

ACTIVE LEARNING STRATEGIES

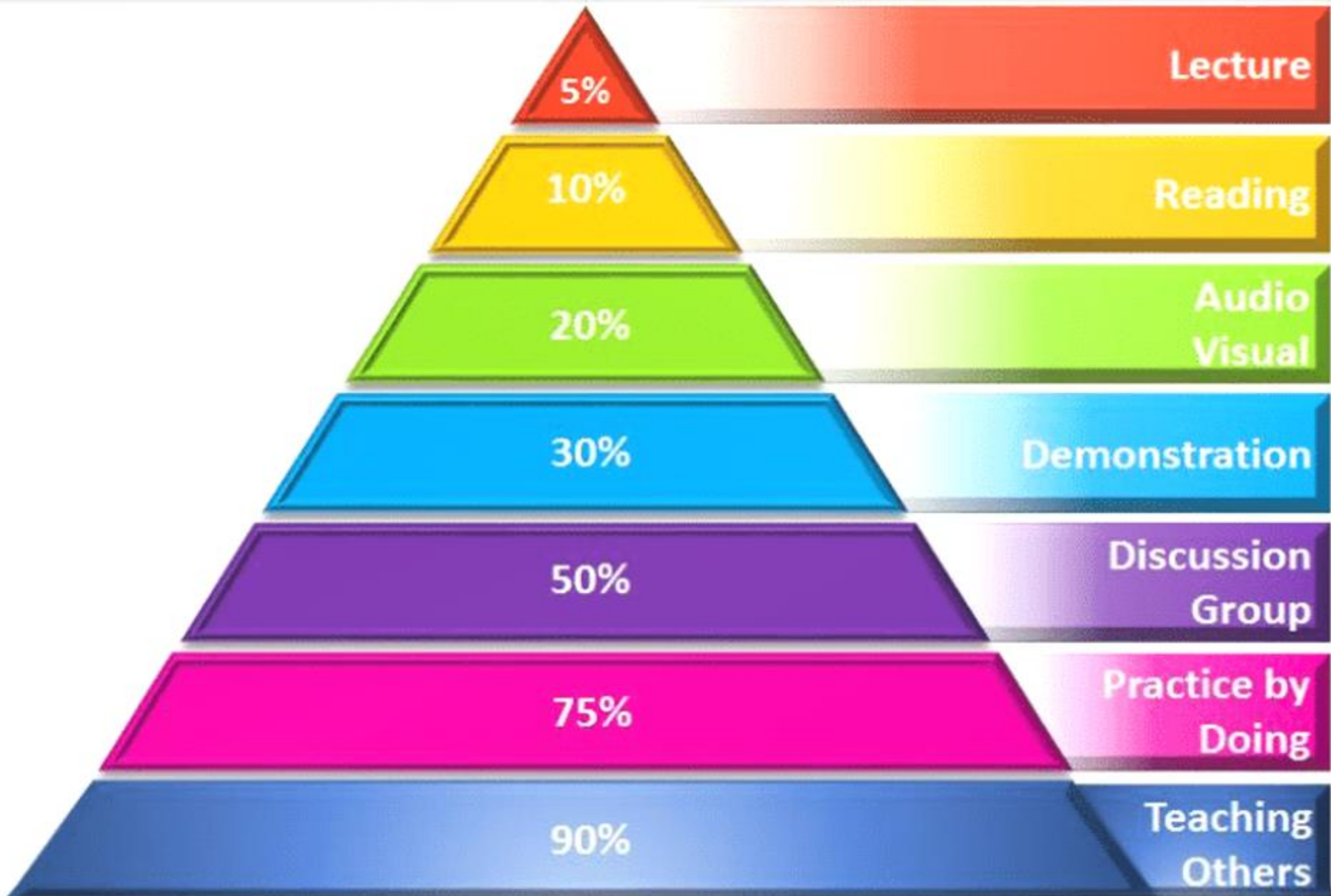
NEWSCAST, ROLE-PLAY, HUMAN CONTINUUM, GALLERY WALK, PEER TEACHING,
RANKING

Chanda Daggs, Ph.D.

