Chapter 1 : 9 Awesome Activities To Teach Teen Students Job Readiness Skills

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Raisbeck Aviation High School [18] Another example is Manor New Technology High School , a public high school that since opening in is a percent project-based instruction school. Students average 60 projects a year across subjects. It is reported that 98 percent of seniors graduate, percent of the graduates are accepted to college, and fifty-six percent of them have been the first in their family to attend college. According to Terry Heick on his blog, Teach Thought, there are three types of project-based learning. Challenge-Based Learning is "an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems through efforts in their homes, schools and communities. Roles[edit] PBL relies on learning groups. Student groups determine their projects, in so doing, they engage student voice by encouraging students to take full responsibility for their learning. This is what makes PBL constructivist. Students work together to accomplish specific goals. When students use technology as a tool to communicate with others, they take on an active role vs. The student is constantly making choices on how to obtain, display, or manipulate information. Technology makes it possible for students to think actively about the choices they make and execute. Every student has the opportunity to get involved either individually or as a group. Instructor role in Project Based Learning is that of a facilitator. They do not relinquish control of the classroom or student learning but rather develop an atmosphere of shared responsibility. The instructor must regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated. The students are held accountable to these goals through ongoing feedback and assessments. The ongoing assessment and feedback are essential to ensure the student stays within the scope of the driving question and the core standards the project is trying to unpack. According to Andrew Miller of the Buck Institute of Education, formative assessments are used "in order to be transparent to parents and students, you need to be able to track and monitor ongoing formative assessments, that show work toward that standard. Students must collaborate expanding their active listening skills and requiring them to engage in intelligent focused communication. Therefore, allowing them to think rationally on how to solve problems. PBL forces students to take ownership of their success. Outcomes[edit] More important than learning science, students need to learn to work in a community, thereby taking on social responsibilities. The most significant contributions of PBL have been in schools languishing in poverty stricken areas; when students take responsibility, or ownership, for their learning, their self-esteem soars. It also helps to create better work habits and attitudes toward learning. In standardized tests, languishing schools have been able to raise their testing grades a full level by implementing PBL. With Project-Based Learning students also learn skills that are essential in higher education. The students learn more than just finding answers, PBL allows them to expand their minds and think beyond what they normally would. Students have to find answers to questions and combine them using critically thinking skills to come up with answers. PBL is significant to the study of mis- conceptions; local concepts and childhood intuitions that are hard to replace with conventional classroom lessons. In PBL, project science is the community culture; the student groups themselves resolve their understandings of phenomena with their own knowledge building. Technology allows them to search in more useful ways, along with getting more rapid results. Opponents of Project Based Learning warn against negative outcomes primarily in projects that become unfocused and tangential arguing that underdeveloped lessons can result in the wasting of precious class time. No one teaching method has been proven more effective than another. Opponents suggest that narratives and presentation of anecdotal evidence included in lecture-style instruction can convey the same knowledge in less class time. Given that disadvantaged students generally have fewer opportunities to learn academic content outside of school, wasted class time due to an unfocused lesson presents a particular problem. Instructors can be deluded into thinking that as long as a student is engaged and

doing, they are learning. Ultimately it is cognitive activity that determines the success of a lesson. If the project does not remain on task and content driven the student will not be successful in learning the material. The lesson will be ineffective. Anne Shaw recommends that teachers always build into the structure of the PBL curriculum an organizational strategy known as Jigsaw and Expert Groups. This structure forces students to be self-directed, independent and to work interdependently. This means that the class is assigned preferably randomly, by lottery to Expert Groups. Each of the Expert Groups is then assigned to deeply study one particular facet of the overall project. For example, a class studying about environmental issues in their community may be divided into the following Expert Groups: Air Water Human impact on the environment Each Expert Group is tasked with studying the materials for their group, taking notes, then preparing to teach what they learned to the rest of the students in the class. To do so, the class will "jigsaw", thus creating Jigsaw Groups. The Jigsaw Groups in the above example would each be composed of one representative from each of the Expert Groups, so each Jigsaw Group would include: One expert on Air One expert on Water One expert on "Human impact on the environment" Each of these experts would then take turns teaching the others in the group. Total interdependence is assured. No one can "slack off" because each student is the only person in the group with that "piece" of the information. Another benefit is that the students must have learned the concepts, skills and information well enough to be able to teach it and must be able to assess not grade their own learning and the learning of their peers. This forces a much deeper learning experience. Anne Shaw recommends that when students are teaching each other they also participate collaboratively in creating a concept map as they teach each other. This adds a significant dimension to the thinking and the learning. The students may build upon this map each time they Jigsaw. If a project is scheduled to last over the time period of six weeks the students may meet in their Expert Groups twice a week, and then Jigsaw twice a week, building upon their learning and exploration of the topics over time. Performance-based products may include a wide range of possibilities such as dioramas, skits, plays, debates, student-produced documentaries, web sites, Glogsters, VoiceThreads, games digital or not , presentations to members of the community such as the City Council or a community organization , student-produced radio or television program, a student-organized conference, a fair, a film festival. Students are assessed in two ways: Individual assessments for each student â€" may include research notes, teaching prep notes and teacher observation. Other assessments may include those assigned by the teacher, for example, each student in the class must write an individual research paper for a topic of their choice from within the theme of the overall PBL. Group assessments â€" each Jigsaw group creates and presents their product, preferably to an audience other than the teacher or their class. Transforming the curriculum into an over-reaching project or series of projects does not allow for necessary practice of particular mathematical skills. For instance, factoring quadratic expressions in elementary algebra requires extensive repetition. On the other hand, a teacher could integrate a PBL approach into the standard curriculum, helping the students see some broader contexts where abstract quadratic equations may apply. Another criticism of PBL is that measures that are stated as reasons for its success are not measurable using standard measurement tools, and rely on subjective rubrics for assessing results. In PBL there is also a certain tendency for the creation of the final product of the project to become the driving force in classroom activities. When this happens, the project can lose its content focus and be ineffective in helping students learn certain concepts and skills. For example, academic projects that culminate in an artistic display or exhibit may place more emphasis on the artistic processes involved in creating the display than on the academic content that the project is meant to help students learn.

