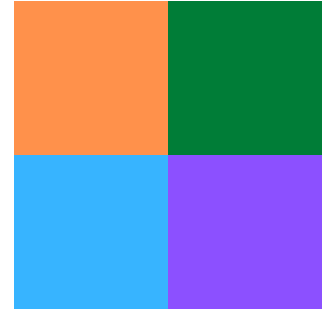# Personalized Learning ELA 10 Course Explanation

This document describes and justifies all components and aspects of an English 10 (A&B) course developed by Brady Licht at Rapid City High School from 2021-2022.

Key:
- *Hattie scores are in italics*
- Colored text indicates some relationship with the colors in a graphic

Table of Contents:

Pedagogical Approaches

Personalized Learning

Description

Personalized learning, a division of student-centered learning, is an approach that aspires to make a personalized learning plan for every learning. It is a broad set of approaches that allow learners to customize their learning path, pace, and mode of learning. It is not a new approach, and it is important to understand that personalized learning is aspirational in nature. Few, if any, courses and schools can claim to have fully personalized the learning. Personalized learning can be traced all the way back to Rosseau, Dewey, and Montessori. According to Xello, some common characteristics of personalized learning are:

- Lesson plans, including the goals, teaching style and content, are geared toward the specific needs of the student.
- Lessons are developed based on the interests of the student.
- The pace of teaching is adjusted to suit the individual student: lessons move at the pace of the student's learning.
- Students have a say over what they learn and how they learn it.
- Technology is often used to achieve the goals of personalized learning.
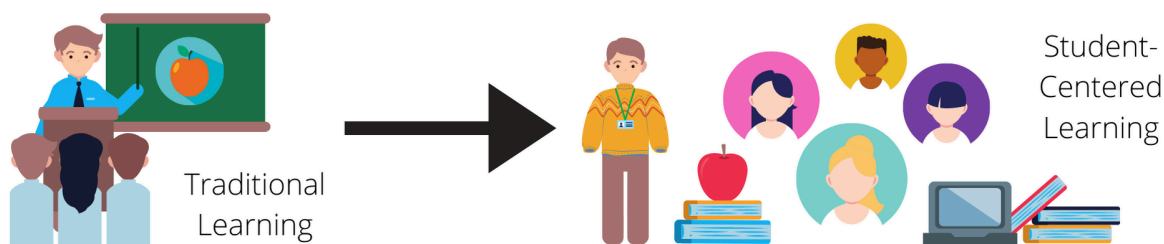
Justification

- As stated on Customizededu.net by Lennie Symes & associates, "One size fits all instruction from 1 teacher to 25 students no longer makes sense. We have the technology to make the learning experience SO much better for everyone! We MUST untether teacher readiness to deliver content and skills from student readiness to receive them. When we use technology to maximize some aspects of the learning process, untethering becomes possible." This passage calls for customized learning, an expanded take on personalized learning that also examines broader school structure.
- As described in ASCD's "A Personalized Approach to Equity," "If we expect all learners to meet a small number of common standards and engage in higher-order thinking and transfer, while also allowing them choice, providing support, and prompting reflection, then we can attain more equitable outcomes. In doing so, we directly confront some of the school practices that have led to an inequitable and depersonalized learning experience for too many students—varied expectations, rigid methods of assessment that focus primarily on lower-order skills, inadequate support, and little to no choice and engagement. The good news is this: It's being done, educators can do more, and with more equitable schools, we can contribute to a more equitable society."

Blended Learning

Description

Blended learning is a collection of different approaches that use computer-based e-learning opportunities to maximize student-to-student interaction, teacher-to-student interaction, and personalization. Rather than being fully "online," blended learning combines both traditional classrooms with online technologies. There are several approaches to blended learning:

- Lab Rotation - This model has the whole classroom going into a "lab" at certain points throughout a lesson or unit. When in the computer lab (or classroom with laptops), learners can access different materials, complete a wide array of research and web-based tasks, and engage with digital platforms and tools such as Wakelet and TinkerCAD. This is the most common model and is done in many classrooms without being labeled as "lab rotation" or "whole-group rotation."
- Station Rotation - This model divides the lesson plan horizontally, meaning that the learners will rotate through a series of stations in small groups. Typically, at least one station will be group work, one will be as individuals on the computer, and one will be working with the teacher. This model allows teachers to work with smaller groups at a time, differentiate the groups by skill level, and provide the same personalization and group work available in a lab rotation. This model is not always appropriate for every lesson as some may require a specific sequence of learning events.
- Flipped Classroom - A flipped classroom involves "flipping" when instruction and homework are typically done. In this model, the learner works on "homework" inside the classroom and watches videos, completes interactive games, and reads articles outside of the classroom. This model is intended to provide learners with more one-on-one time and support in their learning.
- FLEX - A FLEX environment often requires a specialized building. A central workspace is constructed to support and house all learners. Smaller meeting rooms break off from this central space. Learners complete the main learning sequence through e-learning in the workspace, but they sign up for smaller activities, classes, and lectures to be completed in the meeting rooms. This allows educators to highly personalize the learning and provide learners with unique learning experiences that may not fit the constraints of typical bell scheduling.

In my classroom, we do not adhere to just one of these models. However, we most closely follow a flipped classroom or a FLEX approach. As homework is not allowed within the building, digital instruction cannot be relegated to the outside of the building. A FLEX approach has been piloted at RCHS but is not currently being implemented in 2021. My classroom has an e-learning backbone where learners can view all instruction, content, and assignments no matter where they are in the course and no matter which pathway or topic that they choose to explore. In this environment, I also offer additional, optional learning activities such as games and presentations. While we do not have a physical boundary between the workspace and the "breakout" space, these breakouts are usually conducted at the front of the room. Headphones and flexible seating allow learners who are not participating to continue to work on their own or in small groups while the breakout activities are happening.

Justification

- The great weakness of traditional learning is the lack of personalization. The great weakness of online learning is the lack of human contact. Blended learning merges the two, taking many of the strengths and few of the weaknesses. Read more about it in this linked article.
- Some of the related Hattie scores:
  - *Micro-teaching/video review of lessons - 0.88*
  - *Classroom discussion - 0.82*
  - *Information communications technology (ICT) - 0.47*

Mastery-Based Learning

Description

Mastery-based learning is an educational approach where learners are required to reach mastery or competency in certain skills before moving on to more complex topics. It can be implemented in many ways, but a core component of mastery is the cycle of practice/lessons, assessment, and feedback. Throughout this process, metacognition plays a key role as learners are required to identify areas of weakness and find effective strategies to fix learning gaps. Learners take the time needed to learn a topic rather than being rushed on to the next topic.

