

GOING 121 COURSE I TOPICS

Each module includes topics for discussion, an opportunity to share examples, and training to create a product for your classroom that demonstrates best practice with student-centered learning in a GAfE 1:1 setting. Teachers participate as individuals, mentees, in peer review groups, and as members of a learning community.

I. Student-Centered Learning

A. **Intro to Student-Centered Learning (SCL):** To establish shared values, This module will reinforce the value of student-centered learning for motivation, personalization, social learning, constructivism, and differentiation. A shared vocabulary will develop from reflections on readings and discussions.

1. Taking the SCL Journey: Readings and Examples
2. [Learning Theories, School Examples, Pedagogy Implications](#)
 - a) Behaviorism
 - b) Cognitivism
 - c) Constructivism
 - d) Integrated Model
3. Challenges and Tradeoffs: When and Why to go SCL
4. Product to create: SCL Planner Form

B. **Building SCL Competencies, Step-By-Step:** In this a nuts-and-bolts approach, teachers unfamiliar with SCL establish competency applying a series of basic structures. For each structure, teachers begin with formative assessment to assess student readiness for the required self-regulation and providing explicit guidance for expectations. Peers observe and provide feedback.

Each attempt is documented in a blog post. The lesson plans for each instance when a competency is demonstrated are shared in the ePortfolio with a reflection post. Sequence:

1. Open-Ended Questioning
2. Student-Centered Discussion
3. Think-Pair-Share
4. Jigsaw

Product to create: SCL Wiki: at the start and end of each structure, teachers consult a shared document (accessed from the CoP site) where peers post guidance, examples, and resources for these and other structures they use regularly. This helps teachers identify peers who can observe them, as well as supporting their learning.

C. **Managing SCL in Traditional and 1:1 Classes:** This module will explore the benefits and challenges of student-centered learning in general, and then translating that to one-to-one classrooms. It will feature participant sharing of tips and experiences, as well as troubleshooting.

1. Cooperative Learning: group concept maps
2. Group Projects: Groups of 4 enable peer-activity switches
3. Jigsaw: Students develop slide presentations on concept topics
4. Peer Review: Students use checklist to review each other's slides
5. Students as Teachers: Slide presentations with response forms
6. Product to create: Clickable Concept Map

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II. 1:1 Classroom Management

- A. **How GAfE supports SCL 1:1 Management:** To establish shared visions, a guided tour of highly effective activities by discipline, highlight structure (e.g. cooperative learning), technology (e.g. document commenting), readiness skills (student and teacher) and assessment methods (e.g. artifact examples and rubrics). Each resource will have a “tour page” on gappsforedu.com including a case study, resources, guides.
1. Groups for conversations. Doc sharing for collaboration: share + task.
 2. Drive Basics and Management
 3. Docs Commenting and Sharing
 4. Product to create: Lesson Plan for Scavenger Hunt
- B. **Managing Instruction with Google Classroom:** Participants will use Google Classroom as students of this module, create Classroom instances as teachers with peers as students, and set up Classrooms to be used for a target project or as a standard practice, depending on how frequently they plan to run 1:1 classes. *Focus on what it CANNOT do!!* Add the Google Site Blog component pulling from Reflection Text Documents. Setting up peer review teams, viewing other participants as “fake kids” if not implementing.
1. Google Classroom Setup
 2. Google Classroom Workflows -- Materials and Assignments
 3. Google Classroom with Peer-Review Teams
 4. Product to create: SCL Lesson Plan and Documentation
- C. **Flipping the Classroom with Google Apps:** Participants will use Google Slides to set up presentations, and then Screencastify to create narrated presentations and tutorials that students can watch from home or independently during class. They will then apply the technology to introduce a SAMR Set lesson for classroom implementation.
1. Content Presentation with Slides
 2. Stand-alone Narrated Presentation with Screencastify
 3. Lesson-linked Narrated Presentations for SAMR Set lesson
 4. Product to create: SAMR Set Lesson Plan and Materials

III. GAfE to Streamline Formative Assessment

- A. **Formative Assessment with Google Apps:** Participants will set up “Bell Ringers” and/or “Exit Tickets” using Google Forms. With the addition of Flubaroo, an auto-grading add-on, teachers can quickly assess student readiness for and achievement of learning objectives for a given class, and adjust lesson plans and contact objectives accordingly. The form results create an ongoing record of readiness and performance for each student, along with an opportunity to provide questions and comments to teachers.
1. Introduction to Google Sheets and Forms
 2. Formative Assessment with Forms - Bell Ringers and Exit Tickets
 3. Automatic Grading with Flubaroo
 4. Product to create: Bell Ringer for SAMR Set Lesson