Chapter 2 : Chapter Effective Learning and Teaching

Teaching Through Projects (Open and Flexible Learning Series) [Jane Henry] on blog.quintoapp.com *FREE* shipping on qualifying offers. Designed for those developing open or distance learning materials, this guide describes various kinds of projects along with the appropriate tuition methods.

Source Teens leading one another around in blindfolds? Are we sure this is a good idea? You will need a large space for this game maybe the cafeteria after lunch or the gym during an off-period , enough blindfolds for half of the participants, and furniture and other items that you can use as obstacles cardboard boxes, pillows, chairs, tables. Scatter furniture and objects around the room before the activity begins. Your course should be challenging but safe to navigate. Pair students and have them line up at one end of the room. One person from each pair should put on the blindfold. The sighted person must guide their partner across the room and give them clear oral instructions without touching them to help them avoid the obstacles. When each team reaches the far side of the room, partners can switch roles and repeat the exercise. Have just a few pairs tackle the course at a time so that the others can observe. No-Hands Cup Stacking Challenge Source This hands-on group challenge is an exercise in patience and perseverance, not to mention a total blast! Decide how many students you want in each group, and tie that number strings to a single rubber band. Each person in the group holds on to one of the strings attached to the rubber band, and as a group, they use this device to pick up the cups by pulling the rubber band apart and then bringing it back together over the cups and place them on top of each other in order to build a pyramid. See more detailed instructions here. Critical-thinking and problem-solving skills, teamwork, patience 4. This activity gives students the opportunity to practice just that by presenting them with a long list of tasks to complete in a limited time frame. Make a list of tasks on chart paper, assigning a point value for each job. Do 25 jumping jacks 5 points ; make up a nickname for each member of the group 5 points ; get every person in the class to sign a piece of paper 15 points ; form a conga line and conga from one end of the room to the other 5 points, 10 bonus points if anyone joins you ; etc. Make sure you list enough tasks to take up more than 10 minutes. Divide your students into groups of five or six and give them 10 minutes to collect as many points as they can by deciding which tasks to perform. A debriefing session is essential with this game. Guide your students to think about how they made decisions, which group dynamics came into play, and how they determined the value of each task. Negotiation, critical thinking, communication, time management 5. This one-on-one communication activity will help students practice taking the time to clear their minds, focus, and really listen to what their partner is saying in a way that they can clearly and accurately repeat. Divide students into pairs. Partner one draws a topic card from a prepared deck and talks about that topic while partner two listens without speaking. Then, without a rebuttal, partner two recaps what partner one said. Then, they switch roles. Listening, respect, interpersonal skills, communication 6. Team Survival Challenge What would happen if your class went out on a pleasure cruise only to end up being shipwrecked on a desert island? What materials would be essential for survival? This activity is a great lesson in group decision-making, as students will undoubtedly have different ideas about what materials to add to a limited list in a limited amount of time. Critical thinking skills, negotiation, communication, teamwork 7. Four Card Negotiation Sometimes to get ahead in life, you have to know how to wheel and deal. This is entirely what this lesson is all about. The objective is for teams to trade and barter for pieces of cards to match up with the pieces they already have and ultimately end up with four complete playing cards. Start with a pile of playing cards four cards per team of four or five students. Cut each card diagonally into four pieces and mix all of the pieces together. Now divide the mixed-up pieces evenly among the teams. Give teams a couple of minutes to sort out their card pieces and figure out which pieces they have and which pieces are missing. Set a timer for 10 minutes. The goal of the game is for the students to use their negotiation skills with the other teams in order to gain as many complete cards as possible for their team. At the end of 10 minutes, the team with the most cards wins.

Chapter 3 : Volunteer Teaching English in Thailand | Projects Abroad

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.