Assistant Professor & Director of Teacher Education

AN EEG STUDY ON COLLEGE STUDENTS' ATTENTION LEVELS IN A BLENDED COMPUTER SCIENCE CLASS

“This study thus took an initial step to fill the gap by investigating college students’ in-class activities in a blended course from the perspective of attention. Using non-intrusive electroencephalography (EEG) instruments to collect attentional data, this study found students’ attention in in-class activities positively correlated with their learning gains. Students’ attention also varied across in-class activities, reaching a higher level in group discussions than in pre-tests and lectures.”



NEWSCAST

FEATURING EDUC 351 EDUCATING THE WHOLE CHILD F24



Dyslexia: What Reading Teachers Need to Know

Vickie Johnston

To meet students' needs and new legislation requirements, it is important that teachers understand what dyslexia is, what it is not, and how they can support their students with dyslexia.

Research has estimated that 5–17% of children in the United States have dyslexia (D'Mello & Gabrieli, 2018; Flink, 2014; Kang, Lee, Park, & Leem, 2016; S.E. Shaywitz, 1998). Based on these data, most classrooms will have students with dyslexia; however, many teachers feel they lack understanding of dyslexia and are not prepared to support these students in the classroom (B.A. Shaywitz et al., 2007; S.E. Shaywitz, 2005; Wadlington & Wadlington, 2005; Washburn, Joshi, & Binks-Cantrell, 2011a, 2011b). In the United States, 33 legislative bills related to dyslexia were introduced between January and March 2018 (Youman & Mather, 2018). Those dyslexia initiatives are meant to push for change at the state and federal levels so dyslexia can be understood and interventions provided to support the academic needs of students with dyslexia. Consequently, it is important that reading teachers have an accurate understanding of what dyslexia is, what it is not, and how they can support their students with dyslexia.

What Dyslexia Is

Dyslexia is a neurobiological disorder that affects a person's phonological processing and memory (Lyon, Shaywitz, & Shaywitz, 2003). It is a learning difference, on a continuum, that is not connected to intelligence. According to the International Dyslexia Association (IDA, 2002),

dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. (para. 1)

The disorder causes deficits, in varying degrees of severity, that affect a person's ability to properly hear distinctive and blended letter sounds, which causes difficulties in reading comprehension and fluency. This deficit in phonological processing results in difficulty with rapid naming, auditory short-term memory, and articulation speed. In addition, dyslexia can interfere with a person's ability to effectively use rapid-memory recall, organize thoughts for storing and retrieving, and fluently express thoughts (Gooch, Snowling, & Hulme, 2011).

Dyslexia is a neurological language-based learning disability that affects the neurological and verbal-linguistic processing areas of the brain, which are needed for success in reading (Kang et al., 2016). According to researchers, there is a functional disruption in the posterior cortex, which houses the traditional, visual, and language regions in the left hemisphere; this includes the occipito-temporal, temporo-parietal, and inferior frontal cortices (D'Mello & Gabrieli, 2018; Price, 2012; S.E. Shaywitz et al., 1998). The processing deficit is believed to happen when the stimulus is connected to an inaccurate visual cognitive code, and then elements of text are transmitted out of sequence (Norton, Beach, & Gabrieli, 2015; Redford, 2017); or, as the IDA (2002) explained it, it is a neurobiological deficit in phonological processing.

Because students with dyslexia have deficits in the working memory part of the brain, this can cause them to inaccurately remember a long string of instructions; specific content order, such as long

Vickie Johnston is a program coordinator for the M.Ed. Curriculum and Instruction program and an instructor II in the College of Education at Florida Gulf Coast University, Fort Myers, USA; email vjohnston@gfcu.edu.

