your students; ask them not to talk to one another and to stay at least ten-feet apart as you all walk into nature. They are there to simply, quietly **observe**. Let them know ahead of time that when they return to the classroom, they will write about one thing they noticed while oberving nature - a brief sentence or two about what plain observation they made. ("I saw a tree," is not enough. Invite them to say more: "I noticed a tree whose branches grew straight up towards the sun," or, "I noticed a black bird on a cliff landed ten feet from another bird, and after a few seconds, both birds took off together in the same direction." Simple observations in an expanded sentence.)
2. After being outside for 10 minutes in silence, motion with your hand for students to come back with you in silence; re-enter the classroom and ask the students to write about the one thing they noticed. Have them write in silence.
3. After 5 minutes, ask each student to simply **read** out loud **exactly** what s/he has written - no verbal additions, comments, or further discussion; simply go around the room and have each students read what they have written.
4. Repeat steps 1-3, every day, for a week (or longer). Ask the students to write their simple observations in a "notebook". Call this their **Observation Journal**.
5. After a period of 1-4 weeks of keeping an Obeservation Journal, ask your students to re-read each of their own observations to themselves, and to write in a different "notebook": "What do you notice about what you notice?" This book is called a **Consciousness Journal.**

6.3 Assignment 5: Students Learning about Learning

Assignment 5: Students Learning About Learning[2]

HOW TO GET TO ASSIGNMENT 5:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To generate and put into practice several ways that you can engage students to think about their own learning process.

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe.**

[2] http://cnx.org/content/m13294/latest/file:C2A5k.doc

Assignment 5: Students Learning About Learning

1. What 2 specific things can you do to help your students "think about their thinking" - learn about their learning? Write 3 - 4 sentences for each idea explaining how you will provide an opportunity for students to question and reflect upon their own learning in the coming week.
2. Write about what happened when the students reflected upon their own learning. What did you notice? (2 - 3 paragraphs)

6.4 Appreciative Inquiry

This is a process by which students can reflect upon a situtation, their learning, or group dynamics in a way that takes stock of all of the assests and positives of a situation.

Here's an Example of How it Works:

1. Pose a question such as: "What is an example of a great team experince you have had either in or outside of school?"
2.
3. Students tell their "peak" team experience stories.
4.
5. Ask the students what these stories have in common; what qualitites made each of these teams successful or effective?
6.
7. From these qualities and stories a rich metaphorical image might arise. You might even help students to "see" the metaphorical image such as, "I think the way we're describing our peak team experiences is like a grove of aspen trees. The trees look like distinct units, but really underground their roots are interconnected and the grove is really one living organism." From there you could talk about the strengths that each student brings to your learning environment that effects the whole. Take inventory of these strengths. List them on the board.
8. Whenever students need to work out a challenge or reflect on how they best learn as a group, they can use the "aspen grove" metaphor (or whatever metaphor arose) and apply it to the new learning moment at hand.

A Different Kind of Focus

We often begin by asking "What's the probem?" When you do that, you focus energy on what we want less of and work to "fix" things. Appreciative Inquiry is about focusing on what you want more of; knowing that what you want more of already exists; and amplifying what strengths and assests a group already has.

With Appreciative Inquiry students are heard, seen, and appreciated. It also enables students to be active participants in the thinking process and encourages them to amplify what strengths or qualities they already possess towards their learning or class environment.

Suggested Readings: (Online Only)

What is Appreciative Inquiry[3] - This business consultant gives a clear introduction to what it is.

Case Western Reserve University [4] - One school's use of Appreciative Inquiry.

Appreciative Inquiry Commons[5] - A place to learn more about Appreciatie Inquiry and to connect with others who practice it.

TALK AT THE TWB LEARNING CAFE:

How might you apply Appreciative Learning to your classroom experience? Read what others have said. Add your thoughts. Join your global colleagues in conversation at the **TWB Learning Cafe**.

HOW TO GET TO THE NEXT MODULE:

[3] http://gervasebushe.ca/appinq.htm
[4] http://appreciativeinquiry.case.edu/uploads/HR%20On%20Campus%20-CWRU%202002.doc
[5] http://appreciativeinquiry.case.edu/

Usually, you just click "Next" to go to the next page. When you finish a section, however, (as you're about to do when you finish reading these two paragraphs), you need to click on the "Outline" button, which is on the bottom, right-hand side of the page. Look underneath the blue bar and click on the word "Outline."

When you click on "Outline," a screen will come up that will show you the outline for Course 2. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "Classroom Management" and look for the first topic in black lettering called "Day One." Click on "Day One."

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