What is the Project Approach? The Project Approach offers teachers a way to develop in-depth thinking while engaging the hearts and minds of young children. Teachers take a strong guidance role in the process while children study topics with purpose and flexibility. In early childhood, projects can be defined as open ended studies of everyday topics which are worthy of being included in an educational program. Projects emerge from the questions children raise and develop according to their particular interests. Rather than offering immediate answers to the questions children ask, teachers provide experiences through which children can discover the answers themselves through inquiry at field sites and interviewing experts. Children also consult secondary sources of information such as books and the internet in the classroom and with their parents at home. Project investigations promote in-depth understanding and cover a wide range of relevant subtopics. For this reason projects usually take several weeks to complete—and sometimes much longer, depending on the age and interests of the children. The Project Approach, then, is the method of teaching children through project investigations. Because project work follows an unpredictable path based on the interests of particular children, a flexible framework to support teachers has been developed. This framework makes the inquiry more manageable: Teachers guide children through a three phase process from the beginning of a project to its conclusion. You may find the Project Planning Journal helpful in understanding and implementing project work. In the beginning of a project, the teacher builds interest in the topic through encouraging the children to share relevant personal stories of experience. As the inquiry begins in earnest, teachers enable the children go on field visits, interview adults who are experts, such as waiters, farmers, or nurses, for example, according to the topic of study. Children also look at books, internet sites, videos, and so on. As they learn more about the topic they use many forms of representation to illustrate what they have learned and to share new knowledge with their classmates. Finally, the teacher guides the conclusion of the study and helps the children review their achievements. The children share their work with parents, another class, or members of the local community who have helped them in the process of the investigation. This final phase of the work includes the assessment by teachers of what the children have learned through the project. All children will have learned basic facts about the topic. Some children will have learned more about certain aspects of the topic such as the role of the adults, or the steps or materials used in the manufacture of an important item. There will be times when one child may have achieved individual learning goals such as developing confidence in a particular personal strength or learning to collaborate effectively with other classmates. What are the advantages of the Project Approach? Children apply skills and knowledge in their study of buses, shoes, trees, or grocery stores. They learn about the value of reading, writing, and numbers in the life of the adults around them. In the context of the project the children become apprentices in the pursuit of knowledge alongside their teachers. Teachers take a responsive role in developing the project. They coordinate different interests and support small group and individual inquiries as these emerge. Teachers who use the project approach report that students show great interest and actively participate. They ask questions and follow up their own curiosity with investigations. Along with the motivation it provides, project work also integrates all areas of learning and aspects of child development. It offers many chances to practice problem solving and critical thinking—skills that build language, math and scientific understanding. In fact, it helps children gain confidence in themselves and their abilities and develops in them the disposition to strive for understanding. How does the Project Approach align with curriculum requirements and standards? This type of learning differs considerably from the preplanned lessons of a published curriculum. While project work supports the curriculum standards identified for testing, teachers do not teach to the test through project work. The emphasis is on the context in which learning is intrinsically motivated and engaging to young children. Through careful observation and skillful planning on the part of the teacher, curriculum goals can be integrated into project work. The teacher anticipates where a project may go, and includes elements of the

required curriculum in her plans. For example, the curriculum goal of data collection and analysis can be incorporated into a project on cars, if children decide to count and record the kinds of cars they see. The teacher records her plan and project documentation provides evidence of learning. In addition to the aspects of the curriculum which relate directly to the acquisition of skills and knowledge, project work offers interesting opportunities for children to apply and practice what they have learned in other parts of their daily program in school. Intrinsic motivation enables children to learn through projects in personally meaningful ways. Children who excel in certain academic areas learn to offer leadership to their peers. Children who experience difficulty in some areas frequently learn from skilled or knowledgeable peers more easily than from adults. In classrooms where the Project Approach is well implemented, teachers and parents report that children show increased achievement and confidence in talking about what they know and can do. Curriculum goals, such as data collection and analysis, can be naturally integrated into project work. How does the Project Approach fit with other teaching strategies? Project work can be incorporated into learning centers, as well as into a typical daily schedule. For example, circle time can be used to discuss a current investigation or books on the subject can be placed in the literacy area. However, with all its advantages, most early childhood professionals would agree that project work alone does not cover all the learning experiences that should be included in the curriculum. Children learn through many different experiences in school. For young children these experiences include sensory exploration, various kinds of play activity, observation, and practice. They learn some things through direct instruction, some through small group work, some through repeated trials and persistence, and some through collaboration and lively discussion with their classmates. The Project Approach offers children the flexibility to develop interests, to work hard at their strengths, to share expertise and make personal contributions to the work of the classroom. The use of open-ended learning centers in a classroom can make for easier differentiation by teachers in their instruction as they help children to self-assess and challenge themselves appropriately in the classroom context. Open-ended learning centers complement project work by allowing children to reconstruct their experiences. What are the challenges of implementing the Project Approach? The principle challenge for teachers is to know the children well and to be able to guide them effectively in their inquiry. It requires dedication and creativity to take full advantage of individual strengths and interests, engage parental expertise for interviews, access to field sites, etc. As with any teaching approach or method, positive results are only evident when the teaching is done well. It is easier to set up learning centers with activities, worksheets, and boxes of props which are the same each year. It is easier to read the same fantasy literature and have the children play the parts of the characters in dramatic play year after year. In project work, teachers depend on rich communication with the children to determine their interests and prior levels of understanding. Another challenge for teachers is to plan the work so that there is a unity and cohesiveness to each project which all the children can appreciate. Yet, teachers wishing to help students develop a life-long love of learning and understand the interconnected relationship of all things will find there are unique advantages to project learning. Six Practical Guides for Teachers. These guides are available as. The Project Approach, Greenwood.