A great explaining mastery-based learning can be viewed below:

https://www.youtube.com/watch?v=SCuG0WVTdGg

Mastery-based learning does not always work well within a traditional grading structure. A traditional structure is intended to rank learners rather than ensure that all learners are well-equipped with the knowledge that they need to be successful. A truly mastery-based grading system would be a system with few, if any, grades as we know them today; instead, learners would likely receive a card stating what specific skills they have mastered and not mastered, going in far more depth than a simple report card. One temporary solution to placing mastery-based learning within a traditional framework is the use of a 4-point rubric. In this framework, assignments are scored on the scale and then the scale is transplanted into a grade:

Mastery Rubric	1 - unmastered	2 - approaching mastery	3 - mastered	4 - beyond mastery
Traditional Gradebook Input	0% - F (until improved)	0% - F (until improved)	90% - B	100% - A

Justification

- Some of the related Hattie scores:
    - *Mastery learning - 0.57*

Course Elements

CLO Selections / Course Outcomes

Description

The CLOS and Course Outcomes are available in the linked document:
https://docs.google.com/document/d/1dUJY2iaW2p9H_q2nQtTEZc8t2eGx5dx38LWClrXQfuY/edit?usp=sharing

Justification

Some of the unusual CLOS are listed below with their justifications attached.

CLOs / Outcomes	Justification
I can use task-appropriate digital methods of publishing writing.	- CCSS.ELA-LITERACY.W.9-10.5 - This module provides a high level of motivation as learners are able to put their work directly out into the world. Writing in the modules is an intentionally broad term, allowing learners to publish comedy skits to YouTube videos, songs to Soundcloud, and OpEds. Self-Determination Theory highlights the importance of purpose in learning.
I can use Robert's Rules or an alternative to help facilitate discussion.	- CCSS.ELA-LITERACY.SL.9-10.1.B - Teamwork and collaboration was marked as the third most important skill in a 2018 survey of the top 80 employers in the Rapid City area. - Oral communications was marked as the fifth most important skill in the same survey.
I can use criticism and commentary of a text in my analysis.	- CCSS.ELA-LITERACY.W.9-10.9 - Inspired by Deborah Appleman's work in *Critical Encounters in High School English*, teaching literary theory allows for different perspectives on a text. Using contemporary approaches to literature also helps prepare learners for analysis in college.
I can use reference materials to trace the etymology of words & phrases.	- CCSS.ELA-LITERACY.L.9-10.4.C - CCSS.ELA-LITERACY.L.9-10.5.A - Teaching the use of etymology leans heavily on learning the common Latin and Greek roots. According to Stallman in 1989, "more than 60% of academic words have word parts that carry the same meaning." Additionally, "knowing that words can be broken down into meaning units is a powerful strategy for vocabulary development" (Ayers, 1986; Baumann, Kameenui, & Ash, 2003; Harmon, Hedrick, & Wood, 2005).
I can analyze how Story of Your Life demonstrates linguistic relativism.	- CCSS.ELA-LITERACY.RL.9-10.2 - CCSS.ELA-LITERACY.RL.9-10.5 - The exploration of linguistic relativism and science fiction in this work lends well to cross-curricular work with Science (Physics, Astronomy) and Social Studies (Psychology, Anthropology). - Science Fiction allows for an abstracting of higher-level concepts into scenarios for learners to explore. A great piece that has reinforced my belief in the value of SF as literature is talk with Samuel Delaney. As stated in the piece, SF is also a great avenue to bolster creativity and problem-solving.
I can analyze the common themes of Oceti Sakowin speeches and documents.	- CCSS.ELA-LITERACY.RI.9-10.9 - This unit addresses all seven Oceti Sakowin Essential Understandings (OSEUs) as learners trace one of these essential concepts or themes throughout different documents and speeches.

Course Structure

Description

This course is structured into 15 modules or units. Each module has the same basic steps as described in the "Routines-Based Modules." All learners complete the first three modules in sequence. After completing the first three modules, learners select an area of emphasis. These "emphasis pathways" are shown in the image below:
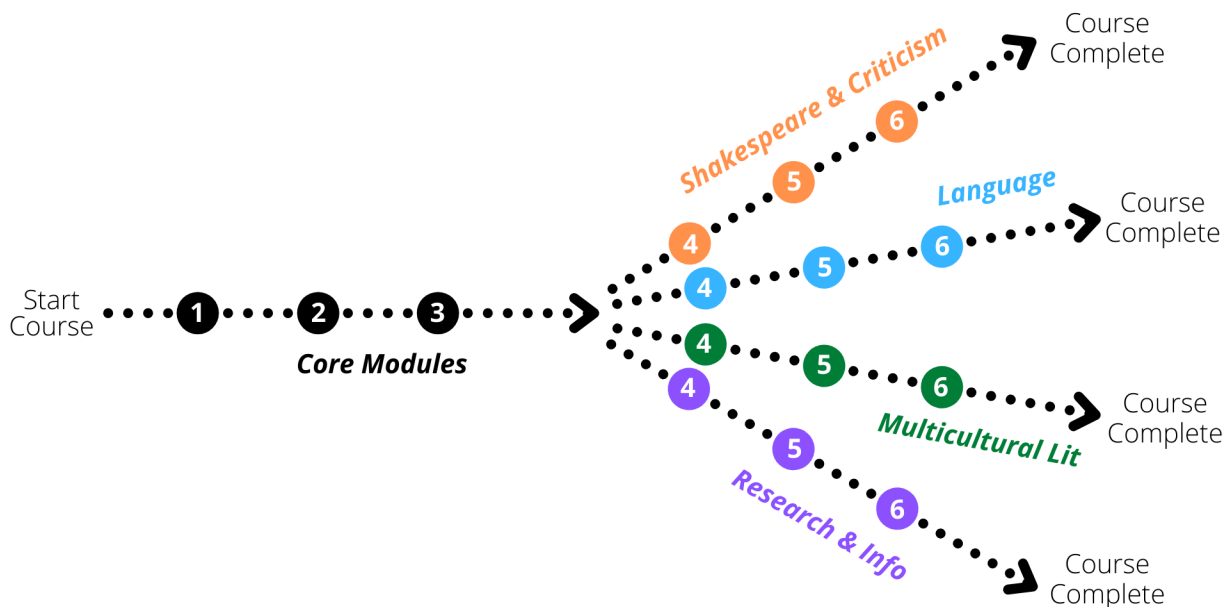
After selecting a pathway, learners are exempted from work in all the other pathways. By this point in the course, learners are familiar with the basic steps in a module and can be trusted to a larger degree in their autonomy. By using an LMS, these different pathways can exist simultaneously as learners can view entirely different content, assignments, and instructions depending on their place and emphasis.

Justification

- Different pathways allow for personalization while also structuring the course in a way that is easy to follow as a newcomer to personalized learning. Pathways also help learners gain a sense of mastery of one topic. According to Self-Determination Theory, this course setup is highly motivating:
  - Autonomy - each learner can pursue one of the four pathways. Within each pathway, modules allow for further specialization. For example, a learner in Multicultural Lit may choose to focus on animated storytelling from Japan.
  - Mastery - at the end of each pathway, learners are provided with a letter of recommendation, outlining their strengths and abilities shown in that particular area. Having learners select an area of study ensures that they "master" a field rather than a cluster of random skills.
  - Purpose - each pathway is linked to specific career clusters in the course as well as areas of interest. Learners work with the instructor to find a pathway that fits their needs.