NEWSCAST

ACTIVE LEARNING: TO ENSURE STUDENTS READ AND UNDERSTAND THE MATERIAL

Students:

1. Select & study reading section
2. Record
3. Compile recordings by a selected video editor

Professor:

1. Uploaded "unlisted" on YouTube
2. Reviewed transcript for misunderstandings
3. Assigned video to study for quiz
4. Administered quiz
5. Quiz results: 94% average

ROLE-PLAY

ACTIVE LEARNING TO INTERNALIZE INFORMATION. BEING THE PART. HELPS WITH MEMORIZATION & COMPREHENSION.

Professor:

1. Printed profile pictures
2. Provided resources

Students:

1. Prepared an introduction
2. Prepared script & role-played "My Child is Better Than Yours"
3. Average score on assessment:

90%

Major Theorists of Child Development

Theorist Key Theory/Concept	Findings or Ideas	Significance	Classroom Management Implication
<u>Sigmund Freud</u> (1856-1939) Psychoanalysis Development	Personality and early experiences - believed that personality develops through a series of stages. Emotional experiences in childhood have profound effects on a person as an adult.	The idea that early experiences affect adult life has profound importance for anyone caring for a child. emphasizes the influence of unconscious processes	Teacher influence has a high impact on the types of adults the children become later in life
<u>Maria Montessori</u> (1870-1952) Montessori Method	Child-centered education - stressed that children learn by using their senses and that they learn best by pursuing their interests.	Children need to be given objects to manipulate so they can exercise their sensory learning. Advocates for hands-on, self-directed learning in a prepared environment, emphasizing independence and respect for a child's natural development.	(Use of manipulatives) Keep my students engaged in the lesson, use props for them to hold. For example: A lesson on prepositions, give two small items, like Miniatures to use for relating their positions to each other. Encourage self-directed activities and projects.
<u>Arnold Gesell</u> (1880-1961) Maturational Theory	Biological development developed basic information about the order in which children master various skills and the typical rate of this development.	Focuses on the natural development and maturation of children, suggesting that growth follows a predictable sequence.	Teacher expectations are age-appropriate, according to development. For example, "readiness"; Students learn basic language (simple sentences) before learning complex grammatical structures (paragraphs).
<u>Jean Piaget</u> (1896-1980) Cognitive Development	Stages of cognitive development - the first to study children in a scientific way, focused on how children learned. He said that children go through four stages of thinking that shape how they	Children should be given learning tasks that are suitable for their stage of thinking. Proposes four stages (sensorimotor, preoperational, concrete	Ages 2-7 are egocentric and cannot empathize or understand different viewpoints. Teachers should teach in categories emphasizing one characteristic at a time before expecting students to acknowledge/understand other qualities. Ages 7-11 are logical

ets

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ROLE-PLAY

Professor

Introduced topic with videos and resources and practiced with role play: Theater of the Oppressed



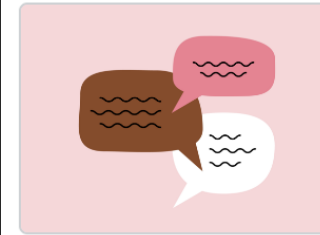
Healthy

Enter schools healthy and practice a healthy lifestyle



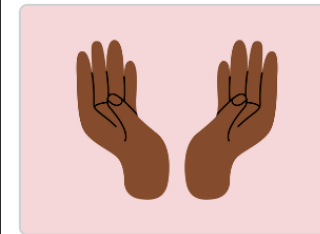
Safe

Learn in a physically and emotionally safe environment for students



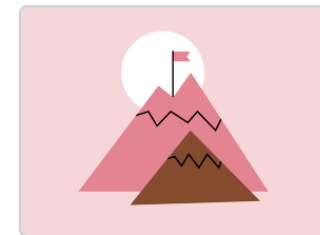
Engaged

Actively engage in learning and school and broader community



Supported

Access personalized learning by qualified, caring adults



Challenged

Be challenged academically to be critical thinkers in a global



ROLE-PLAY

ACTIVE LEARNING TO INTERNALIZE INFORMATION. BEING THE PART. HELPS WITH ANALYSIS & SYNTHESIS

Professor:

1. Introduced Whole Child Tenets
2. Discussion on classroom implications and impact on child learning
3. Presented YouTube video to introduce the tool: Theater of the Oppressed

Students:

1. Prepared and presented a skit
2. Audience participated as SpectActors
3. Practiced using language and decisions to from content: Whole Child Tenets



Theater of the Oppressed



HUMAN CONTINUUM

ACTIVE LEARNING TO HELP WITH ANALYSIS AND EVALUATION SEQUENTIAL PROCESSES AND ORDERED STEPS

EVALUATION

- Line up by how strongly you agree with the statements (white board Strongly Agree and back of the classroom Strongly Disagree)
- Fold the line in half – partnered discussion
- Partner closest to the white board: Person 1
- Partner closest to the back of the room: Person 2
- Guided discussion/talking points – 1 min/person to discuss

SEQUENCE

- Students are given a piece of the sequence
- Line up in order
- As they line up, they justify their position along the continuum



GALLERY WALK

ACTIVE LEARNING: STUDENTS LEARN CONTENT BY WALKING AROUND THE CLASSROOM, ANALYZING PHOTOS

PRE-WALK

- Print out lecture slides with or without annotations
- Post around the room
- Plan for rotations
- Plan for independent, paired, or group walk
- Print/digital study guide
- Explain Gallery Walk procedures

During-Walk

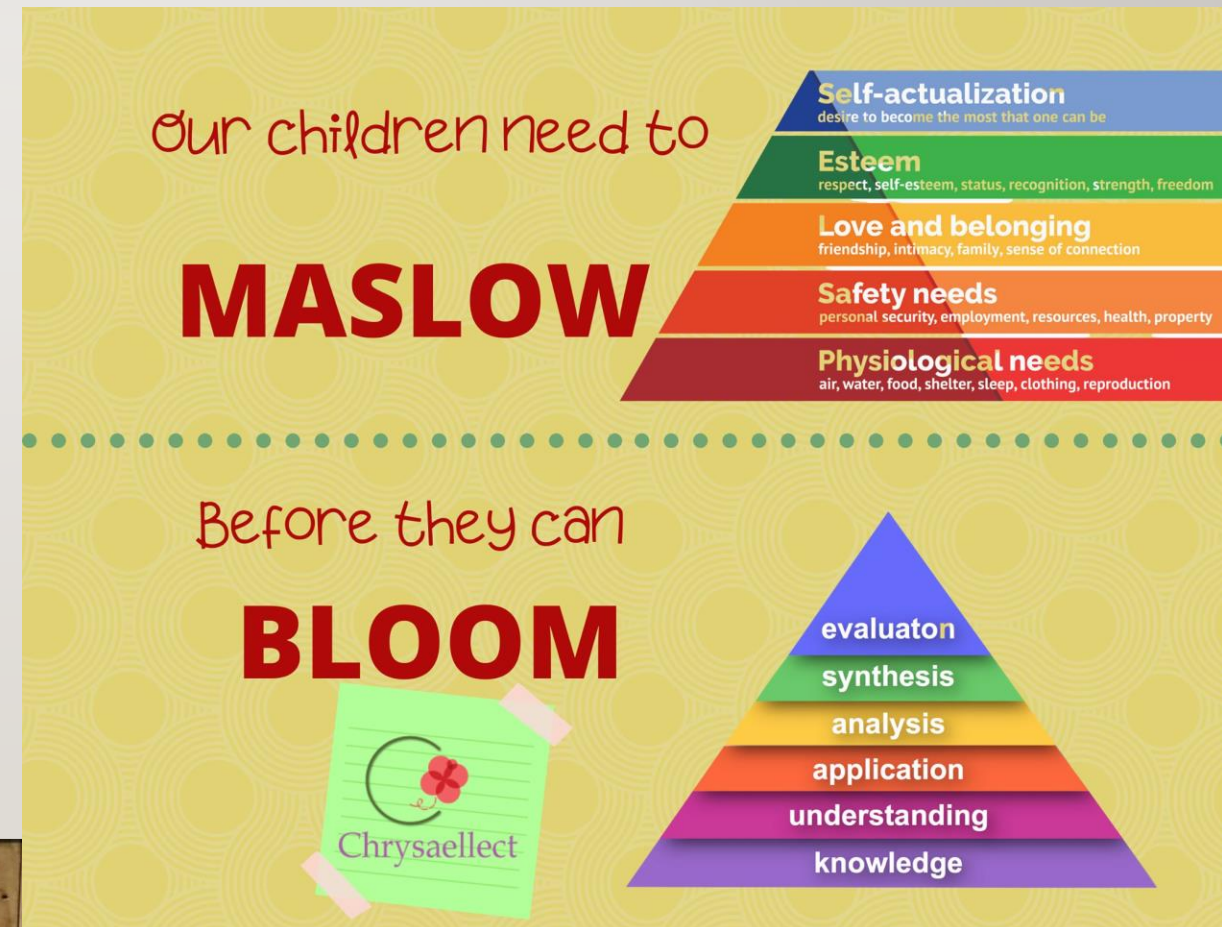
- Keep time clock visible
- Pleasant alarm to signal rotation
- Remind students to take note on study guide
- Be engaged in the walk