Chapter 4 : Volunteer Teaching in Fiji | Projects Abroad

Educationists who want to work together for improving the quality of education and to make it more interactive and enjoyable, can easily communicate and collaborate through these web-based project management systems.

Is volunteering as an English teacher in Fiji right for me? This project is open to anyone who is passionate about education and helping disadvantaged children. These skills include organisation, leadership, and adaptability. Even if you have no experience but are still interested in teaching in Fiji, sign up! Our staff are on hand to give you advice when needed, and we run regular workshops for all Teaching volunteers. You can also take a look at our extensive online database for ideas. In addition to teaching English, you can also teach other subjects. Our Teaching Project in Fiji runs year round and you can join at any time. You will need to spend at least two weeks on the project, but there is no limit beyond that. The more time you spend on the project, the more impact your work will have. What will I do at my volunteer Teaching Placement in Fiji? You will get involved with these tasks: Help improve English conversation skills by focusing on pronunciation and comprehension Teach other subjects, such as maths, science, and music Keep children busy after school with extracurricular activities Attend weekly workshops with fellow volunteers Your work will focus mainly on the following: You can help develop their confidence by creating and running fun and stimulating classes that focus on conversation. As a volunteer teaching English in Fiji, you can do things like: Depending on what your interests are, you could help teach subjects such as maths or science. This is something that is run in all schools in Fiji, so you can teach primary or high school students. Present extracurricular activities These extra classes are a huge benefit to the kids, and give them a safe space to be creative and active after school. Sports such as rugby and football are particularly popular among the children. However, if you lean more toward the creative side of things, you could do arts and crafts, music lessons, dance, or drama. As part of our teaching volunteer project in Fiji, we run weekly workshops for all our volunteers. You will also get to exchange ideas with fellow volunteers and Projects Abroad staff members. You will also receive advice and suggestions regarding lesson planning, classroom management, and activities to carry out at your teaching placement. Where will I be working in Fiji? While Viti Levu is the largest island in the archipelago, Fiji actually consists of more than islands, of which are permanently inhabited. Keep in mind that many of these schools cater to a large area, so classes tend to be quite big. Nadi Nadi is the third largest city in Fiji and located about 24km from Lautoka. Lautoka Lautoka is the second largest city in Fiji, located on the western side of Viti Levu. You can find more detailed information on arrival airports, orientation, and visas on our Fiji Arrival Procedures page. What will my typical day be like as a volunteer teacher in Fiji? A typical day at your volunteer teaching placement in Fiji will run from about 7: You will be working closely with local teachers, focusing on English, literacy, and numeracy. You might start the day off by helping a local teacher out with maths lessons, followed by your first conversation class for the day. School normally finishes around 1: If your placement is close to where your host family lives, you can head home for lunch. Alternatively, you will enjoy a packed lunch at school. End the day off by presenting an hour or two of extracurricular activities of your choice. These could include sports, arts, crafts, or music. Since you will be living with a local host family, breakfast or dinners offer great opportunities to get to know them better and fully immerse yourself in their way of life. What are the aims and impact of this project? The aim of this project is to raise English levels in schools and give teachers more support in the classroom. Access to better quality education helps people have more employment opportunities. Unfortunately, this is not always available to everyone in Fiji. In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

Chapter 5 : Teaching through Projects: Creating Effective Learning Environments | Project Zero

Teaching Collaboration Through PBL Melissa Unger teaches STEAM to first and second graders in a group-oriented, project-based classroom in Western Pennsylvania. "One of the goals in my classroom is teaching students the importance of working together," she said.