Routines-Based Modules

Description

Every module follows a similar learning routine. While the content and individual activities may change from module to module, the learning "steps" are retained. For each item within a module, an emoji is assigned to have learners distinguish between them.

For almost every module, learners do the following:
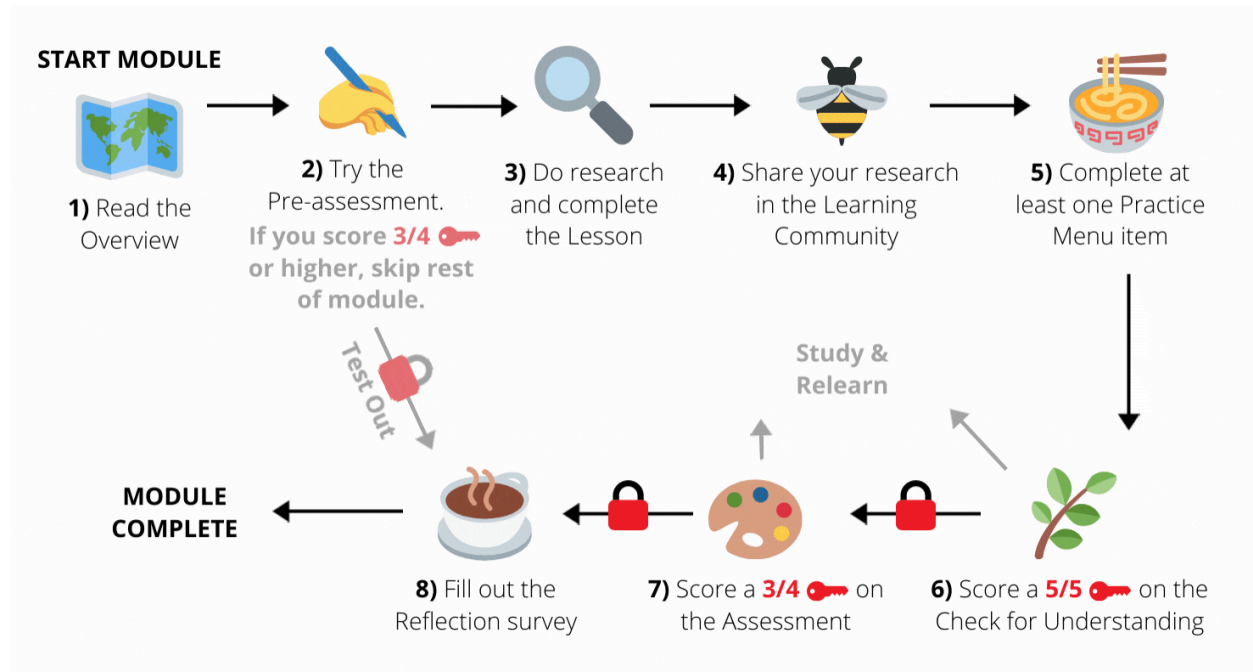
This routine is taught, explored, and justified to learners early on in the course. After learners have completed the first module, they know what to expect for the following modules and can place their current understanding within the learning sequence. To learn more about any of these items, scroll down to the module items.

Justification

- One way to help ensure success in a personalized environment is to build clear routines: "By consistently building in routines for students to reflect on their goals, progress, and strategies, teachers are better able to personalize instruction by collaborating with students on their learning."

Teaching of Learner Agency Skills

Description

Learner Agency Skills are a collection of skills and habits that learners need to be successful within a personalized or customized learning framework. Similar to Habits of Mind, these skills apply both to education and to building successful citizens and employees. They include:

- **Belief in Oneself and One's Capacity**
- **Love of Learning or Intrinsic Motivation**
- **Learning Style**
- **Resilience**
- **Strategies (Problem Solving and Decision Making)**
- **Ownership and Accountability**
- **Adaptability**
- **Goal Setting or Planning**
- **Engagement**
- **Follow-Through**

These skills are introduced during the first week of the course, displayed prominently throughout the room, and returned to at the start of class over the first four weeks and again as needed. These skills are also explored in more depth in the Advisory course required at RCHS. In English 10, the skills are discussed in sequence during the second, third, and fourth week of class one at a time. During these short, 4-minute lessons, the instructor provides a brief overview of the skill, lists examples of the skill in use, and brainstorms with the class applications of the skill to specific course components. For example, the class may note:

"We use resilience when we are taking our check for understanding. Because these tests are hard, we have to keep trying and not give up."

Or

"We use goal setting or planning at the start of every class period. While we can use this in many ways, having specific goals in this class makes it easy to get a sense of accomplishment"

After these skills are explored, they are returned to in-class discussions and one-on-one discussions.

Justification

- These Learner Agency Skills come from working with TIE in Rapid City, South Dakota. In many ways, these skills are parallel to working with habits of mind. Current research on the efficacy of habits of mind and teaching similar skill sets are linked here.
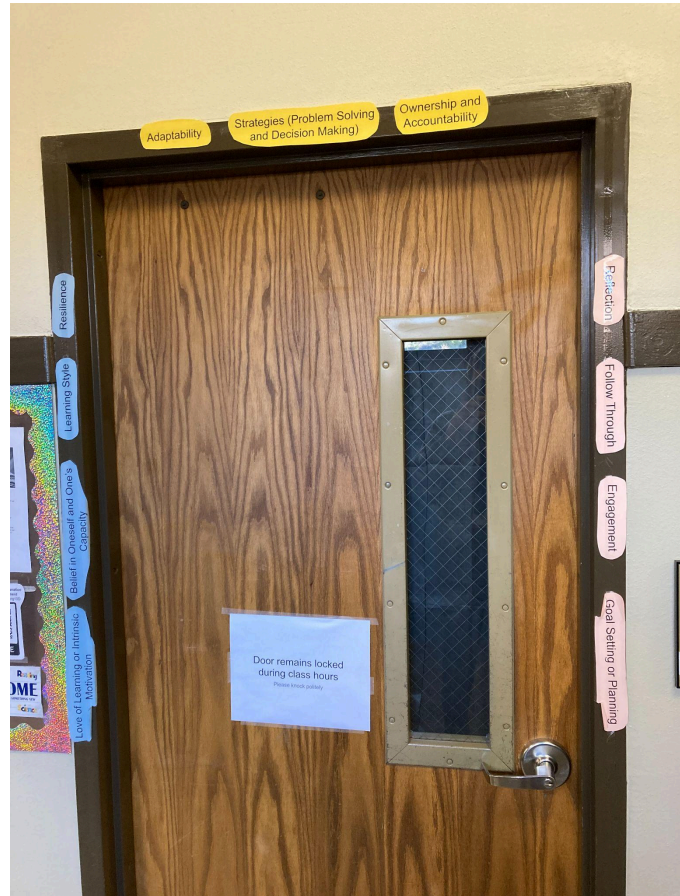
Physical Classroom Arrangement

