

JOYFUL LEARNING:

Using Active & Collaborative Structures to
Differentiate Instruction

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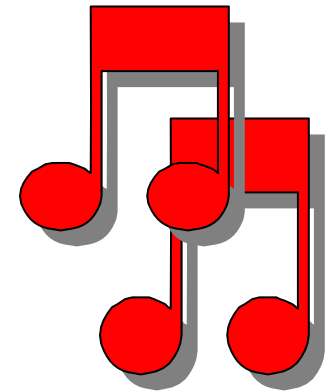
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2010



Moving to the Music

Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.



** Move when you hear the music.

** When the music stops, find a partner and answer the question.

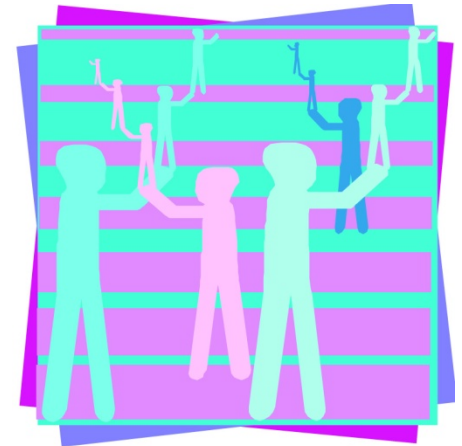
1. In your opinion, what is the most annoying fashion trend today?
2. What is one technique you use to differentiate instruction?
3. What is one clear benefit of active learning for the students you teach?

Room Number	Grade	Reading Change	Math Change
203	4	28.4	35.6
303	4	13.3	25.1
302	5	2.2	18.1
204	6	7.4	10.6
207	6	5.1	13.4
207	7	12.33	20.8
209	7	11.7	19
208	8	1.2	21.3
209	8	12.1	12.1
average		10.41	19.56
ASD (3)	203	41.33	51.33
All other IEP(11)		14.81	12.81

What is the purpose of starting with this activity?

- help us as a group become interested and engaged in the content and process of learning; &
- establish a sense of familiarity & fun.

These conditions are necessary to effectively educate all learners!



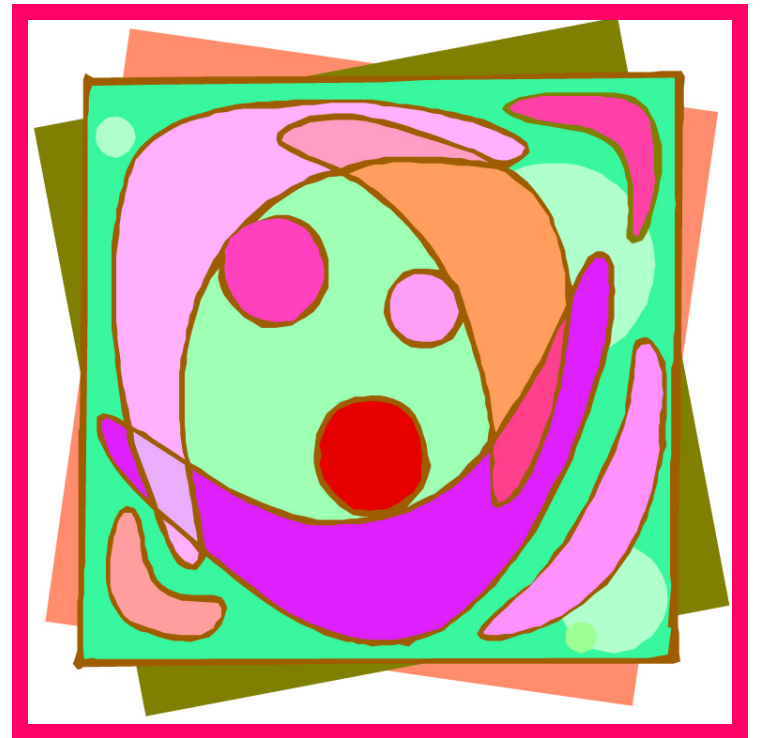


If active learning is so powerful,
why don't we see more of it...

Where is the joy?

- the standards movement took it?
- too hard to be spontaneous/creative with so many collaborative partners
- no time to plan
- we teach as we were taught?

Active Learning



Lecture Reflections

Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.



Students jot down an answer to the question posed –

This technique:

--builds in wait time and allows Ss to compare their private response to a given answer.

--consistently increases response rates of students who are unlikely to volunteer verbal answers.

--can be done with slates that are held up.