Visa costs where applicable Is Teaching in Thailand right for me? Volunteer teaching in Thailand is perfect for anyone who loves working with children, and wants to gain practical classroom experience. It will add value to your CV, and give you interesting points to talk about in applications and interviews. You will have a full induction on your arrival in Thailand, and we have regular workshops to help you. During the workshops, you can discuss lesson plans and challenges and exchange ideas. Projects Abroad staff are also there to support you and give advice whenever you need it. This project runs throughout the year, and you can join at any time from a minimum of one week. The longer you teach in Thailand, the greater an impact you can have on your students. Volunteering for Professionals This project is also perfect for qualified professionals. With your skills backing up our ongoing efforts, we can make an even bigger difference together. This means you can share your training and and knowledge with others. You can work hand-in-hand with our partner organisations and local communities to support sustainable development. If you have relevant skills or qualifications, read more about how you can make use of them with Projects Abroad. What will I do on the Teaching Project? Help students improve their English conversational skills at your teaching placement Gain invaluable teaching work experience in Thailand by assisting local teachers, or by leading classes Attend teaching workshops to share ideas with volunteers and to cover useful teaching techniques Help with other subjects and extracurricular activities such as art, drama, music, and sports Help run basic English lessons for children or adults during school holidays Your work will focus on the following areas: With well thought out lesson plans, you can deliver fun, engaging, and educational lessons. You can do things like create role plays using characters your students can relate to, or play a round of speaking Bingo! Gain invaluable teaching work experience in Thailand You will develop professionally from observing, assisting, and eventually leading your own activities or lessons in Thailand. We encourage you to spend time planning your classes, and reach out to teachers for advice and support. Attend teaching workshops Each month on every second Thursday, time is set aside for a workshop and meeting in the afternoon. You can use this time to talk to other volunteers and Projects Abroad staff about your time at your placement, discuss problems, and share activities that have worked for you. Help with other subjects and extracurricular activities Depending on your placement and your interests, you may be asked to assist with or lead extracurricular lessons. In the past, some volunteers have run an English club, or helped with soccer lessons. Chat with your Volunteer Advisor before your departure to Thailand, and we can match you to the school that would be the best fit for you. Help run basic English lessons for children or adults during school holidays You can help teach English during school holidays for regular school placements. During this time, we organise a variety of holiday programmes including basic English lessons and fun educational activities in Krabi. We also arrange adult English classes in the local community. Where will I be working in Thailand? Krabi You will work in public primary and secondary schools based in Krabi. Some school placements have basic resources like chalk boards instead of an interactive smart board. This will require you to think out of the box with how you lesson plan and teach. Krabi is a small town, with an approximate population of , Take advantage of your free time to explore attractions like the Buddhist Tiger Cave Temple. This unique temple is famous for its 1, stairs, which lead to a golden Buddha statue on the mountain summit. As a volunteer teaching English in Thailand, you will live with a friendly host family or in shared bungalows. You can find more detailed information on arrival airports, orientation, and visas on our Thailand Arrival Procedures page. A typical day on the Teaching Project in Thailand Your day will begin with breakfast in your host family home. All teaching volunteers will be collected by transport organised by Projects Abroad, either from your host family home or from a prearranged spot. As a volunteer teaching English in Thailand, a typical day will begin around 8. This may differ depending on your placement. Teachers in Thailand dress smartly and you are expected to do the same. For

female teachers, pack skirts that reach past your knees, trousers that cover the ankle, and make sure to wear shirts with a collar, or that cover your chest and shoulders. For males, shorts are not allowed, but trousers that reach your ankles are suitable. Wear shirts with a collar. For both male and female, closed, smart shoes are a must. On arrival at your placement, you can join the morning ceremony with the national anthem and morning prayer, or plan for the day ahead. You may be asked to organise some sport or music activity during the lunch break. Your transport will collect you at the end of your day. Free time in the evenings, or weekends can be used to travel around Krabi, or Thailand! What are the aims and impact of this project? The aim of this project is to help students improve their conversational English. This gives students a better chance of securing good jobs in the future, and a chance to create global networks with visitors to Thailand. There are many obstacles in English language teaching and learning in Thailand, such as inadequately equipped classrooms and a lack of educational resources. Students often lack the confidence to speak English with their teacher and classmates.

Chapter 6 : Kitchen Science & Math Activities for Kids | Bright Horizons®

Project learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups.

