

2024 ISD Plan-2

Strategizing Teaching & Learning

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Interaction

The desired, idealized, internalization and application of all instruction and resources provided in the following ways.

Student-to-Content

- Emphasize the implications of real-world application of concepts
- Develop a reliable structure for adapting problem solving techniques
- Meaningful engagement with content to foster fluency and consistency in application Offered in various media formats (videos, infographics, discussions, observations, checklists, etc...)
- Prompts higher order thinking skills to apply and reason with their approaches and relevance of new information

Instructor-to-Student

- Not so strict students feel stifled or judge for their approaches
- Foster a genuine rapport that encourages exploration and trust
- Constructive feedback that illustrated empathy for skill gaps
 - Immediate, Developing, and Future problems
 - Encourage between students and for teacher
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- Clarifications aids in reinforcement of key concepts and skill gaps
- Accessible to address student inquiries in a timely and effective manner
- Effective supervisory techniques to guide student learning

- Facilitator in the process. Their readiness to pose continual questions is not indicative of them not wanting to give students answers. They must arrive at their own conclusions.

Intention

Program Centered

- Take ownership of methodologies chosen in producing desired outcomes (Preparation/Planning: content, research)
- Concise enough to support and improve results in conjunction with various elements of student-centered approaches.
- All approaches can be directly related to and explained within immediate and real-world applications
- Balance student-to-teacher talking ratios to not “overpower” interactions
- Choose activities and approaches that emphasize constant reflection and restructuring of conclusions based on contexts.

Student-Centered

- Emphasize importance of how to reflect, select, and implement “self-reflective” techniques
- Challenges encountered are effective “benchmarks” for continued self-assessment. (influenced by contexts: conceptual and physical)
- Evolution of needs may make orientations to concepts and solutions obsolete. (influenced by lifestyle changes)
- Competencies and competence of skills boosts successful application in any setting and spurs concept restructuring
 - Comparison of past, current, and future goals

Introspection

As an educator, employee, and student roles have forced a reflection on how I perceive and value feedback in this medium. It was taken a step further to internalize how I myself have initiated and responded to such instances. The emphasis on having a structured approach is more evident than ever to internalize the concepts. The influences on having valuable feedback has been foundational to my motivation to engage.

Program Centered

PRESENTATION

WHY? Communicating facts, concepts, and principles

"Orientation" (ENGAGE)

- Introduce the reason for the training and check in with students that they understand why they are here
- Emphasize importance of acquiring proficiency of skills within real world context
- Illustrate available services and locations of laundry facilities (on/off-site)
- Enhance understanding of how the processes can be adapted to individual preferences
- Method: "Lecture" (via PP, Infographics)
 - Why?
 - Direct & efficiency in delivering the basics of the information given to learners needs to be exposed to basics and implemented immediately. (*easily duplicated and accessible for instructor & learner*)
 - Limited Instructor Talking (Shortest section of program)
 - Bigger emphasis on guided learning. Teacher talking will be limited in terms of "sticking to facts" with no egregious explanations.
 - Students will be exposed to this method the most at university. There's no need to "invent a 3rd Wheel given the simplicity of the topic.

<p>QUESTIONING</p>	<p>WHY? Elicit higher order thinking skills and slow transition into “ownership” of learning</p> <p>Motivations of Questions</p> <ul style="list-style-type: none"> ○ Reflect on thought processes (arrival and impact of conclusions) <ul style="list-style-type: none"> ● Reinforce: Continually put LO’s at the forefront by aligning questions accordingly ● Stimulate: Explore creative and critical thinking. Aids in helping teachers understand the learner thought process ● Retention: Encourage the idea of putting concepts into their “own words” ● Engagement: Ensures students are always “active” vs “passive” during the intervention as they must answer and respond with either the instructor or peers to develop a working knowledge base. <p>Media</p> <ul style="list-style-type: none"> ● Pre-Selected Questions & On Spot Generated <ul style="list-style-type: none"> ○ Keep a focus on the conversation
<p>DRILL & PRACTICE</p>	<p>Why?</p> <p>Promote absolute proficiency and fluency in the process in general and implement any other resources such as visual aids or conferring with peers.</p> <ul style="list-style-type: none"> ● Move from theory to actual practice. Reduce the shock on implementing methods multiple times in new environments. ● Analyze the effectiveness of skill transfer in order to make the appropriate adjustments ● Improve efficiency of “lower order skills” to effective advance to more challenging iterations ● Highlight potential strategizes to internalize specific steps of process and awareness of metacognition <p><u>Note:</u> In beginning stages, provide an abundance of feedback and encourage that between peers as well.</p> <p>Highlight obvious correct approaches, but also the “correctness’ of deviating to achieve the same results based on context and personal preference.</p> <p><u>Specific Concept (not all inclusive)</u></p> <ul style="list-style-type: none"> ○ Influence of Elements of Operant Conditioning ○ Recognizing When to Give Feedback

