

Create Student-Centered Classrooms: Voice & Choice



NC NTSP 2016 Fall Institute

Student Centered Learning Strategies



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Learning Environment Assessment



Talk about your
classroom environment



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Genius Hour / 20% TIME



- Allows student choice in projects and learning outcomes
- All standards and skills for grade level/course are still covered
- Idea from Google's 20% policy

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Genius Hour / 20% TIME



- [The Great Gatsby](#)
- [Livebinders Genius Hour/20% Time](#)



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Project-Based Learning (PBL)



Students work for an extended period of time investigating and responding to complex questions, problems or challenges

The Basics:

- Begin with the End in Mind; Share examples
- Craft the Essential Question or Guiding Theme; Provide background knowledge
- Allow Student Choice in Projects – Optional: Utilize Learning Style Questionnaires & Surveys
- Address clear deadlines for project benchmarks; check-in points
- Give students time to reflect and process their own work

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Project-Based Learning (PBL)



Project-based learning can involve, but is not limited to:

- Asking and refining questions
- Debating ideas
- Making predictions
- Designing plans and/or experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating ideas and findings to others
- Asking new questions
- Creating artifacts



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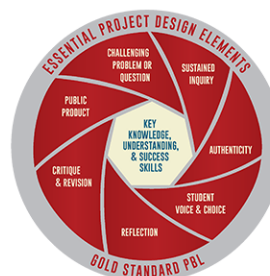
Project-Based Learning (PBL)




Students work for an extended period of time, investigating and responding to complex questions, problems, or challenges.

GOLD Standard PBL, Essential Project Design Elements, include:


- Key Knowledge, Understanding, and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product



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Inventions
Diana Glover & Marissa Funk, Second Grade,
Explorer Elementary Charter School
Jeff Major, Math/Physics, High Tech High International



What would second graders invent to make the world a better place? A trash machine that converts all the garbage on the planet into marshmallows. A flying car powered entirely by solar panels. A gizmo that translates animal speech to human talk, so that animals can tell us when they are sick. The "nice" machine, where people can stick one of their fingers in a hole and the machine will count how many times the person has been nice. For this project, students approached the engineering process through a creative lens. In science, they studied and created simple machines. In literature studies, they read *Cloudy with a Chance of Meatballs* and *The BFG*, which both involve creative inventions like machines that rain meatballs or that catch dreams. Inspired by these ideas and their own imaginations, they dreamt up their own machines to help our society. They then investigated different materials and collaborated with 9th grade students from High Tech High International to design and build models of their inventions.

Student Reflections
This project was kind of frustrating because you had to design it and build it. The teenagers were cool. They helped me find the materials and use the hot glue gun.
—Donnie, 2nd grade

Making our invention was fun. It was hard to design it and make it. The big kids were nice and they helped us a lot.
—Gigi, 2nd grade

The experience was really enlightening for me, I loved working with the students to help them bring their imaginations into reality.
—Heather, 9th grade

My partner wanted to make a bed that automatically woke you up by springing you from a horizontal sleeping position to an upright nearly standing position. She told me she didn't want her parents waking her up anymore so she invented this bed. I helped her put together the bed with cotton balls, bottle caps, popsicle sticks and other supplies. I liked her idea. Hopefully she will officially invent something like this when she gets older.
—Keana, 9th Grade

For more information, visit <http://www.explorerelementary.org/>

Project-Based Learning (PBL)



Table Talk Time

Brainstorm with your table partners
about ways you might use

Genius Hour/20% Time

or

Project-Based Learning

in your classroom

Socratic Seminar



Why use Socratic Seminars?

- Student-led questioning leads to meaningful reflection and connection.
- Higher-level analysis questions engage students in critical thinking.
- Lively dialogue can bring even the most reluctant student into the lesson.

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Steps to Success...



- Assign students to read and annotate a particular text or section of text.
- Discuss the norms or rules of the seminar.

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Socratic Seminar Ground Rules



- Speak so that all can hear you.
- Listen closely.
- Speak without raising hands.
- Refer to the text.
- Talk to each other; not just to the leader.
- Ask for clarification. Don't stay confused.
- Invite and allow others to speak.
- Consider all viewpoints and ideas.
- Know that you are responsible for the quality of the seminar.

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Classroom Layout



- Students form two circles: one large circle on the outside and one smaller circle in the inside.
- Each person in the inner circle should have two support speakers in the outer circle.
- Arrange the desks before class to expedite the process!

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Steps to Success...



- One of the students in the inner circle volunteers to pose the first question.
- Students in the inner circle have a couple of minutes to discuss the question with their “supporting cast” in their supporting cast in the outer circle.
- Students in the inner circle discuss the question, citing textual evidence. At any point, students in the outer circle can pass notes to their counterpart in the inner circle to help continue the discussion, but they do not participate verbally. This keeps everyone engaged and the discussions organized.

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Steps to Success...



When the question has been exhausted, have students rotate in their triad so that the student in the inner circle switches with one of the two supporting students in the outer circle.

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Now you try a mini-seminar!



Discuss the following:

"I cannot teach anybody anything. I can only make them think." -

Socrates

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Be My Guest!



- Students assume the role of Guest Journalist.
- The guest journalist must bring in a visual aid. This can be a photo, a cd, or an item.
- The guest journalist must have a question prepared for the class to write about. All items and questions must be checked by the teacher beforehand.
- The guest journalist will present the question and then lead the class in a share-out.

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Why?



- Students get to decide what the class will write about.
- Students will get to lead the writing prompt and the class discussion.

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These ideas square with my beliefs.

Three points I want to remember are...

These ideas are going around in my head.

Some of the ideas I am leaving with are...

This made me wiggle in my seat...



Resources



- www.biteback.org <http://secondarysolutionsblog.com/socratic-seminar/>
- <http://www.middleweb.com/8989/socratic-seminars-in-middle-school/>
- http://www.asist.co.uk/assets/uploads/REACH/Images/Cartoon_Meeting.jpg
- <http://www.edutopia.org/blog/take-over-class-guest-journal-vivian-maguire>
- www.edutopia.org
- <http://bie.org/intro/pblu>
- <https://sites.google.com/a/hightechhigh.org/ms-diana-s-digital-portfolio/projects-1>
- http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspx
- <https://www.youtube.com/watch?v=NMFQUtHsWhc>