**Learning Learning Theory**

**PKL**

**Performance-Based assessments**, **K**UD, **L**earning Scales

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| **Performance-Based Assessment(s)**  **(description of the assessment and the learners):**  Learners: 36 sixth grade students in their first quarter in middle school. Students will create a multimedia presentation using google presentation that will inform an audience about three theories of learning. They’ll include a slide which explains the theory they believe is most important for middle school students to learn and why. Each student will present his / her presentation to an audience (parent, teacher, peer) and gather feedback, which will be part of their written reflection. |

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| **K**now  (particular facts/terms associated with the learning) | **U**nderstand  (limited # big ideas that recur across units) | Do  (transferable skills aligned with school-wide outcomes) |
| James Zull  Learning Cycle  Lev Vygotsky  Zone of Proximal Development  More Knowledgeable Other  Howard Gardner  Multiple Intelligences  Advocate (noun and verb) | Understanding learning theories helps us to identify our own strengths and areas for improvement and can help us become better advocates for our own learning.  Understanding learning theories can give us greater insight into others and how they learn and work. | Use technology to present information  Interpret information presented in various formats (print and video)  Gather and use information and evidence from multiple sources to support a presentation\*  Produce clear and concise writing appropriate for presentation format\*  Use vocabulary appropriately demonstrating understanding  Present information clearly using appropriate eye contact, clear voice, and formal style  Generate a brainstorm about possible goals for the school year that reflect an understanding of personal strengths and areas in need of improvement.  Reflect regularly in brain book about where you are in relation to one or more of these theories. |

\*These skills will be assessed for a grade.

**L**earning **S**cales:

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|  | Getting Started | Making Progress | Got It | Transfer |
| Use technology | I am learning what google presentation is and the options that it has to offer for creating presentations. | I can create a presentation on google presentation, find a background, and create new slides if I refer to my handout when needed. | I can use google presentation to create a presentation that includes a unifying background, title slide, and supporting slides. | I use this technology in other settings to demonstrate my learning. |
| Produce clear and concise writing appropriate for presentation | I am learning how to explain what I want to say in writing when the purpose of the writing is to be as concise (specific) as possible. I seek out help to make my writing understandable and to fix errors. | If given feedback on what is too wordy or too short, with just enough detail that an audience can understand what I am trying to say. Any errors that I have made do not take away from the meaning of my writing. | I write concisely and provide enough detail that an audience could understand what I am trying to say without including extraneous information. I use correct spelling, punctuation, and capitalization. | I use this skill to produce concise writing in other settings, providing enough detail and using correct spelling, punctuation, and capitalization. |
| Demonstrate understanding of learning theories | I am learning what the three theories are and what the important parts are for each of them. I am still deciding which theory is most important to learn. | When I refer to my outline on the three theories, I can describe each one and the important parts of each. I choose why one theory is the most important to learn. | I can describe each learning theory by highlighting the important parts of each theory using specific evidence. I choose and defend why one theory is the most important to learn. | I help others understand the three theories and answer questions about how the theories apply to learners. I persuade others to believe the theory I think it most important is correct. |
| Reflection | I am learning how to reflect. I am setting goals that tie to my areas of strength and improvement and with help can link those goals to the learning theories. | When prompted and reminded of the points of the theories, I can reflect on how they apply to me as a learner. When I see examples I can select personal goals that could be appropriate for me based on my understanding of the three theories and how they support my areas of strength and improvement. | I reflect on how the learning theories impact me as a learner. I generate ideas for personal goals based on my understanding of the three theories and how they support my areas of strength and improvement. | I reflect on my connection to the learning theories in other contexts. I generate personal goals that reflect my understanding of the theories. |
| Oral Presentation  *(“Generate” as a class. Maybe break into mini learning scales)* | I am learning how to present to others in a formal setting. I present the information that I have on my google presentation. | I welcome my audience. When reminded I practice good eye contact, clear voice, and a formal style. I provide some summary of the unit and present the information on my slides. When finished, I thank them for their time and ask for feedback. | I welcome my audience with a hand shake and thank them for their time. I use a formal style, clear eye contact, and a clear voice to present my information. I introduce the unit clearly and present the information using the slides as a guide and adding additional relevant information as I speak. When finished, I thank them for their time and ask them for their honest feedback. | I use my skills of oral presentation in other settings. I adjust my style to the setting that I am in and am comfortable and communicate appropriately in front of a variety of audiences. |

WHAT IS OUR PLACE AS LEARNERS?

UNDERSTANDING LEARNING THEORIES AND HOW THEY SHAPE US AS LEARNERS

*Enduring Understandings:*

Understanding learning theories helps us to identify our own strengths and areas for improvement and can help us become better advocates for our own learning.

Understanding learning theories can give us greater insight into others and how they learn and work.