	<ul style="list-style-type: none"> ○ Contextualize Situation/Event ○ Identifying the most effective Feedback Method <ul style="list-style-type: none"> ■ This influences how the foundational elements will manifest and serve the target goal by addressing the specific behavior(s). ■ Focus on Direct Observation ■ Objectivity vs Subjectivity <p>Media</p> <ul style="list-style-type: none"> ● <u>Infographics</u>: Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie. Immediate point of reference in stressful situations ● <u>Feedback Fundamentals</u>: Practice and revise methods in real world context
<p>TUTORIAL</p>	<p>Why?</p> <p>A host of resources will be pre-created for learners as well as those they develop for themselves and classmates. It's an easily digestible medium focused on practical concepts and can be easily adapted to being instructor or student lead.</p> <ul style="list-style-type: none"> ● Clarify various steps of the laundry process in a manner that prevents cognitive overload ● Reduce anxiety and pressure of remembering process while developing skills Customizable level of individualization to increase motivation and engagement ● Illustrate how to leverage various forms of data to conceptualize <p><u>Note</u>: Some will be self-paced and others in group settings instructor lead and or student lead.</p> <p>Media:</p> <ul style="list-style-type: none"> ● <u>Infographics</u>: Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie (Student or Teacher Created) ○ Meaningful engagement with content to work through and or via creating <ul style="list-style-type: none"> ■ Consolidation of concepts in a logical manner ■ Construct framework for how concepts manifest in real world and individual lifestyles



	<ul style="list-style-type: none">■ Conceptualize and critique diverse perspectives and approaches● <u>Videos/Written</u>: Touches on various learning channels to increase level of success<ul style="list-style-type: none">○ Unlimited usage and not bound by location● <u>Online/In Person Question Box</u><ul style="list-style-type: none">○ Encourages social constructivism in a safe anonymous environment○ Uncover gaps in comprehension (illuminates learner thinking process)○ Promotes open communication amongst teacher and student more readily○ Informal/Non-Invasive way of tracking metrics of student progress to address any revisions needed
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<h2>Student Centered</h2>

REFLECTION	<p>Why? Connect, Integrate, Synthesize</p> <p>The purpose is for students to then compare their reflections from their “starting” to “end” points.</p> <p>Note: While not directly stated in all LO’s in each stage, this is an intuitive process on any learning journey and will be present towards the intervention as a whole. . The instructor will be cognizant of integrating this via their interaction with students. In most cases, this will manifest as an informal assessment.</p> <ul style="list-style-type: none">● Compare and contrast counterexamples to facilitate a conceptual analysis (This will be revisited and revised throughout each intervention step.)● Examine shared concepts of the laundry process as they manifest in various locations to determine the best approach (in home, dorms, commercial)● Refer to specific vocabulary needed to understand the specific of the laundry process● Craft their own definitions to make new meanings for laundry specific processes
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5 R's of Reflection (redirects towards resource)

- **Reporting**

Pull from focus on context of laundry process (life skills, locations, process)

Ex: " I don't know how to do laundry, so I need to learn the elements of the process."

- Past and Future experiences

- **Responding**

Thoughts, feelings, observations

- Focus on integration of new knowledge and experiences
- Focus on preconceived notions from vicarious exposure
 - Watching someone do laundry
 - Giving directions for the end result you want
 - Hearing someone talk about doing laundry

- Formulation of specific questions on process
- Why certain processes may illicit frustration, hesitation, etc...

- **Relating**

All past, ongoing, and future experiences to developing knowledge

- What's been observed and how is it different or similar to these experiences?
- Development of skills and their level of fluency towards achieved a consistent result and approach to problem-solving

- **Reasoning**

Focus on how key concepts alter the process

- Decipher and understand key concepts
- Decision Points affect outcomes and approaches
- Personal preferences (current and future)
- Locations and access to various resources
- Various skill levels of peers influence the feedback they give (may be outdated based on current technologies or new information)

- **Reconstructing**

Implementing and understand all conclusions drawn from previous steps

- Open to possible of constant "restructuring" of conclusions for application for

	<ul style="list-style-type: none"> ○ various contexts ○ Summarize key concepts ○ Formulating “schedules/patterns” for completing task with efficiency ○ Constient application of knowledge using available resources (class instruction and real-world experiences) <p>Media</p> <p>Reasons: These specific tools help to put an emphasis on goal setting and proficiency. Which in turn, will instinctively force students to reassess the value they have on the process itself and how that intertwines with their ADL’s. (Activities of Daily Living)</p> <ul style="list-style-type: none"> ● 5 R’s of Reflection ● Infographics ● Discussion (big/small group)
<p>LEARNER SELF ASSESSMENT</p>	<p>Why? Facilitate “realistic” expectations and standards for self-assessment</p> <p>Aided by an effective implementation of “program-centered” goals to set clear expectations of what needs to be learned and how to “assess” to successfully and consistently recreate processes.</p> <ul style="list-style-type: none"> ● Evaluate the validity of their conclusions to further improve their proficiency and application of skills ● Emphasize complete “ownership” of developing best personal strategies ● Internalize intrinsic motivation through developing skills to realize “ownership” of learning foster person autonomy ● Focus on current and continued skill gaps for various steps of the process for continual revisions <ul style="list-style-type: none"> ○ Based on questions, reflections, and use of resources proficiency levels <p>Ex: When can I move to the next step? Am I able to with current skills?</p> <p>Media</p> <ul style="list-style-type: none"> ● Performance Wrappers ● Discussion (big/small group) ● Self-Assessment (Quiz, Checklists) ● Infographics ● Questions Box <p>Reasons:</p> <p>These tools help to facilitate more complexity to the reflection process, 5 R’s, as outlined above via leveraging social constructivism and construction of independent skill sets to ensure students have meaningful engagement throughout each step of the intervention.</p> <p>It highlights they have control over the pacing and integration of knowledge. In many ways they may scrutinize their progress more so than their instructor will.</p>