Description

The classroom is arranged to create a flexible learning environment, providing learners with a variety of arrangements. In the diagram to the right are the following different areas:

- **Class Library** - The classroom library contains a wide array of texts sorted by genre with over 50% of the texts also being marked with a Lexile score on the spine. Additional QR codes are posted so that learners can quickly access digital libraries as well.
- **Coffee Station / Board Games** - In this corner, learners make coffee for their table. Shared cleaning supplies and requirements help build community and responsibility.
- **Makerspace** - This corner contains additional resources including art supplies, additional technology supplies (such as drawing tablets, TinkerCAD instructions, Swivl instructions, microphones, blank DVDs/CDs), and more.
- **Collaboration Station** - This large table is a key location for conferencing and working on larger projects as a group.
- **Teacher Corner & Board** - These areas are generally off-limits to learners, but learners are welcome to use the smartboard and printer for all kinds of projects.
- **Tables & Cushions** - A variety of seating arrangements allow learners to work individually on the floor, sit in pairs along the wall, or work in a cluster at one of the central tables. There is no assigned seating chart, and learners may change between locations to meet different needs.
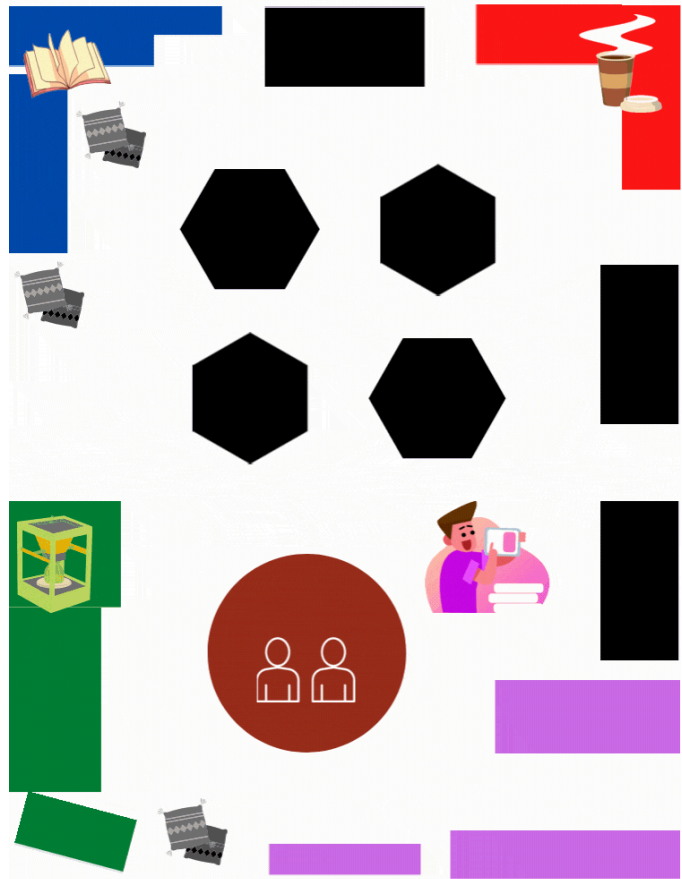
Justification

- This arrangement is intended to promote small group collaboration while also providing opportunities for individual, pair, and large-group work. The linked article from ASCD lays out different approaches to the classroom.
- The flexible seating and multiple, cushion-friendly corners, and creature comforts (such as coffee and snacks) align well with trauma-informed classroom layouts as described in this linked article.
- More information about the power of classroom-based makerspaces can be found in this linked article.
- A review of the current literature on flexible seating can be found here.

Goal Sheets

Description

At the start of each period, learners gather a goal sheet, dry erase marker, and wipe. These goal sheets are printed forms placed within dry-erase pockets and transparencies. Learners fill out these goal sheets at the start of the period while making a plan and keep them out on their desks throughout the period. At the end of the period, learners clean them off and place them back where they got them. On each goal sheet, learners are tasked with identifying the following:
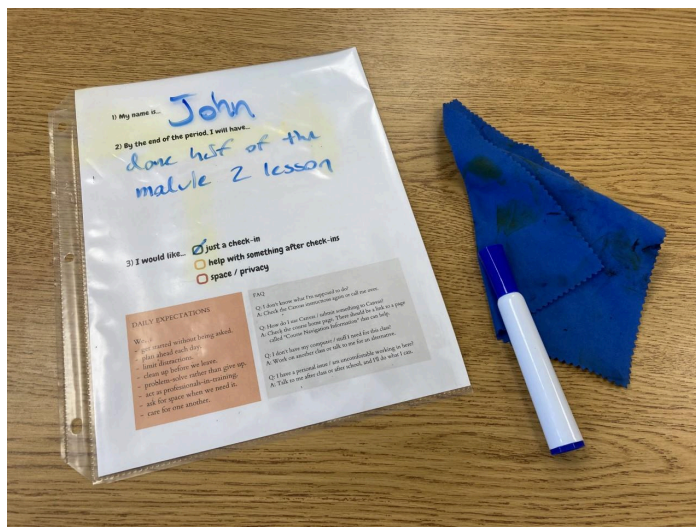
- The name they go by.
- What they will have completed by the end of the period.
- The level of help/interaction that they would like.
  - ☐ Just a check-in
  - ☐ Help on something after check-ins
  - ☐ Space/privacy

Some goal sheets are modified goal sheets. These may have additional questions for struggling learners and learners on an IEP such as:

- Who is my helper today?
- What will I do if I get stuck/frustrated today?
- Something I would like help with is...

Justification

- In a personalized environment, different learners will be working on different tasks and at different paces. As a classwide CLO or goal cannot be articulated on the board in such an environment, these goal sheets take the place of the classwide goals.
- These sheets ensure that learners have a clear idea of what they are working on and the amount which they plan to complete in a given period. This allows for the instructor and any observers to quickly analyze what a learner is working on as well as ensure that the learner is practicing their learner agency skills.
- The ability to let the instructor know their preferred level of help speeds up the check-in process and allows for quick communication about struggling students and students who are in crisis / require space. As a "calm corner" may be socially difficult for high school learners to use, these sheets allow for learners to create a degree of privacy at their table without causing social discomfort. This trauma-informed practice allows for instructors to give space when it is needed and to ensure that the learner is in the right headspace to carry on with instruction.
- Related Hattie scores:
  - *Learning goals vs. no goals - 0.68*
  - *Goal commitment - 0.4*
  - *Help-seeking - 0.72*

Board Timer

Description

Throughout the period, a video plays on the board. The video is created to run the whole period and to identify the current time or location within the daily routine. Each "page" or section of the video routine has a title, explanation, and a color-coded strip that suggests the item's location within the daily routine (transitioning from purple to blue to green and so on). Along with the visual are pre-recorded audio announcements by the instructor. The daily routine in the video is as follows:

