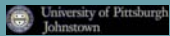


STUDENT ENGAGEMENT AS AN EFFECTIVE MEANS FOR KNOWLEDGE TRANSFER AND RETENTION

Gerald Zahorchak, Ph.D. and Cynthia L. Blitz, Ph.D.



"Transfer is remarkably hard to achieve, a particularly unsettling fact given that it is also such a high-stakes issue; after all, an education that doesn't transfer isn't worth much"

-Miller, 2014, Minds Online, Page 130



I never teach my pupils. I only attempt to provide the conditions in which they can learn.

- Albert Einstein

How do we best facilitate engagement with and capacity to transform knowledge through pedagogical practices?

AGENDA

Background	Turn & Share
Assessment	Table Talk
Service Learning	Reflection - Circle, Square, Triangle



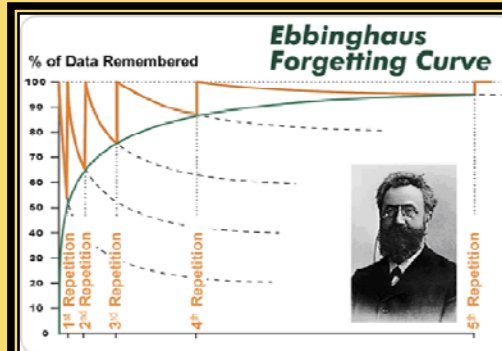
THEY ALL CAN LEARN?!



IT IS OF THE UTMOST IMPORTANCE THAT WE KNOW THE IDEAS, CONCEPTS, AND COMPETENCIES TO BE LEARNED AND TO BE RETAINED. THEN, WE NEED TO FIGURE OUT HOW TO MAKE THAT HAPPEN

Learning intentions

- HOW HUMANS REMEMBER?
- 4 TYPES OF ASSESSMENTS
- FORMATIVE ASSESSMENTS & STRATEGIES
- FEEDBACK MATTERS



Time...Judicious Abandonment



Source: National Training Laboratories, Bethel, Maine

TURN & SHARE



Turn to a partner and share ways that you have successfully (and perhaps unsuccessfully) utilized assessments to engage students with their learning and retention of material.



Types of Assessments

Summative Assessment

- End-of-year assessment
- State Assessments
- Aligned to content area state standards
- Measures student ATP
- A component of teacher accountability and evaluation

Interim Assessment

- 6-8 week assessment
- School and district level assessments
- Identify gaps in student learning
- Predicts student performance on state tests
- Data used at classroom level
- Drives district level decisions

Formative Assessment

- Daily assessment
- Linked to learning experience
- Assesses student understanding and mastery of skills
- Data used to modifying instruction

Assessment-balanced



- Summative—end of lesson, unit, or semester
- Interim—benchmarking toward the end to monitor progress
- Formative—inside the lesson, collecting data to check for comprehension
- Diagnostic—What do they know as schemata (prior knowledge) in a particular discipline or skill set

Are they learning?

How would I know?

The formative process...

- Assessment - process for eliciting evidence of achievement
- Data from assessment can be used to **immediately inform and alter the instructional process** while actually engaged in the learning as with "**formative assessment**," to help **monitor or gauge the progress of learning** and perhaps predict success as with "**interim assessment**," or to "**sum-up**" the learning at the end of the instructional unit as with "**summative assessment**")

[This section is quoted with minor edits from Philip, F. (2008). "What Do We Mean by Coherent and Balanced Assessment Systems"? Washington, DC: CCSSO]

Are they learning?

How would I know?

The formative process...

"**Firm evidence** shows that **formative assessment** is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. William point out. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made."

Inside the Black Box: Raising Standards Through Classroom Assessment by Paul Black and Dylan William, 1998.

Are they learning? How would I know? The formative process...

FIVE STRATEGIES

- Clarifying, sharing, and understanding learning intentions and criteria for success
- Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
- Providing feedback that moves learning forward
- Activating learners as instructional resources for one another
- Activating learners as owners of their own learning

Dylan William: The 5 Formative Assessment Strategies to Improve Student Learning <https://www.nwea.org/blog/2012/dylan-william-the-5-formative-assessment-strategies-to-improve-student-learning/#.WY3pis8YSE.twitter>

TABLE TALK

Of the five Formative Assessment strategies, which two (that are new to you) can you put to use as part of your instruction?

(If none are new, what are some ways you are implementing the strategies?)



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SERVICE LEARNING

CREATING OPPORTUNITIES

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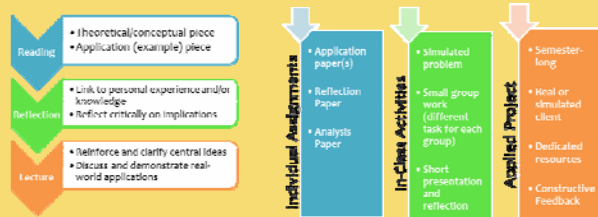
Place for Service Learning within Broader Pedagogical Approach

Competencies (move students progressively toward deeper understanding, better skills, and competent performance – i.e., scaffolding):

- o **Conceptual knowledge** (know and comprehend major constructs/theories)
 - o Readings
 - o Lectures & class discussions
- o **Problem-solving skills** (analyze problems, research solutions, develop plans)
 - o In-class simulations & small group activities
- o **Critical thinking** (evaluate, critique, and reflect on self and others' experiences)
 - o Case study analysis
- o **Procedural knowledge** (how to design, implement, and evaluate educational programs)
 - o Applied Project (service learning)

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Structuring the Learning Experience



Service Learning

- Research practicum opportunities (work with individual faculty or research teams on existing projects) – emphasis on **promoting change**
- Engaged scholarship opportunities (work with community partners to solve education-related problems in the community) – emphasis on **coaching change** or community capacity-building strategies (e.g., community asset mapping, community organizing & mobilization, media advocacy / stakeholder communication)

Assessment

- Rubrics (a guide listing specific criteria for grading scoring papers, projects, and group activities) – should be sufficiently detailed, task-specific, and shared with students in advance; should also use identical scaling to permit evaluation of student's progress
- Client or independent expert feedback
- Student feedback (e.g., instructional rating surveys)



REFLECTION, TABLE TALK, AND SHARE OUT



3 Key Take Aways



Points Discussed that Square with Your Thinking



Something that is Still Circling in Your Head or You Have Questions On



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YOU CAN CREATE POWERFUL LEARNING FOR YOUR STUDENTS THROUGH THE SMALL, EVERYDAY DECISIONS YOU MAKE IN DESIGNING YOUR COURSES, ENGAGING IN CLASSROOM PRACTICE, COMMUNICATING WITH YOUR STUDENTS, AND ADDRESSING ANY CHALLENGES THAT ARISE



–LANG

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THANKS FOR LISTENING AND SHARING!

Please feel free to contact us

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RESOURCES UTILIZED

Small Teaching, Lang

The 5 Formative Assessment Strategies to Improve Student Learning, William & Black

Make It Stick; Brown, Roediger III, McDaniel

Classroom Assessment Techniques, Angelo, Cross

Student Engagement Techniques, Barkley

Project-Based Learning, Buck Institute materials and certification

Assessment of Student Achievement; Brown

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