After brief writing time ask: How many would be willing to read what they wrote?

dry erase boards
mini-chalkboards
paper plates
grease pencil & sheet protectors
laminated cardstock
large sheets of scrap construction paper

Whip Around, Pass

Harmin (1994). *Inspiring active learning*. ASCD

Description--

Ask students in turn to speak to an issue or to say "I PASS"

Purpose--

To increase the # of students who speak up in whole-class discussions, to give students practice in self-management, and to give communication practice to those who need it

Why?

Sometimes teachers want to hear from many students, not just a few volunteers

How?

- Can be used with all of part of the class (e.g., one row)
- Can be used as an icebreaker, a community-builder, or content review exercise (e.g., share one fact earth science)



Learning that puts students at the center of instruction. When learning is active, students do the majority of the work. They study, solve, move, explore, apply, experiment, try, create, and invent. Active learning is often relevant to students' experiences and lives; engaging, meaningful, and fun. In classrooms that promote active learning, learners are often moving, sharing, working in and out of their seats, working with a range of materials, and talking/thinking aloud.

Kluth (2008)



“You can tell students what they need to know very fast. But they will forget what you tell them even faster.”

Mel Silberman (1996). *101 strategies to teach any subject.*

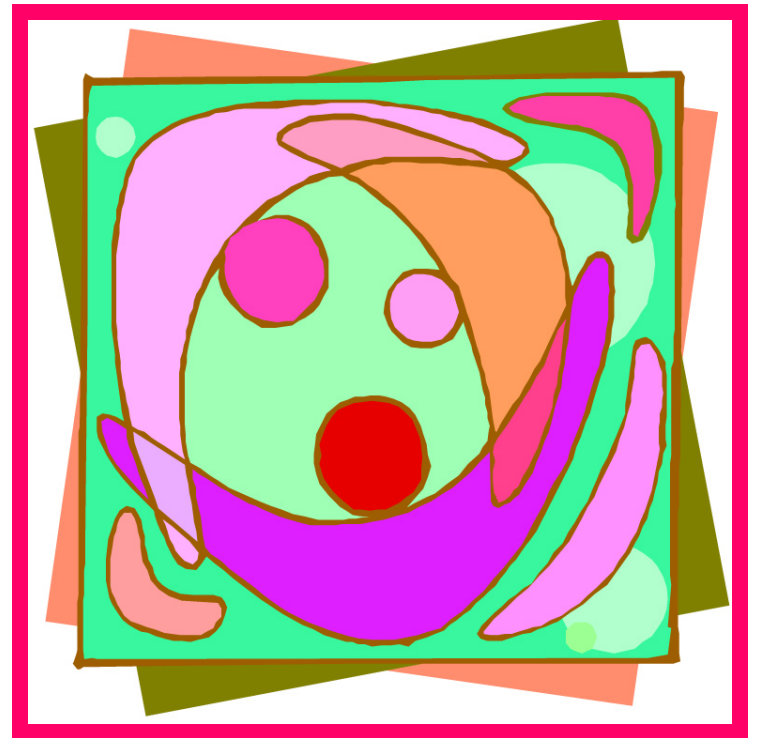
Why active learning?

- Two groups of university students:
In the experimental group, an instructor paused for 2 min/3x during lectures. A control group received the same lectures and was similarly tested.

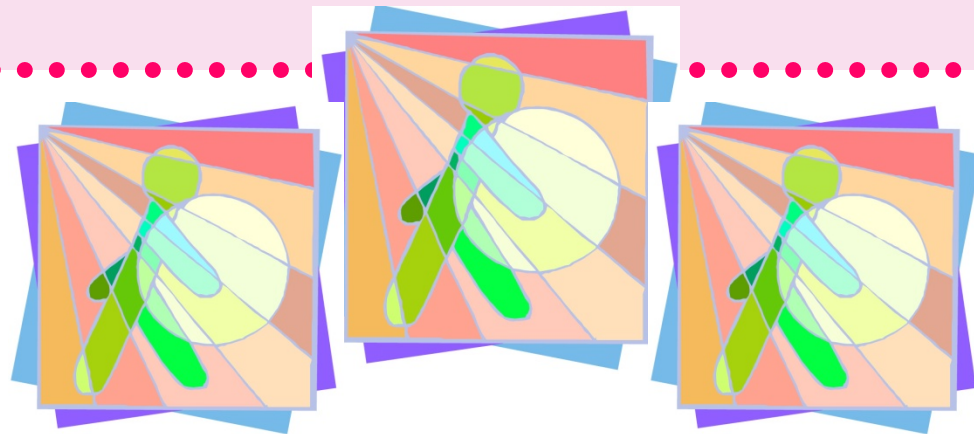
Students who experienced more interaction and were more involved in the learning process did significantly better on 2 different assessments. Difference in mean scores --- large enough to make a difference of two letter grades.