- 1 minute - Find a Spot (and gather materials)
- 4 minutes - Licht's Talk (announcements, expectations, LA lessons, and class discussions & modeling as needed)
- 1 minute - Make a Plan
- 22 minutes - Check-Ins (guided work time)
- 4.5 minutes - Break (with timer)
- 25 minutes - Work Time (independent work time)
- 1 minute - Reflection
- 1 minute - Clean Up
- 1.5 minutes - Have a Great Day (well-wishes, reminders, and waiting for the bell)
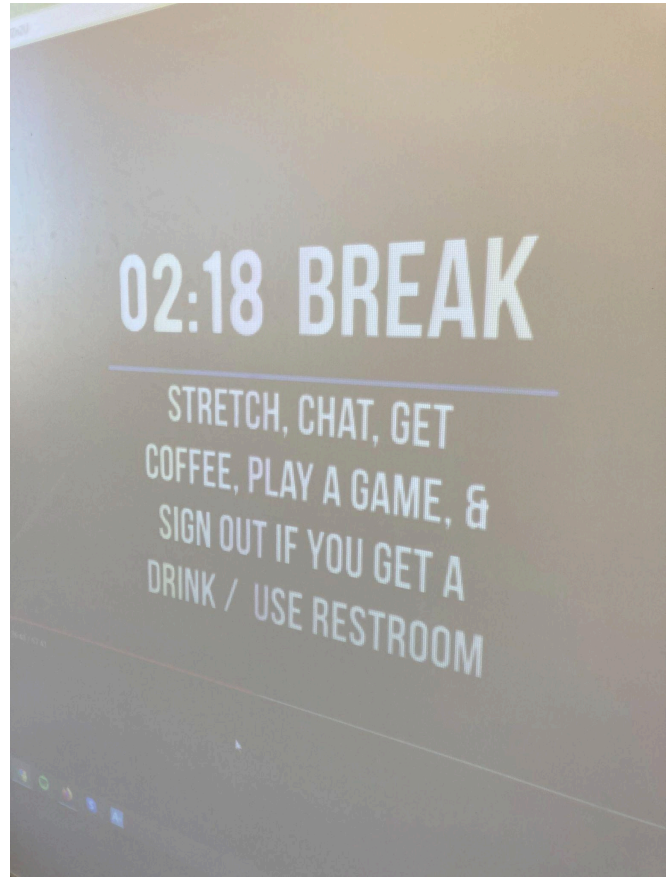
You can pull up the video at this link: https://youtu.be/x9eFirfZn2U

Justification

- Using this piece of technology allows some automation of the classroom routines. While the instructor may be busy working with small clusters of students, the board enables other students to be alerted when it is break time when it is time to pack up, and so on. Using this frees up the instructor to focus on student support rather than on managing the classroom routine.

Daily Expectations

Description

At the start of every period, the instructor reads through the following daily expectations:

- We…
    - get started without being asked.
    - plan ahead each day.
    - limit distractions.
    - clean up before we leave.
    - problem-solve rather than give up.
    - act as professionals-in-training.
    - ask for space when we need it.
    - care for one another.

These expectations are also posted around the room and outlined on each learner's individual goal sheet. During the first week of the course, learners discuss with the instructor what each of these expectations means. It is critical that learners can articulate these expectations and that they can apply each to different situations. For example, the item on "limit distractions" can be expanded to mean:

"We should each try our best to focus on the material, but we understand that things may pop up. This may be a cell phone notification, a new movie coming out, drama from lunchtime, or news about some family emergency. Depending on the situation, we will respond differently in a way that will lead to the best outcome."

The item on "act as professionals-in-training" can be expanded to mean:

"We will try our best to show up on time, be respectful to one another's workspace, and refrain from talking about inappropriate or overly-sensitive subjects. We understand that we may have difficulty with this but that we will always try to improve our actions. No one is perfect, but we hope to have the appropriate skills by the time we enter the workforce fully."

Justification

- Clear routines are critical for all learners, but they are especially critical for classrooms with a high number of high ACE scores and trauma.
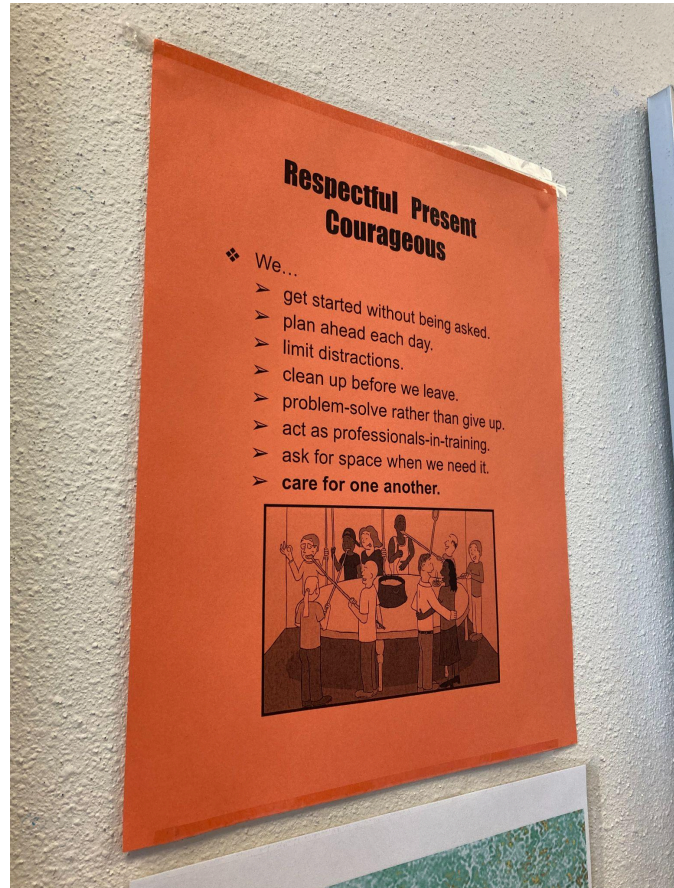
Grading Policy

Description

While multiple items are scored throughout the course, these scores serve as an informational tool between the instructor, advisor, learner, and parents/guardians. The only item that affects the final grade of a module is the learner's work on the pre-assessment OR the assessment. The pre-assessment and assessment are both scored on the common 4-point scale. This scale is as follows:

1 - Below Mastery
2 - Approaching Mastery
3 - Mastered
4 - Beyond Mastered

These scores are then converted into final grades for the corresponding module as follows:

3 = 90%
4 = 100%

Justification

- District Grading Policy - To complete a module, it is necessary to complete all items, pass the check for understanding quizzes with a 5/5, and pass the assessment with at least a "3"-mastered. This means that no learner can make it to the end of a module with only an "average" understanding of the material. As such, the lowest reasonable score to be awarded would be a "B." This "average" understanding is not referenced to any specific item in district policy. It does not state whether this average necessitates a grading curve or whether the average is to a national standard. Given that mastery requires a higher level of knowledge than is often required to receive a "C" at most institutions to move on, a higher-than-average grade should be expected if a learner has reached mastery.
- TIE (Technology & Innovation in Education) - https://youtu.be/lmCAg6suu-w - As articulated in the linked video through TIE, a more ideal version of a grading system may include something akin to a portfolio or a collection of mastered topics. While some advocates of classical grading systems may argue that grades prepare learners for the "real world," simply allowing learners to "take a zero and not do it" is not preparing them for the "real world." In the workforce, this would be unacceptable. A mastery-based system where learners have to master skills rather than achieve letter grades sets higher standards and prepares learners for the workforce. Grades are intended to be informative, but the classical system is hardly informative.
- Leading to Change / Effective Grading Practices - https://www.ascd.org/el/articles/effective-grading-practices - As articulated in the linked article, a grade needs to be informative, clear, and effective. Classical grading practices do not paint a clear picture of what was learned within a school year. While this course has to live within the classical system, the individual scores on assignments are purely informative with the final grade being a concession to this classical system.