PEER-TEACHING

ACTIVE LEARNING: STUDENTS UNDERSTANDING IS AFFIRMED, REINFORCED

- Give students opportunities to teach each other
- Go beyond class presentations...
- Works well when students teach something they created
- “Science Fair” or Campus Research Day
- Incorporate with Gallery Walk



13 Misbehaviors

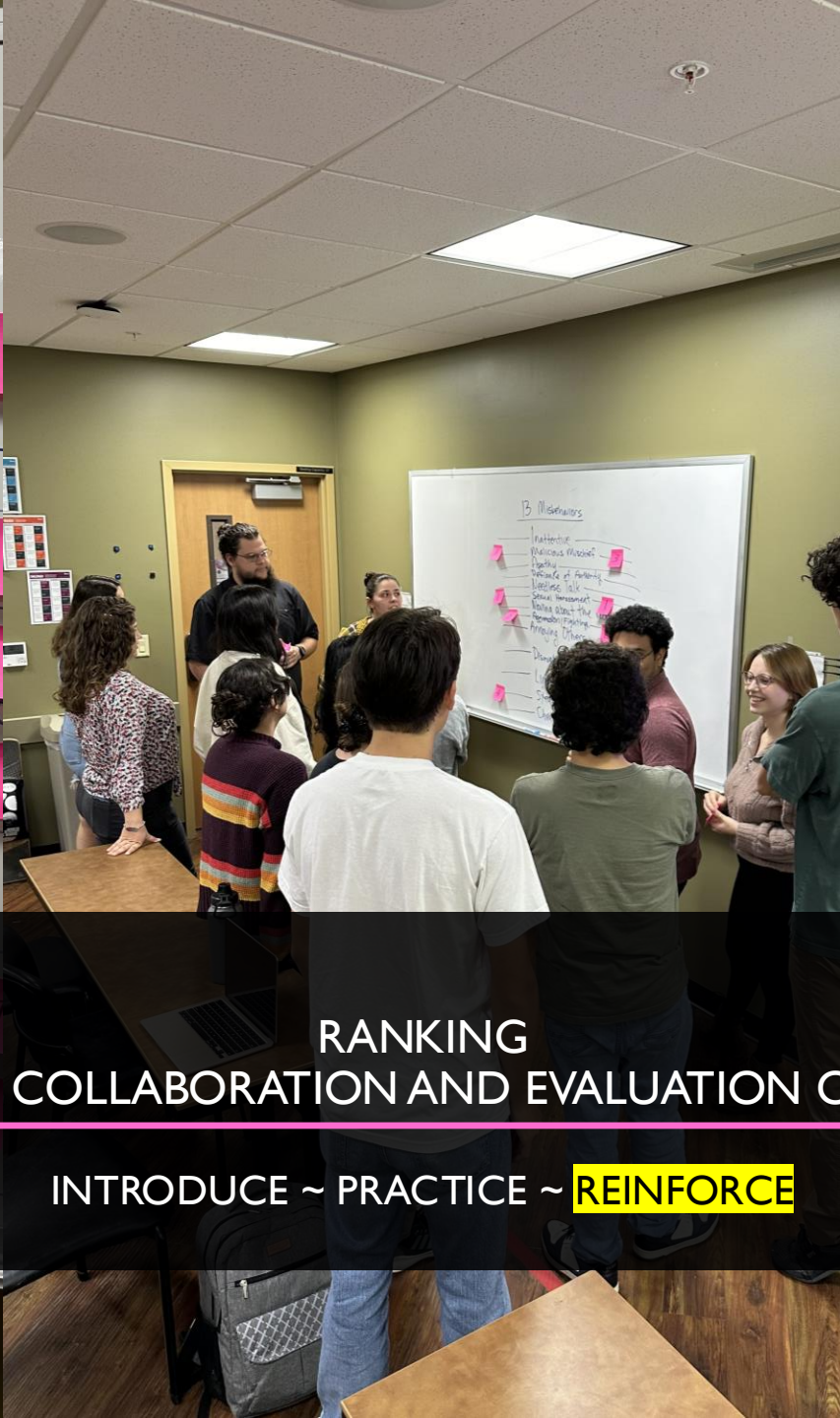
- 12 — Inattentive
- 3 — Malicious Mischief
- 10 — Apathy
- 6 — Defiance of Authority
- 11 — Needless Talk
- 1 — Sexual Harassment
- 13 — Moving about the room
- 2 — Aggression/Fighting
- 8 — Annoying Others