*Essential Questions:*

How do these theories support my place as a learner and help me become a better advocate for my own learning?

What is Zull’s Learning Cycle?

What is Gardner’s Theory of Multiple Intelligences?

What is Vygotsky’s Zone of Proximal Development and More Knowledgeable Other?

How does understanding these theories help me become a better learner?

*CCSS: (Italicized standards are those that will be assessed)*

* R.I.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* *W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.*
* *W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting (not addressed).*
* *W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.*
* W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
* SL.6.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
* *SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*
* *SL.6.5: Include multimedia components and visual displays in presentation to clarify information.*
* L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
* *L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression*

*Culminating Assessment:*

Create a multimedia presentation using google presentation that will inform an audience about the three theories of learning. Include a slide which explains the theory you believe is most important for middle school students to learn and why. Present your presentation to an audience (parent, teacher, peer) and gather feedback from audience. Reflect on the experience.

Create model: Present Piaget?

*Instructional Strategies:*

Lesson 1: WHAT DO WE KNOW? (1 class period)

Objective: Access prior, personal knowledge about development and learning. Generate questions that students have about development/learning.

Focusing Questions:

How have you changed as you have grown and developed?

What do you think about how do people learn?

Activities:

1. Brain journal: How have you changed as you have grown up? How do people learn?. (7 minute write)
2. Pair-Share: Share your ideas with a partner.
3. Whole group: Compile a class list.
4. Pairs: With same partners, discuss the class list. What questions or thoughts come up for you. Be ready to share one or two ideas or questions that come up in the discussion.
5. Whole group: Share out. Compile a list of questions.
6. Exit Ticket: What is one thing that we discussed today that interested, frustrated, excited, or confused you? Why?

Lesson 2: VYGOTSKY (1 class period)

Objective: Students will understand Vygotsky’s Zone of Proximal Development and More Knowledgeable Other.

Focusing Questions:

What is Vygotsky’s Zone of Proximal Development?

What is a More Knowledgeable Other?

What role do these theories play in learning?

Activities:

1. Brain journal: What topics are you more knowledgeable about than your parents, teachers, or peers? How did you get that way?
2. Whole group discussion: Compile list of topics. If I wanted to learn about one of these topics, what would be some strategies that I could use to do that? Would it be easier for me to learn on my own or for someone to help me?
3. Reading: Who was Vygotsky? What is the Zone or Proximal Development. Define domain-specific vocabulary: More Knowledgeable Others, Proximal.
4. Video: <http://www.youtube.com/watch?v=rX8lRh1u5iE>
5. Pair Work: Summarize: What is the Zone of Proximal Development? Provide an example of how working with a MKO could help someone learn something. Why do you think that the theory of the Zone of Proximal Development is important for learners and in schools?
6. Zone Activity: Describing a variety of experiences. Students silently move to where they would be (comfort, ZPD, danger zone). After, discuss: What could help you move into the ZPD from the danger zone? Why do you think you learn the most in the ZPD?
7. Homework: Who are five MKOs in your own life? What do you go to them for? Write 2-3 sentences about each MKO and how they have helped you.

Lesson 3: ZULL (2 class periods)

Objective: Students will understand the (very) basic structure of the brain. Students will understand the parts of the learning cycle and how the parts of the learning cycle work together.

Focusing Questions:

What are the parts of the brain that are part of the learning cycle?

What is the learning cycle?

Activities:

Day One:

1. Homework Review: Share at the table 2 or 3 MKOs that you wrote about last night.
2. Lecturette: Structure of the brain--what are the parts? (<https://docs.google.com/a/hartfordschools.net/presentation/d/1aHCRjGXYeTU-nke42s7AQaihgREPTUkz1ySmfkdwIqU/edit#slide=id.p>)
3. Individual: Illustrate the brain

Day Two:

1. Entrance Ticket: What do you remember about the structure of the brain? List the parts--fill in what you remember.
2. Quick review of brain structure
3. Lecturette: Present the learning cycle. Draw as we go.
4. Pairs: Active Testing: Create an example of a learning cycle.
5. Whole Class: Present your learning cycle examples.
6. Homework: Teach an adult or equally aged peer about the learning cycle. Give a short quiz after to assess your teaching. Questions: What are the four parts of the learning cycle? What is the most critical part of the learning cycle to make sure learning “sticks”? What questions do you still have about the learning cycle?

Lesson 4: GARDNER (2 class periods)

Objective: Students will learn who Howard Gardner is and the 8 different multiple intelligences in his theory. They will also determine their own multiple intelligence profile and reflect on what this means for them.

Focusing Questions:

What did you learn about Gardner?

What is the Theory of Multiple Intelligences?

How do MI help us answer our questions about development or learning?

What is your personal intelligences profile and what does that mean for you as a learner?