- Ruhl, K. L., Hughes, C. A., & Schloss, P. J. (1987, Winter). Using the pause procedure to enhance lecture recall. *Teacher Education and Special Education, 10*, 14-18.

Strategies for the Diverse, Inclusive Classroom



- Where can I use this in my own teaching? (across subject areas)
- What changes might be needed to maximize engagement and participation for particular students?
- How can you expand this idea?
- Who has used this or a similar idea in your teaching?
- How can I use these structures to respond to needs as indicated by district-wide or school-wide assessments?

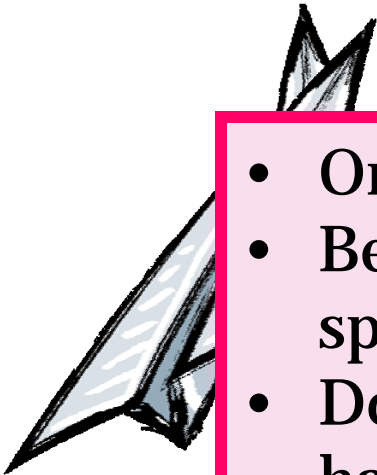


for teaching &
learning

Toss an Idea

Udvari-Solner & Kluth, 2007: *Joyful Learning*. Corwin Press.

- a question
- a reminder
- a collaborative product

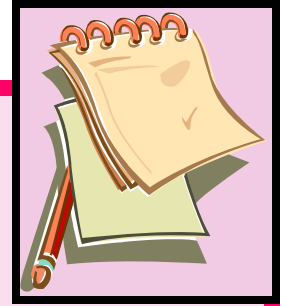


- Only toss papers when I tell you to do so.
- Before writing each line, be sure to listen for any special directions I may provide.
- Do not hesitate to produce a response; you will have about 1 minute per sentence.

Writing intervention for third graders (Eckert et al., 2006).

- 1x/week- 8 weeks,
- Story stems: “I never dreamed that the door in my bedroom would lead to. . . .”
- Before they began drafting, they received individual feedback sheets listing the following: 1) the number of words they produced during the previous week’s writing session, 2) the number of sentences they wrote during the previous session, and 3) the number of correctly spelled words from the previous session.
- Each of the numbers was accompanied by an arrow symbol (up or down from the previous week).
- **Statistically significant gains in both fluency & spelling when compared to the performance of students who received a similar writing task but no instructor feedback.**

Match Game



Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

The teacher needs two groups of cards (A & B); each card in one group (A) must have a matching card in the other group (B).

The teacher distributes a card to every student in the class.

Every student is given one index card and told to walk around the room, talking to other students and comparing their cards.

Once students have found the card and the individual who matches their card, they should sit down next to that person and wait for others to find their matches.

Udvari-Solner & Kluth (2007). *Joyful learning*.
Corwin Press.

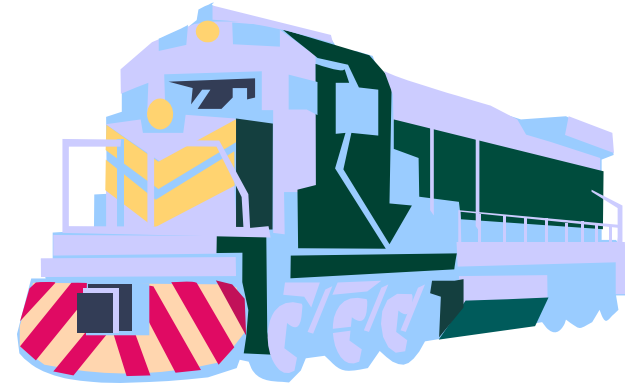
perro

dog

playa

beach

- One teacher used *Match Game* to showcase the talents of one of her students, Marn.
- One card, for instance, had the phrase, “run-through” written on it. The definition of run-through which is “a train that generally is not scheduled to pick up or reduce (set out) railcars enroute” was written on another card. Students had to find matches for terms and phrases that were, in most cases, completely new to them.