Jarrett, Denise Full text: When students are allowed to use their home language in the classroom, their academic performance improves, which can help them to build a solid foundation in math and science concepts before entering the higher grades where language becomes more decontextualized and cognitively more demanding. Skills in content areas like math and science, once learned in the first language, are retained when instruction shifts to the second language. The book is divided into several sections including the following: Anstrom, Kris Full text: The focus is on the education of secondary-level English language learners ELLs within mainstream mathematics classes. The intent of this document is to give teachers and teacher educators a better understanding of how mainstream mathematics instruction can be designed and implemented to enhance academic achievement and learning for these students. Research for this report included an extensive search of National Clearinghouse for Bilingual Education NCBE bibliographic database, the ERIC bibliographic database, and various World Wide Web sites for information regarding effective curriculum and instruction, content standards, student assessment, teacher training, and education. Pally, Marcia March, This paper discusses the rationale for using sustained content-based instruction CBI to teach English for academic purposes to non- native speakers, drawing on recent research and theory and on both personal experience and a small-scale study of college students. Topics addressed here include cultural, political, and psycho-social questions about English language hegemony and the question of who should learn these rhetorical conventions. Literature on sustained CBI is then reviewed, offering support for it from experience with student frustration, research on its effectiveness, and interviews with students who had studied English in sustained CBI classes. In the interviews, students noted benefits in content-area expertise and learning motivation. Several sustained CBI courses developed by the author are described briefly, with course outlines appended. The theme of this issue is "Content-Base Instruction. Eskey ; "How Relevant Is Relevance?: Guidelines for Teachers" Jean L. Standards, Measures, and Promising Practices. A review of recent literature looked at three major areas: The study also included interviews with university education faculty to determine current issues and effective practices within the various subject areas, and site visits to a suburban high school that had implemented a team approach to working with language minority students in mainstream classrooms. Some classroom observations are presented as vignettes. ED Measuring and Comparing: The teacher manual contains a list of instructional objectives for the unit, daily lesson plans, vocabulary chart, metric conversion table, a series of class activities, signs for labeling activity stations in the classroom, and instructions for an ancillary activity in making comparisons. The student book contains visual aids, worksheets, and exercises. Suggestions are offered for developing lesson plans, including a lesson plan format and sample lessons. GLOBE is a worldwide network of teachers and students representing over 6, schools in more than 75 countries. It is an excellent vehicle for learning a foreign language while exploring science, mathematics, social studies, and technology, providing a foundation for interdisciplinary and content-based study. EJ Into, Through, and Beyond. A Means to Promote Language Content. Forum, v35 n4 Oct-Dec Provides a rationale for content-based instruction and demonstrates how project work can be integrated into content-based English-as-a-Second-Language classrooms. Outlines the primary characteristics of project work, introduces project work in its various configurations, and presents practical guidelines for sequencing and developing a project. Doing More than Teaching Language. Two sidebars describe how to develop thematic units and present a sample thematic unit. ADFL Bulletin, v30 n2 p Win To prepare college students for the global marketplace, language learning must be more fully integrated with the liberal arts. This means rethinking the relationship between language competency and the study of languages and literature. Literature in the target language should be studied at the advanced level, because this offers students a chance to learn the subtleties of the language. Snow, Marguerite Ann Annual Review of Applied Linguistics, v18 p A

review of literature on content-based second-language instruction, in both English and other second languages, describes the impact of content-based instruction on instructional, assessment, and teacher-training practices and examines its role as a setting for research and methodological innovation. It concludes with a discussion of ongoing challenges. You can read ERIC documents on microfiche for free at many libraries with monthly subscriptions or specialized collections. The originating journal Interlibrary loan services at your local college or public library Ingenta, an article reproduction service: If you would like additional information about this or any topic related to language education or linguistics, contact our User Services Staff.

Chapter 7 : Learning Mathematics Through Games Series: Why Games? : blog.quintoapp.com

Teaching Technology Through Interest Projects, developed over six years by a classroom teacher, is a fun, highly effective method for teaching Internet research skills and presentation technology to students.

Share via Email What would you do if you captured the big bag wolf? Here are 10 ways to teach your students using play. Visit a nursery, reception or many year one classrooms and you will find ample opportunities for children to play. Unfortunately, as children move through school the pressures on teaching the formal aspects of the curriculum take over and play is pushed to the margins. Resource, space and activities for learning through play decline until they almost disappear by the time children reach the end of key stage 2. The following list of activities are focused on using play as a medium for learning â€" particularly through drama and imaginative inquiry. Each lesson idea is focused on a particular aspect of learning and links to a planning unit on the Imaginative Inquiry website. What is he going to do? His officers wait for their orders. Not everyone in the local community is happy about the plans. He is in a cage in the basement of our office and we can see him on our CCTV. What should we do with him? What will they find inside? Students use classroom resources, topic-books, websites and pre-prepared information sheets to create the contents of the box. The mountain rescue team represented by the students consider the risks of coming to her aid. They discuss the best options geographically and decide on a set of rules and how to enforce them. They are faced with many challenges â€" famine, storms, invaders, wild-animals, illness and disease. They spend their first night on the beach sleeping in tents and are woken up in the middle of the night by strange and terrifying noises coming from the jungle. What should they do in the morning? Tim Taylor is a freelance teacher and writer. He blogs on the Imaginative Inquiry website. This content is brought to you by Guardian Professional. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs.

Learning through play ideas: top 10 activities as children move through school the pressures on teaching the formal aspects of the curriculum take over and play is pushed to the margins.