Activities:

Day One:

1. Brain journal: What was the experience of teaching someone about the learning cycle like for you? What did you learn through the process?
2. Lecturette: Who was Gardner? Why was his Theory of MI important? How did it change the way educators approached teaching? What are the 8 multiple intelligences?
3. Reading: Students will read in pairs and take notes on a graphic organizer on each intelligence. Define domain-specific vocabulary: Intelligence (natural talent...brightest lightbulbs)
4. Video: <http://www.youtube.com/watch?v=cf6lqfNTmaM>

Day Two:

1. Multiple Intelligences quiz: ht[tp://www.literacyworks.org/mi/assessment/findyourstrengths.html](http://www.literacyworks.org/mi/assessment/findyourstrengths.html)
2. Brain Journal: What does your MI profile say about you as a learner? How accurate do you think it is? Explain why and give examples.
3. Pair-Share: Share your results and your reflections with a peer. Do you have any similarities? Differences? How could you use these similarities AND differences if you were asked to work together on a project to make it a good and successful experience?
4. Homework: Using at least one of the intelligences identified in your MI profile and use it to create a way to remember the 8 different intelligences and what they each mean (Write a song or poem, make a poster, come up with a skit, make drawings for each, connect each to part of the natural world, work with a partner on a study guide...). Be prepared to share at the beginning of class.

Lesson 5: MULTIPLE INTELLIGENCES (1 class period)

Objective: Students will share their study strategies that used their intelligences and see how effective they were in helping them remember the intelligences. Students will explore ideas of how these intelligences could help them in school.

Focusing Questions:

What is your personal intelligences profile and what does it mean for you as a learner?

What ways have you used your intelligences in the past to help yourself learn better?

How could you use your knowledge of the intelligences to help yourself in the future?

Activities:

1. Homework Review: In groups of 4, share study strategies.
2. Pre-Quiz Reflection: How well do you think you will do on this quiz? How do you think the homework assignment helped you prepare for this quiz. If it didn’t, what could you have done differently to make the homework more helpful for you?
3. Quiz: Name the 8 intelligences and what they mean. Differentiation: matching (0 bonus points), first letter given (5 bonus points), completely blank (10 bonus points).
4. Quiz Reflection: Why did you choose the quiz you did?
5. Pair-Share: Think about your intelligences profile. What ways have you used your intelligences in the past to help yourself learn better? Where have you excelled in your life that may be tied to your intelligences?
6. Whole group discussion: Brainstorm a list. Are there any commonalities? Anything that someone else thought of that works for you too?
7. Pair-Share: Using the list as guidance, what ways might your intelligences help you in the future?
8. Brain journal: What ways might your intelligences help you in the future? What intelligences do you need to stretch to improve and how might you do that?

Lesson 6: PERFORMANCE BASED ASSESSMENT

Objective: Students will create a multimedia presentation using google presentation that will inform an audience about the three theories of learning. Include a slide which explains the theory they believe is most important for middle school students to learn and why. Present presentation to an audience (parent, teacher, peer) and gather feedback. Reflect on the experience.

Focusing questions:

What do these theories have to do with learning?

Which theory is most important for middle schoolers to know?

Activities:

1. Review/Organizing: First independently, then with a partner, fill in an outline about all three theories. What are the most important points about each theory? Need graphic organizer for three theories
2. Whole group: Hand out guidelines and learning scales for final assessment. Show model for students (on Piaget’s four stages...four different stages, most important for middle school is abstract because that’s where they are headed).
3. Independent: Using chromebooks, begin working on presentation.
4. Exit Card: What did you accomplish today? What do you need to accomplish tomorrow? Is there any place where you need help or guidance? Who do you plan to present to?

Lesson 7: PRESENTATIONS AND GATHERING FEEDBACK

Objective: Students will formally present their learning to an audience of at least one other person.

Focusing questions:

What do I know about learning theories and how can I demonstrate my learning?

Activities:

1. Whole group: Discuss the feedback that needs to be collected when we present the information. Generate a class list of what questions we could ask for feedback.
2. Model: Role play/model a presentation for students using a student volunteer and teacher as “student.” Include introduction, conclusion, gathering feedback…
3. Pair practice: Pair up and practice the presentation
4. Homework: Present presentation and gather feedback

Lesson 8: WHAT DOES THIS MEAN FOR ME?

Objective: Students will reflect on their own areas of strength and improvement and how an understanding of the theories impact them as a learner.

Focusing Questions:

Why is understanding these theories useful for me as a learner?

What are some possible goals for the year that I could have based on my understanding of these theories?

Where do I think I am in my learning cycle about these theories? Who are my MKOs if I need help?

Activities:

1. Brain book: Answer reflection questions in at least one paragraph each.
2. Pair share: Share some of the key points from your reflection with a partner.
3. Brain book: Add one or two more ideas to your reflection based on talking to your partner.