

**Dimension 2 – Acquire & Integrate Knowledge**

**Segment 2: Lesson Segments Addressing Content**

**Design Question 2: What will I do to help students effectively interact with new knowledge?**

**Element: 7 – How can I use ICT to organize students to interact with new knowledge?**

**AITSL STANDARDS:** Standard 1 - Know students and how they learn; Standard 3 – Plan for and implement effective teaching and learning; Standard 5 – Assess, provide feedback and report on student learning

**Descriptor:** The teacher organizes students into small groups to facilitate the processing of new information.

		Sample Activities		
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was practiced.</p> <p><b>How am I doing?</b>                      4 - <b>Innovating</b> - I adapt and create new strategies (differentiate) for unique student needs and situations, in order for the desired effect to be evident in all students.</p>	<p><b>Innovating Tip:</b>                      There are a whole range of <i>strategies</i> you can use to group students together. Many of these work best face-to-face (such as <i>Inside-Outside Circle</i> or the <i>Three-Step Interview</i>) and then students can record their reflections in a <i>blog</i> which can be shared further. A good way to <i>blend</i> is to use a <i>Placemat</i> strategy and either record the centre of the placemat in a <i>blog</i> or scan in the whole placemat. You may like to conduct some of these strategies online using <i>discussion board</i>. For example, <i>Four Corners</i> lends itself well to a discussion board; just use 4 threads: strongly agree, agree, disagree, strongly disagree). <i>Think-Pair-Share</i> is another strategy that could be adapted to a <i>discussion board</i>. The <i>Jigsaw</i> strategy could easily be adapted in a <i>Wiki</i> or <i>blog</i>, with each expert group recording their expertise. You will need to use your guides for interacting in a <i>blended classroom</i>. Online, these will be related to giving <i>constructive feedback</i>, <i>eDiscussion rules</i>, <i>Netiquette</i> and <i>Digital Citizenship</i>. Offline, guides to <i>collaborative learning</i> are recommended.</p>		
<b>Score 3.0</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has established routines for student grouping and student interaction in groups</li> <li><input type="checkbox"/> Teacher organizes students into ad hoc groups for the lesson                             <ul style="list-style-type: none"> <li>• Diads</li> <li>• Triads</li> <li>• Small groups up to about 5</li> </ul> </li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students move to groups in an orderly fashion</li> <li><input type="checkbox"/> Students appear to understand expectations about appropriate behaviour in groups                             <ul style="list-style-type: none"> <li>• Respect opinions of others</li> <li>• Add their perspective to discussions</li> <li>• Ask and answer questions</li> </ul> </li> </ul> </td> </tr> </table> <p><b>How am I doing?</b>                      3 - <b>Applying</b> – I organize students into small groups to facilitate the processing of new knowledge for the majority of students and monitor for evidence of group processing.</p>	<p><b>Teacher Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has established routines for student grouping and student interaction in groups</li> <li><input type="checkbox"/> Teacher organizes students into ad hoc groups for the lesson                             <ul style="list-style-type: none"> <li>• Diads</li> <li>• Triads</li> <li>• Small groups up to about 5</li> </ul> </li> </ul>	<p><b>Student Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students move to groups in an orderly fashion</li> <li><input type="checkbox"/> Students appear to understand expectations about appropriate behaviour in groups                             <ul style="list-style-type: none"> <li>• Respect opinions of others</li> <li>• Add their perspective to discussions</li> <li>• Ask and answer questions</li> </ul> </li> </ul>	<p><b>Emerging Tip:</b>                      Have students take notes during group processing using the <i>Blog</i> tool in your <i>Virtual Classroom</i>. Students can post their notes to the class for easy retrieval for whole class discussions or individual student reflection. Eventually, we will have access to <i>Office 365</i> and students will be able to post to “the cloud”. At home, students are already using cloud-based recording software such as <i>Google Drive</i>, <i>Evernote</i>, or <i>Mindjet</i> and sharing on social networks such as facebook.</p>
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<b>Score 2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p><b>How am I doing?</b>                      2 - <b>Developing</b> - I organize students into small groups to facilitate the processing of new knowledge, but the majority of students are not monitored for the desired effect of the strategy</p> <p><b>However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><b>Beginning Tips:</b>                      Use random team generators in interactive whiteboard software or online (such as <i>Team Maker</i>) to divide students into collaborative groups for active processing of new knowledge. Consider allocating different <i>jobs</i> to students based on the order in which they are randomly assigned to groups. For example, the first student who is randomly assigned to the group might be the facilitator, the second student the recorder, the third student the questioner, and so on. this prompt consistently when introducing new material.</p>		
<b>Score 1.0</b>	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p> <p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>			
<b>Score 0.5</b>	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>			
<b>Score 0.0</b>	<p>Even with help, no understanding or skill demonstrated.</p>			