Lippman and Suzi Neft Increasingly recognized as an essential soft skill, collaboration leads to success in education, work and responsible adulthood. It is critically important to start teaching the 21st-Century skill of collaboration as young as possibleâ€"ideally in early elementary school. Her challenge is teaching abstract, non-tangible collaboration skills. Justin Aion teaches twelfth-grade math to low-level students at Leechburg High School. His PBL classroom is broken into three groups of four with the current goal of building a geodesic greenhouse, including designs, budgets, proposals and presentations. Groups compete to build their plan. On day one, groups wrote contracts divvying up the work, determining penalties for students who do not comply. We discuss the needs of each stage. I am here to answer questions and provide resources. Both use PBL to engage their students in multifaceted group projects. Some of what sets Unger and Aion apart are their careful crafting of classroom norms and purposeful collaboration skill-building, so students are prepared to be successful during group work. Results of Classroom Collaboration Through collaboration, students learn to communicate with each other clearly, work together effectively and resolve conflicts. They can learn the importance of being empathetic and encouraging of other students. Over time, students learn the value of working in a team and learning with and from others who have very different ideas than their own. Projects become more student-driven, rather than teacher-driven. My students gain a greater sense of freedom and responsibility to challenge themselves, reach new goals and expand their knowledge. They learn the importance of working together and the value of collaboration for their learning experience. They are not used to embedding creativity in what they do, especially in math. I am looking for a finished product. The Partnership for 21st Century Learning P21 is one of the leading advocates of this type of learning. Educators must be very purposeful in how they prepare students so that everyone can benefit from group work. We are very excited to learn about the creative ways that teachers approach this challenging work. The Collaboration Nation study will help identify alternative assessments of collaboration skills that educators may be already be using. I am so excited to partner with some amazing, like-minded organizations to conduct this study. K teachers and curriculum directors are asked to join the Collaboration Nation by participating in a short survey at www.

Chapter 9 : Teaching Language Through Content - CAL Resource Guide Online

The Project Approach, then, is the method of teaching children through project investigations. Because project work follows an unpredictable path based on the interests of particular children, a flexible framework to support teachers has been developed.

Teaching Should Be Consistent With the Nature of Scientific Inquiry Science, mathematics, and technology are defined as much by what they do and how they do it as they are by the results they achieve. To understand them as ways of thinking and doing, as well as bodies of knowledge, requires that students have some experience with the kinds of thought and action that are typical of those fields. Teachers, therefore, should do the following: Start With Questions About Nature Sound teaching usually begins with questions and phenomena that are interesting and familiar to students, not with abstractions or phenomena outside their range of perception, understanding, or knowledge. Engage Students Actively Students need to have many and varied opportunities for collecting, sorting and cataloging; observing, note taking and sketching; interviewing, polling, and surveying; and using hand lenses, microscopes, thermometers, cameras, and other common instruments. They should dissect; measure, count, graph, and compute; explore the chemical properties of common substances; plant and cultivate; and systematically observe the social behavior of humans and other animals. Among these activities, none is more important than measurement, in that figuring out what to measure, what instruments to use, how to check the correctness of measurements, and how to configure and make sense out of the results are at the heart of much of science and engineering. This puts a premium, just as science does, on careful observation and thoughtful analysis. Students need guidance, encouragement, and practice in collecting, sorting, and analyzing evidence, and in building arguments based on it. However, if such activities are not to be destructively boring, they must lead to some intellectually satisfying payoff that students care about. Provide Historical Perspectives During their school years, students should encounter many scientific ideas presented in historical context. It matters less which particular episodes teachers select in addition to the few key episodes presented in Chapter 10 than that the selection represent the scope and diversity of the scientific enterprise. Students can develop a sense of how science really happens by learning something of the growth of scientific ideas, of the twists and turns on the way to our current understanding of such ideas, of the roles played by different investigators and commentators, and of the interplay between evidence and theory over time. It is important, for example, for students to become aware that women and minorities have made significant contributions in spite of the barriers put in their way by society; that the roots of science, mathematics, and technology go back to the early Egyptian, Greek, Arabic, and Chinese cultures; and that scientists bring to their work the values and prejudices of the cultures in which they live. Insist on Clear Expression Effective oral and written communication is so important in every facet of life that teachers of every subject and at every level should place a high priority on it for all students. Use a Team Approach The collaborative nature of scientific and technological work should be strongly reinforced by frequent group activity in the classroom. Scientists and engineers work mostly in groups and less often as isolated investigators. Similarly, students should gain experience sharing responsibility for learning with each other. In the process of coming to common understandings, students in a group must frequently inform each other about procedures and meanings, argue over findings, and assess how the task is progressing. In the context of team responsibility, feedback and communication become more realistic and of a character very different from the usual individualistic textbook-homework-recitation approach. The nature of inquiry depends on what is being investigated, and what is learned depends on the methods used. Science teaching that attempts solely to impart to students the accumulated knowledge of a field leads to very little understanding and certainly not to the development of intellectual independence and facility. Science teachers should help students to acquire both scientific knowledge of the world and scientific habits of mind at the same time. Deemphasize the Memorization of Technical Vocabulary Understanding rather than vocabulary should be the main purpose of science teaching. Some technical terms are therefore helpful for everyone, but the number of essential ones is relatively small. If teachers introduce technical terms only as needed to clarify thinking and promote effective