Technology Policy

Description

Rather than outright bans on cell phone usage and technology usage, effort is spent on teaching appropriate cell phone usage and computer usage. Learners are instructed at the beginning of the year on what appropriate usage looks like and what inappropriate usage looks like. Learners are first instructed to articulate the cellphone & technology rules they have followed in the past and to compare those rules to how adults use cellphones & technology in the "real world." This leads to a series of discussions around specific applications, features, and context that informs whether a device, application, or site is appropriate or not. A general description of what is appropriate and inappropriate is below:

Items appropriate at all times:
- Checking the time
- Taking emergency calls

Items to appropriate during work time:
- Checking the weather
- Listening to music
- Using applications for educational purposes (internet, YT)
- Using educational applications (LMS)
- Arranging rides home

Items appropriate during breaks:
- Games
- Movies / Shows (as long as they do not contain graphic imagery)
- Shopping Applications
- Snapchat

This is outlined in far more detail than above by individual learners throughout the course. One of the key elements of teaching these skills is the use of cellphone diagramming tools as displayed here.

Justification

- Technology will become more prevalent in the future. As an educator, my goal is to instruct and prepare them for the future. As such, appropriate technology usage needs to be explicitly taught. This is in line with ideas espoused in the following ASCD article: https://www.ascd.org/el/articles/in-pursuit-of-a-cell-phone-policy?wb48617274=7DD568E7
- This approach is based on Constructivist principles. Learning occurs as learners encounter new experiences and update their mental models based on those experiences. The physical tools allow instructors to analyze the learners' current models.
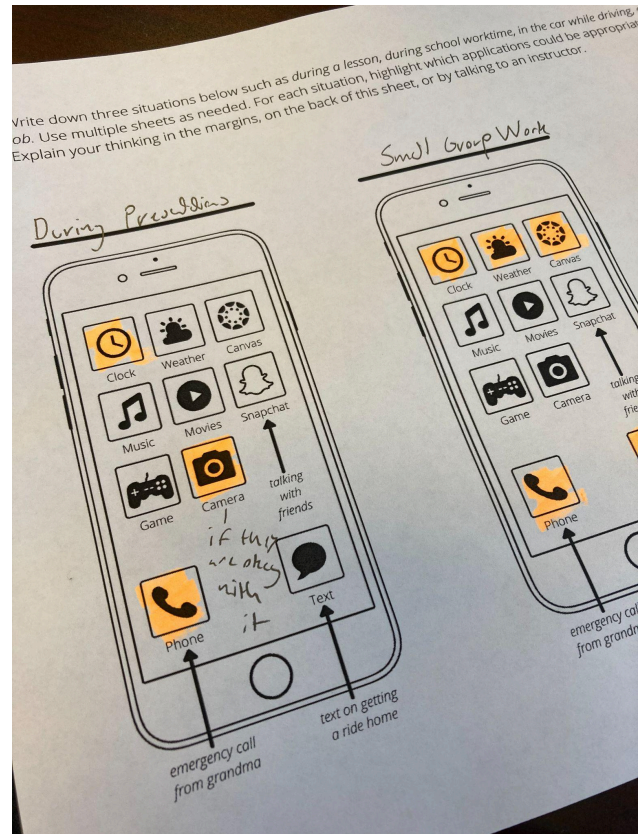
Module Elements

Overview Page

Description

The overview page provides an overview of the module. It outlines
- The aims of the module
  - The CLO of the module
  - The full description of the CLO in student-friendly language
  - Linked standards
  - Any "look-fors" on the assessments of the CLO
  - How the CLO applies to the learners' lives and how the concept is "neat"
- How to complete the module
  - a graphic, animated explanation of completing the module
  - a link to a text-based explanation of completing the module

The main component of the page is a casual 2-5 minute video of the instructor explaining the aims of the module. The CLO and description are set in yellow text against a black background.

Justification

- This page acts as two of Gagne's 9 Events of Instruction
  - Gain attention - the video utilizes contemporary events and situations in which the learning applies or is relevant. Having the instructor visibly present and centered draws the eyes and reduces a sense of isolation when working on one's own.
  - Inform learners of objectives - the CLO is articulated in student-friendly language and different modalities. Examples and commentary help illustrate tough-to-follow concepts.
- The page is intended to help build purpose in motivating the learners. This plays a role as one of the three key pillars of self-determination theory: purpose (joined with autonomy and mastery in later module components).
- This page aligns with the following Hattie effect sizes:
  - *Teacher clarity - 0.75* - Articulating the concept in different ways and with heavily refined wording allows for clear objectives.
  - *Learning goals - 0.68*
  - *Appropriately challenging goals - 0.59*
  - *Clear goal intentions - 0.48*
  - *Information communications technology - 0.47*

Module 2 - Overview 🗺️

Welcome to the overview page. This will give you an idea of what we're doing for the module.

"What is this module over?"
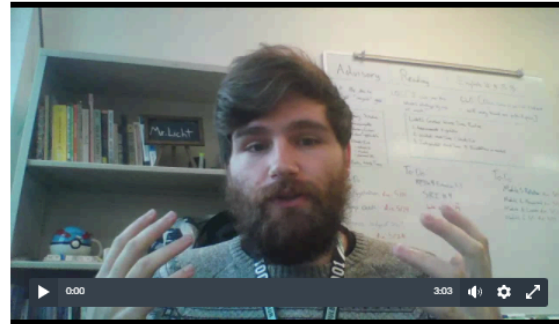
I can use Robert's Rules or an alternative to help facilitate discussion.

I can use Robert's Rules of Order to help facilitate a discussion (with help from a "cheat sheet" if desired). I can name at which Robert's Rules could be used. NOTE: Robert's Rules may be substituted with any other set of discussion and dec Simplified Rules, Order or Martha's Rules of Order, or any traditional or modern Oceti Sakowin discussion guidelines. 10.1.B

The section above is called a "Course Learning Outcome." The whole goal of the module is to help you master the CLO. guarantees each student has the skills their expected to have; the focus is on the learning rather than on the grades. Ea so that you can see all the parts I'm looking for when I am looking for when you submit work.

"How do I complete this module?"