## Elaboration

Desired Effect: Students are able to move to groups efficiently and group norms have been established and followed, which allow students to interact with new knowledge and deepen their understanding.

### Why Organize Students?

Actively processing new information in groups is crucial to understanding new content. Students are exposed to the thinking of others and can clarify their own understanding by being asked to verbalize it to others. Cooperative learning and other small group processes allow students to experience content from multiple perspectives. Group interaction not only facilitates knowledge development but also creates awareness that is difficult, if not impossible, to achieve without interaction. Collaborative settings provide students with multiple reference points, which fosters their own personal processing of new content.

### How do I Organize Students?

- ✓ Establish group routines, norms, and roles.
- ✓ Develop a task sheet that guides group work. (i.e. directions, procedures, roles)
- ✓ Rearrange groups as often as appropriate so students can work with a variety of peers.
- ✓ Consider the purpose of the lesson when deciding which kinds of groups to use.
- ✓ Teach students how to transition to and from their pairs or groups quickly.

In deciding if you are proficient at this strategy, some of the evidence below can be used as a guide.

Teacher Evidence	Student Evidence
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*See over for Proficiency Scales*

Remember, to be proficient on Marzano's Teaching Scales for Reflective practice at level 3 you need to use the strategy, exhibit some of the evidence above **AND** monitor the extent to which it affects student outcomes. Then to achieve a 4 (innovating) you need to adapt and create a new version of the strategy that differentiates for unique student needs and situations.

**Scale**

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Organizing students to interact with new knowledge</b>	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into small groups to facilitate the processing of new knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Organizes students into small groups to facilitate the processing of new knowledge for the majority of students and monitors for evidence of group processing.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

**Reflection Questions**

	0 Not Using	1 Beginning	2 Developing	3 Applying	4 Innovating
<b>Organizing students to interact with new knowledge</b>	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new knowledge?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

**More Examples of Organizing Students**

**Reciprocal Teaching:** Students take turns serving as the discussion leader who raises and facilitates responses to questions regarding key sections of the text. Before moving to the next segment, a group member summarizes the content discussed.

**Job Cards:** Students are assigned and taught specific roles to take within the groups. Roles can be rotated to equalize participation or be based on student strengths. Sample roles: facilitator, summarizer, questioner, notetaker, reporter, materials manager.

**Pre-Determined Buddies:** Students are given a strategy to select partners, such as a clock or the seasons. Students find a partner for each blank and write his or her name on the document. The teacher can then easily move the students into pairs by instructing them to work with their “summer” or “6:00” buddy.

**Give One-Get One:** A technique teachers can use to help students build a base of knowledge by sharing information with one another. Students choose a partner and share either an answer to a question or a data set they have created. Partners compare notes and add new information to their own answer or data set. This can be used with academic notebook work.

**Paired Response:** This is a cooperative learning strategy in which students think independently about a question posed. The students then pair up to discuss their thoughts. Finally the student pairs share their thoughts out to a group.

**Jigsaw:** A cooperative learning technique in which students are assigned to four-person heterogeneous groups that are assigned topics on which they are to become experts. Students with the same expert topic from different teams meet in groups to discuss and research their topic. After they have become topic experts, they come back and teach the materials to their home group.