communication, then students will gradually build a functional vocabulary that will survive beyond the next test. For teachers to concentrate on vocabulary, however, is to detract from science as a process, to put learning for understanding in jeopardy, and to risk being misled about what students have learned. Science Teaching Should Reflect Scientific Values Science is more than a body of knowledge and a way of accumulating and validating that knowledge. It is also a social activity that incorporates certain human values. However, they are all highly characteristic of the scientific endeavor. In learning science, students should encounter such values as part of their experience, not as empty claims. This suggests that teachers should strive to do the following: Welcome Curiosity Science, mathematics, and technology do not create curiosity. Thus, science teachers should encourage students to raise questions about the material being studied, help them learn to frame their questions clearly enough to begin to search for answers, suggest to them productive ways for finding answers, and reward those who raise and then pursue unusual but relevant questions. In the science classroom, wondering should be as highly valued as knowing. Reward Creativity Scientists, mathematicians, and engineers prize the creative use of imagination. Encourage a Spirit of Healthy Questioning Science, mathematics, and engineering prosper because of the institutionalized skepticism of their practitioners. In science classrooms, it should be the normal practice for teachers to raise such questions as: How do we know? What is the evidence? What is the argument that interprets the evidence? Are there alternative explanations or other ways of solving the problem that could be better? The aim should be to get students into the habit of posing such questions and framing answers. Avoid Dogmatism Students should experience science as a process for extending understanding, not as unalterable truth. This means that teachers must take care not to convey the impression that they themselves or the textbooks are absolute authorities whose conclusions are always correct. By dealing with the credibility of scientific claims, the overturn of accepted scientific beliefs, and what to make out of disagreements among scientists, science teachers can help students to balance the necessity for accepting a great deal of science on faith against the importance of keeping an open mind. Promote Aesthetic Responses Many people regard science as cold and uninteresting. However, a scientific understanding of, say, the formation of stars, the blue of the sky, or the construction of the human heart need not displace the romantic and spiritual meanings of such phenomena. Teachers of science, mathematics, and technology should establish a learning environment in which students are able to broaden and deepen their response to the beauty of ideas, methods, tools, structures, objects, and living organisms. Science Teaching Should Aim to Counteract Learning Anxieties Teachers should recognize that for many students, the learning of mathematics and science involves feelings of severe anxiety and fear of failure. No doubt this results partly from what is taught and the way it is taught, and partly from attitudes picked up incidentally very early in schooling from parents and teachers who are themselves ill at ease with science and mathematics. Far from dismissing math and science anxiety as groundless, though, teachers should assure students that they understand the problem and will work with them to overcome it. Teachers can take such measures as the following: Build on Success Teachers should make sure that students have some sense of success in learning science and mathematics, and they should deemphasize getting all the right answers as being the main criterion of success. After all, science itself, as Alfred North Whitehead said, is never quite right. Understanding anything is never absolute, and it takes many forms. Provide Abundant Experience in Using Tools Many students are fearful of using laboratory instruments and other tools. This fear may result primarily from the lack of opportunity many of them have to become familiar with tools in safe circumstances. Girls in particular suffer from the mistaken notion that boys are naturally more adept at using tools. Starting in the earliest grades, all students should gradually gain familiarity with tools and the proper use of tools. By the time they finish school, all students should have had supervised experience with common hand tools, soldering irons, electrical meters, drafting tools, optical and sound equipment, calculators, and computers. Support the Roles of Girls and Minorities in Science Because the scientific and engineering professions have been predominantly male and white, female and minority students could easily get the impression that these fields are beyond them or are otherwise unsuited to them. Teachers should select learning materials that illustrate the contributions of women and minorities, bring in role models, and make it clear to female and minority students that they are expected to study the same subjects at the same level as

everyone else and to perform as well. Emphasize Group Learning A group approach has motivational value apart from the need to use team learning as noted earlier to promote an understanding of how science and engineering work. Overemphasis on competition among students for high grades distorts what ought to be the prime motive for studying science: Competition among students in the science classroom may also result in many of them developing a dislike of science and losing their confidence in their ability to learn science. Science Teaching Should Extend Beyond the School Children learn from their parents, siblings, other relatives, peers, and adult authority figures, as well as from teachers. They learn from movies, television, radio, records, trade books and magazines, and home computers, and from going to museums and zoos, parties, club meetings, rock concerts, and sports events, as well as from schoolbooks and the school environment in general. Science teachers should exploit the rich resources of the larger community and involve parents and other concerned adults in useful ways. It is also important for teachers to recognize that some of what their students learn informally is wrong, incomplete, poorly understood, or misunderstood, but that formal education can help students to restructure that knowledge and acquire new knowledge. Teaching Should Take Its Time In learning science, students need time for exploring, for making observations, for taking wrong turns, for testing ideas, for doing things over again; time for building things, calibrating instruments, collecting things, constructing physical and mathematical models for testing ideas; time for learning whatever mathematics, technology, and science they may need to deal with the questions at hand; time for asking around, reading, and arguing; time for wrestling with unfamiliar and counterintuitive ideas and for coming to see the advantage in thinking in a different way. Moreover, any topic in science, mathematics, or technology that is taught only in a single lesson or unit is unlikely to leave a trace by the end of schooling. To take hold and mature, concepts must not just be presented to students from time to time but must be offered to them periodically in different contexts and at increasing levels of sophistication.