INQUIRY BASED LEARNING

Why?

Illustrate how the questions posed by the instructor and constructed by students based on various processes influences progression..

- Combine and readjust perceptions of content with the acquisition of new skills through their implementation
- Generate questions to explore how their environment influences their performance
 - What? So What? Now? How? Why?
- Identify content areas that may be a relevance to their goals and intrinsic motivation
- Hypothesize how outcomes of reflections and performance build upon skills sets

Media

- Problem Based Learning Framework
- 5 R's Reflection
- Discussion (big/small group)
- Self-Assessment (Quiz, Checklists)
- Video
- Infographics

Reasons:

- Functions as benchmarks (built in scaffolding)
- Derived from all observations of past, current, and future experiences
- Ability to create hypothetical scenarios to explore understanding
- Freedom in experimentation of selecting problem solving methods (no "one-size fits-all)

PROBLEM BASED LEARNING

Why?

Emphasize real world obstacles that will elicit application of skills, problem-solving processes, and adaptations of concepts.

- Prioritize decisions making based on observation and evidence over assumptions
- Compare and contrast counterexamples to facilitate a conceptual analysis (This will be revisited and revised throughout each intervention step.)
- Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
- Evaluate the potential effectiveness and ramifications of various conclusions drawn

Media

- Teacher Crafted Hypothetical Situations
 - Eventually students will create their own
- Authentic Assessments
- Group Collaboration



	<ul style="list-style-type: none"> ● Emphasize transferable skills sets not limited to but can include communication, collaboration, problem solving ● Know when and how to implement techniques based on environment ● Internalize purpose of all instruction when applying skills (specificity is intentional) ● Based on context of wealthy background and outsourcing domestic activities <ul style="list-style-type: none"> ○ Construct in depth understanding of time investment required to complete laundry ○ Understand their reactions to the environment will vary and are driven by their lack of practical experience
<p>DISCUSSION</p>	<p>Why?</p> <p>Synthesize instruction and social interactions in and out of workplace.</p> <ul style="list-style-type: none"> ● Facilitate evaluation of their own and peer perspectives to start conceptualization ● Implemented assessment skills to gauge effectiveness of discussions ● Understand implementing active listening demonstrates value towards other perspectives and increases opportunities for successful exchange of ideas ● Re-evaluate methods of engagement to find the best means of communicating ideas <p><u>Note:</u> Make sure discussion stays on track with LO's for course and specific subtopics</p> <p>Media</p> <ul style="list-style-type: none"> ● Predetermined Questions ● Spontaneous Questions ● Brainstorming ● Affinity Mapping (Identification of Themes) <p>Reason:</p> <p>Establish methods and active engagement in fostering rapport with peers to nurture an inclusive open minded environment. This is a key step in reducing conflict and avoiding the use of defensive and inflammatory language.</p> <ul style="list-style-type: none"> ● Lessen anxiety of asking questions or sharing experiences they feel are "stupid" by realizing their peers may have similar instances

	<ul style="list-style-type: none"> ● Implement pre-selected questions and utilizing the development of new one as result of discussion ● Highlights there are multiple ways to facilitate and actively engagement with ideas ● Establishment of ground rules to encourage emotional regulation
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<p>COLLABORATIVE LEARNING</p>	<p>Why?</p> <p>Restructuring knowledge based on social interactions. Social constructivism and ZPD is a driving influence.</p> <ul style="list-style-type: none"> ● Understand how diverse views may influence thought processes and approaches to concepts (cultural backgrounds) ● Understand how collaborative process can highlight current skill sets and gaps still needed to be addressed or improved upon ● Explore structured approaches to problem solving within this learning context <p>Media</p> <ul style="list-style-type: none"> ● Problem Based Learning ● Think-Pair-Share ● Discussion (big/small group) ● Question Box ● Field Experience <p>Reasons:</p> <p>Informal way of encouraging "self-assessment" by drawing conclusions from current and future conceptions</p> <ul style="list-style-type: none"> ● Interpretations of concepts influence retention, understanding, and successful application of concepts ● Focus on developing value of skills and experience that steer intrinsic and extrinsic motivation ● Collaboration continued outside of classroom settings. Asking peers for advice in various laundry contexts aids application and understanding of concepts. It may also increase validation and confidence of current understanding of processes.
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