In this module, you will complete a series of items in order. Some items require you to get a *certain score to move on*. A g If the graphic explanation does not show up for you, click here.
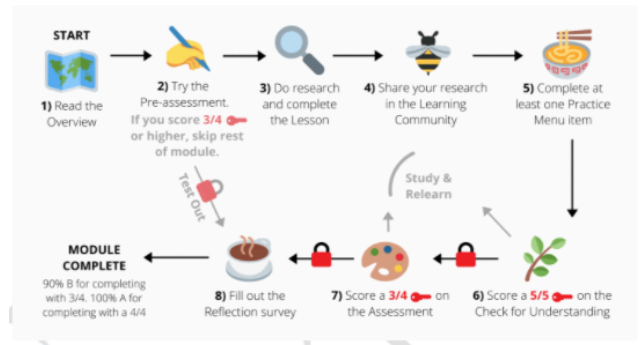
Pre-Assessment

Description

Following the Overview, learners take a pre-assessment. The pre-assessment contains one essay question. The essay question asks the learners to apply the content to a real-life scenario. While internet search engines are still available to the learners as the pre-assessments can be taken at any time, the question cannot be answered with only a cursory understanding of the material. This pre-assessment is then scored on a 4-point scale:

- 1 - not mastered
- 2 - approaching mastery
- 3 - mastered
- 4 - beyond mastery

If learners score a three or four, they are allowed to skip the remainder of the module. This pre-assessment is graded using the same mastery rubric used throughout the course in alignment with the CLO presented to learners at the start of the module.

Justification

- Early assessment allows for the instructor to identify common misconceptions and issues classwide as well as to identify CLOs/modules that may be below or beyond the learners' Zone of Proximal Development.
- Much like the Overview page, the pre-assessment helps students identify how the information applies to the real world. Scenarios help add a clear purpose, a component of SDT.
- Early testing allows for students who have mastered a concept to move on to the next item in the course, ensuring that learners are not having to "relearn" content. This mastery scores high on Hattie data *(Mastery learning - 0.57)*

Module 1 - Pre-Assessment ✏️

ⓘ This is a preview of the published version of the quiz

Started: Oct 15 at 9:52am

Quiz Instructions

What is this?

It is a short, real-world essay question to see how much you already know before starting the module. If you don't know how to do something, it's always okay to put "I don't know how to do this yet."

Is it graded?

You will get a score, but the score will not affect your final grade. The score will be on a scale of 1-4:

- 1 – unmastered
- 2 – approaching mastery
- 3 – mastered
- 4 – beyond mastered

I will be comparing your answer to the CLO and the CLO description. Make sure to give me as much detail as possible. You are trying to prove that you have mastered the skill or concept for this module.

Why are we doing this?

We are doing this to see how much you already know. If you already know enough for the module, I will move you on to the next module. This pre-assessment uses a real-world scenario to prevent cheating. The scenario also demonstrates how it applies to life.

What do I do if I score a 3 or a 4?

If you receive a 3 or 4, that means you have mastered the skill and may skip the rest of this unit. If you score a 3 or 4, simply type in "exempt" in the text box for each of the items left in this unit. For the check for understanding, try it until you get it right. Since you already showed mastery, this should be easy for you.

For this first pre-assessment only, I will allow you to redo it. This is to ensure that students know how to read and follow the directions.

Question 1   4 pts

Imagine that you recently got hired by the state of South Dakota to promote safe driving among teenagers. You work with a handful of other designers and public relations specialists. They will take care of filming any advertisements or designing any posters or ads that need to go up. All you need to do is come up with the ideas.

Thankfully, you learned all about persuasion back in high school English. You know that you can persuade people with a variety of different approaches. The most common four approaches are ethos, pathos, logos, and kairos. These are called rhetorical approaches.

For this prequiz, come up with at least two poster or video ideas to help promote safe driving in South Dakota. For each one, describe it in detail AND explain which of the four approaches (ethos, pathos, logos, and kairos) you are using to help persuade people to drive safe. Make sure to explain specifically how the advertisement relates to the rhetorical approach.

Lesson - Exploration

Description

The lesson consists of six learning steps. These are loosely structured around the "Big 6" research method in conjunction with KWL charts. Learners are tasked with doing the following on a printed sheet, document, or in the textbox:

1. Copy down the CLO / Course Learning Outcome for the module.
2. List what you already know about the CLO.
3. Come up with at least five research questions you have about the CLO.
4. List the way(s) you plan to find answers to your questions.
5. Go out and learn about the CLO using the ways you decided on in #4.
6. Write a paragraph summarizing what you learned.

Along with these six steps, the lesson page also has an introductory video where the instructor provides some tips and suggests some common areas of difficulty with the topic. At the bottom of the lesson page is a list of option resources for learners to use as they see fit. For each, there is a title, a description of what can be learned, and a URL. Below is a recorded presentation on the topic for learners to use. This presentation is also given in class and is optional--students can follow along as they see fit.

Justification

- The following strategies are employed in this lesson:
    - *Strategy to integrate with prior knowledge - 0.93 -* Learners are tasked explicitly with activating their prior knowledge before researching.
    - *Micro-teaching / video review of lessons - 0.88*
    - *Summarization - 0.79 -* Learners summarize their understanding at the end to help solidify the information, taking both their prior understanding and new info into one whole.
    - *Note-taking - 0.5 -* Learners take notes as they research and explore the topic. Notes are free form and allow learners to gather information in their preferred format.
    - *Questioning - 0.48 -* Learners are tasked with coming up with their research questions. This ensures that the questions are within their ZPD.
    - *Matching style of learning - 0.31*
- In Gagne's Nine Events, this lesson acts as stage 3 and stage 4
    - Stage 3: "Stimulate recall of prior learning: Encourage students to build on previous knowledge or skills."
    - Stage 4: "Present the content: Show and explain the material you want students to learn."
- Giving choice is critical for working in a trauma-informed environment. This lesson structure utilizes choices throughout and can accommodate different levels of experience with technology or access to technology.

Learning Community

Description

The Learning Community is a discussion board where learners can post their summaries from the lesson. The responses are hidden until the learner posts. After posting, learners are free to look through others' summaries to check their own summary against others. Learners are encouraged to see if others found anything that they missed. In addition to the learners' posts, the instructor posts his own summary and a list of extra tips & tricks. These tips & tricks usually include mnemonics and study guides. Like the Practice Menu, Check for Understanding, and the Assessment, the instructions are provided in a learner-friendly Q&A format.

Justification

- This activity acts as the fifth event of Gagne's 9 Events of Instruction: "Provide "learning guidance": Provide students with instructions on how to learn, such as guided activities or common pitfalls. With learning guidance, the rate of learning increases because students are less likely to lose time or become frustrated by basing performance on incorrect facts or poorly understood concepts."
- Some of the related Hattie scores for this item:
    - *Mnemonics - 0.76*
    - *Peer tutoring - 0.53*
    - *Cooperative learning - 0.4*

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What is this?