9 — Disrupting

5 — Lying

4 — Stealing

7 — Cheating



13 Misbehaviors

- 3 — Inattentive
- 1 — Malicious Mischief
- 2 — Apathy
- 11 — Defiance of Authority
- 10 — Needless Talk
- 13 — Sexual Harassment
- 8 — Moving about the room
- 12 — Aggression/Fighting
- 9 — Annoying Others

RANKING
ACTIVE LEARNING FOR COLLABORATION AND EVALUATION OF A LIST OF CONCEPTS

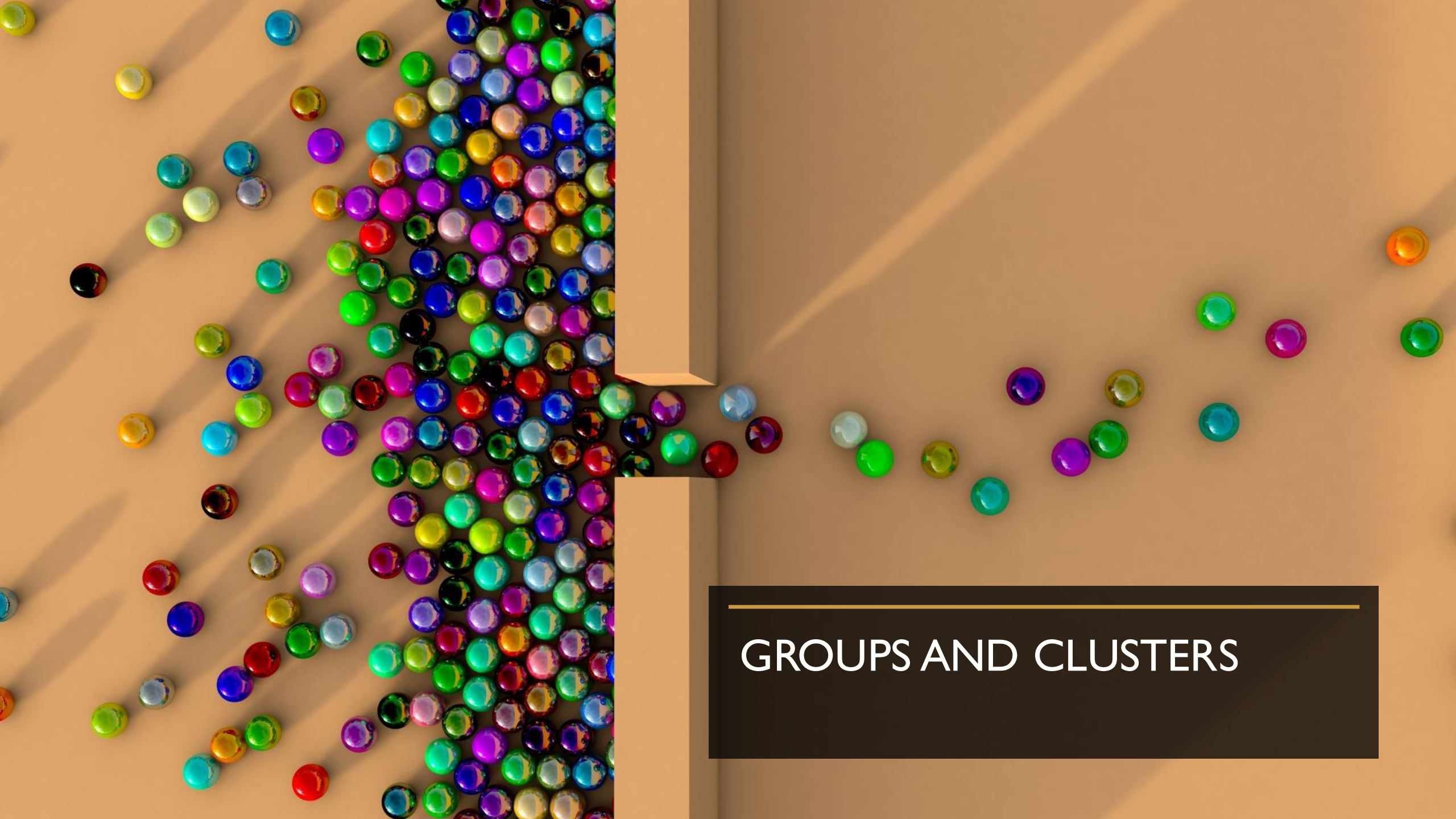
INTRODUCE ~ PRACTICE ~ **REINFORCE**



Unusually keen sense of humor (gentle or hostile)	<ul style="list-style-type: none">•Humor used for critical attacks•Becomes class clown for attention
Idealistic standards and sense of justice	<ul style="list-style-type: none">•Unrealistic expectations and goals•Intolerant towards others•Very self-critical
Intensity	<ul style="list-style-type: none">•Eagerness disrupts others•Easily frustrated with inactivity•Intense feelings, energy, eagerness
Intensified self-awareness and feelings of being different	<ul style="list-style-type: none">•Self-imposed isolation and rejection•Emotional and social growth inhibited due to being different
Unusual amounts of information	<ul style="list-style-type: none">•Easily bored•Gets impatient with perceived slowness of others
Enjoys intellectual activities and elevated levels of comprehension	<ul style="list-style-type: none">•Perceived as disrespectful by adults•Resists repeated drill work
Flexible thought process and conceptualized thinking	<ul style="list-style-type: none">•Questions teacher's procedures•Low tolerance for deadlines and chronological order•May reject what is already known



CONCEPT ART???



GROUPS AND CLUSTERS

YOUR TURN!

RANKING

Most likely to use by Christmas Break to Least likely to use by Christmas Break

Line
cards

in

a

column.

Top - most likely

Bottom - least likely

Gallery Walk Human Continuum Role play
Ranking Newscast Concept Art Peer-teaching

whatever you do,

**WORK
HEARTILY**

as for the LORD and
not for men.

-COL. 3:23