This is a discussion post where you share research to help each other out. Just like a bee brings nectar back to its hive, you bring back what you learned to the learning community.

What do we do for it?

Take the summary paragraph you wrote for step 6 in the lesson and post it as a "reply" below. If you wrote the paragraph on paper, you can either ask me for the lesson back or write a new paragraph summarizing what you learned during the lesson.

Why are we doing this?

Sharing info helps students who struggled with the lesson. Also, it helps you see if you missed anything important before moving on. Additionally, it is a good opportunity for me to provide some extra tips and tricks on how to learn the CLO.

How is this graded?

This is graded as complete/incomplete, but it doesn't affect your final score. That said, you still need to complete it to move on.

[Search entries or author] [Unread] [👁] [⬆] [⬇]   [✓ Subscribed]

↩ Reply

Brady Licht
Aug 27, 2021

Summary: Ethos, pathos, logos, and kairos are the four modes of persuasion or rhetorical approaches. Each one is a way in which you can convince someone to buy or do something. They can work in essays, speeches, debates, and more. In the "real world," you will see people using multiple rhetorical approaches at once. In the classroom, it is best to keep them separate while studying them. Ethos is persuading someone using your credibility/trustworthiness. Pathos is persuading someone by appealing to their emotions or desires. Logos is persuading someone by explaining the facts and using logic. Kairos is persuading someone by using time, sales, or a "ticking clock." You can see all four in advertising in your daily life.

Extra study tips & tricks from Licht: The toughest part of this module is remembering which one is which. When you think of pathos, remember that "P" is also in "puppy." Think of a sad puppy full of emotion. When you think of Logos, you can imagine that it is a classical "nerdy" face with two big circular "o"s for glasses and a "g" for a nose. When you think of Kairos, remember that the "K" kind of looks like an hour-glass. Hourglasses are used to keep track of time.

Practice Menu

Description

The Practice Menu is the learners' opportunity to practice the skill for the CLO/module. It lists a variety of ways to practice and notes that learners may come up with their own way to practice the skill with permission. For each "practice item" on the "menu," learners are provided with instructions as well as a list of potential feedback for each item. This allows learners to select practice options that target a specific component of the CLO that they are working on. Like the Learning Community, Check for Understanding, and the Assessment, the instructions are provided in a learner-friendly Q&A format.

Justification

- Some of the related Hattie scores for this item:
  - *Deliberate practice - 0.79*
  - *Feedback - 0.7*
- In Gagne's 9 Events, this is stage 6 & 7 (although additional practice is provided in the Check for Understanding)
  - Stage 6 - "Elicit performance (practice): Allow students to apply knowledge and skills learned."
  - Stage 7 - "Provide feedback: Give students feedback on individualized tasks, thereby correcting isolated problems rather than having little idea of where problems and inconsistencies in learning are occurring."

What is this?

This is your opportunity to practice the skills/concepts in the CLO for this module. You will need to complete at least one practice item off the "menu" before you can move on.

Do I have to do one off of the "menu?"

No, you are welcome to come up with your own way to practice. Talk to me if you want help coming up with practice ideas.

How do I turn this in?

To turn in the practice item(s), you can do so on paper or on Canvas. If you turn it in on paper, simply type in "turned in on paper" in the text box for this assignment. If you turn in more than one practice item, turn it in by "resubmitting" this assignment. It won't overwrite your earlier practice items--I can see all items turned in. When turning it in, please list what specific parts you would like feedback on.

Is this graded?

I will mark it as complete or incomplete, but it does not affect your final score. I will also leave feedback on this item. I strongly encourage you to read the feedback. Use the feedback & comments to help work on the CLO.

Practice Menu

Pick out any of the follow to practice with:

Practice Item	Potential Feedback on...
With a friend, classmate, or family member, give a one minute presentation/speech about what you would like to do after high school. After, have them score you on a scale of 1-5 for your body language, eye contact, speaking volume, and clarity when speaking. A 5 would be the best. A 1 would be worst. Upload their scores to this assignment.	general ability with body language and eye contact and pointers
Try reading one of the speeches aloud from https://www.americanrhetoric.com/newtop100speeches.htm into a mirror or on your own. Then, watch a video of the	imitating delivery /

Check for Understanding

Description

The Check for Understanding is a short 8-question quiz. The first five questions are multiple-choice, true/false, or matching questions pulled randomly from a test bank on the topic. The final three questions are reflection questions following the "slow, show, grow" formula. The first five questions are automatically scored by the computer and students are provided with feedback on any incorrect answers. Students can retake the quiz as many times as they would like, but they must receive a 5/5 to move on to the Assessment. The instructions on the page are organized into a Q&A format to be learner-friendly.

Justification

- In Gagne's Nine Events, this step acts as step 7 (along with the Practice Menu) and step 8.
  - Step 8: "Assess performance: Help students identify content areas they have not mastered."
- This Check for Understanding acts as a stop-gap between the Practice Menu and the Assessment. As the Assessment requires learners to create an extended project, this quiz ensures that learners are more likely to be successful with the Assessment before they begin work on it.
- The related Hattie scores are
  - *Feedback - 0.7*
  - *Evaluation and reflection - 0.75*
  - *Meta-cognitive strategies - 0.6*
  - *Practice testing - 0.54*

Assessment

Description

The Assessment is a final project for the learners to show that they have mastered the CLO. Like the Pre-assessment, it follows the mastery matrix and ultimately comes down to "has the student demonstrated that they can do the skill?" Like the Pre-assessment, it is graded on a 4-point scale with a 3 being "at mastery." Learners are warned that a minimum quantity of work is necessary to even determine mastery: at least three paragraphs for writing, two minutes of AV, eight minutes for an interview, and so on. Learners can work together on this provided the total work is equivalent to the number of individual, smaller projects: six paragraphs of writing for a group of two. At the bottom of the page, learners are provided with several project ideas to get started. Ultimately, they can create anything they want for it as long as it demonstrates mastery. In the past, learners have conducted interviews, created dioramas, made short films, sent off op-eds, created board games, and self-published poetry. The instructions on the page are organized into a Q&A format to be learner-friendly.

Justification

- This acts as the eighth step in Gagne's Nine Events, assessing performance.
- The following Hattie scores align with this item:
  - *Mastery learning - 0.57*
- On the ICLE "Rigor, Relevance, and Engagement" Framework this scores:
  - A "4-Well Developed" on Student Learning in Thoughtful Work as "Students develop their learning tasks that stretch their creativity, originality, design, or adaptation.
  - A "3-Developed" on Instructional Design in Thoughtful Work as "Learning tasks allow students to self-select options to best represent their thinking."
- By having these assessments be scored only on their relationship to the outcome and by simplifying the outcome to a short paragraph description and a single sentence, the assessment always follows a backwards design approach.
- As the CLOs are based around skills and application, the assessment always falls under the higher-order thinking strategies, typically falling under extended thinking in Webb's DOK. Having it be a more extensive project requires learners to investigate, do complex reasoning, plan, develop, and create over an extended period.