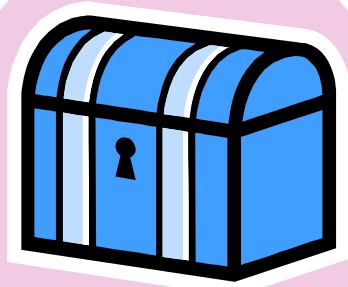
**for studying &
review**

Human Treasure Hunt

Udvari-Solner & Kluth (2007). *Joyful learning*.

- Everyone gets a form.
- Students can only get ONE answer from each classmate.
- Remind students NOT to just exchange forms—they should have a discussion about the items and work together to complete one question on each form.

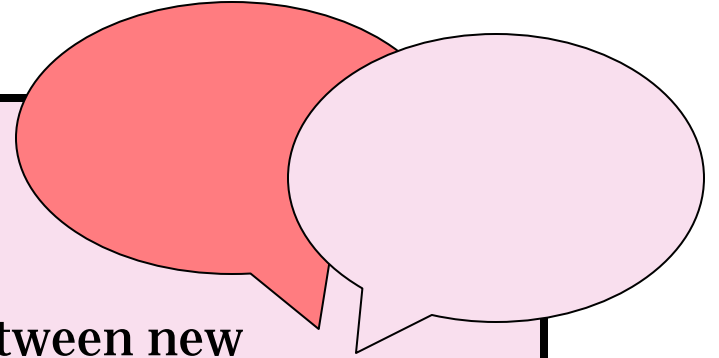
What are some ways you can adapt this activity for or students with disabilities?



Say Something!

Harste, et al.; adapted by Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

Say Something is a paired reading strategy for constructing meaning from text-based information. Through structured exchanges, participants develop relationships between new information and what they all ready know or believe.



1. Partners look over a piece of text and decide together how far they will read silently before stopping to “say something” (a question, a brief summary, a key point, an interesting new idea or a new connection).
2. Once they have reached the chosen stopping point, both partners say something.
3. Partners continue the process until the selection is completed.
4. The whole group engages in a discussion of the text.

Adaptations to *Say Something*

(from: Udvari-Solner & Kluth, 2007)

- *Say Something* can be used with non-text material. Students may be partnered with one student examining text on a topic and the other examining visual media (photos, pictures). At an agreed upon time frame (e.g., after examining the materials for 3 minutes) students can stop and “say something.”
- Students may also be paired with readings on the same topic but at different reading levels. At the stopping points students share what they have gained from their own specific reading.
- *Say Something* can be implemented with one person in the partnership reading aloud.
- For students who read at a different pace, the student who completes the reading first can write down her say-something comment while her partner completes the reading.
- If a student uses a communication board, pictures, or symbols to communicate, that individual can select a picture or response to share at the end of the section (e.g., “That was interesting”; “I didn’t understand that”; “That was silly”). To teach and reinforce the new communication system, the peer might be encouraged to use the system as well.

for active
lectures &
whole-class
instruction

Stand & Deliver

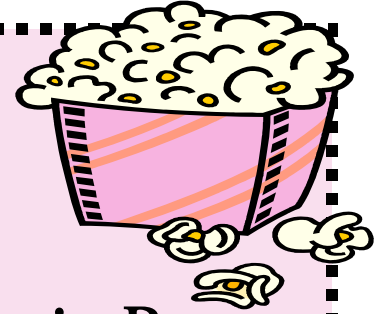
Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

- All participants stand.
- The teacher asks different learners to share their answers.
- When a point has been made/stated (or fact shared), everyone with that same point should sit down.

-metaphors for photosynthesis
-countries in Africa
-seed bearing plants
-fractions that = $\frac{1}{2}$
-one way to improve your score on a standardized test



Popcorn



Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

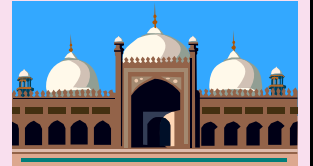
- Get “knee to knee, face to face” with one person.
- One person is STATIONARY (or the “dud” seed). The other person is ACTIVE (or the popcorn).
- When the teacher gives the first prompt (e.g., Tell everything you know about Egypt), the DUD students will answer and keep talking until the teacher says “switch”. When the teacher says “switch” the POPCORN students begin talking, answering the same question until the teacher says “POPCORN”.
- When the teachers says “POPCORN” the POPCORN students get up and scramble to find an empty chair across from another DUD.
- The process begins again. When the teacher gives the next prompt, the DUD students answer first (again). The DUD students will always answer first.
- It is very important to reinforce that students who are listening should NOT TALK- they should be silent while their partner shares.
- Keep switching partners every time you ask a new question.

for learning

without

teaching

- What's your name? (e.g., Mexico City, Mexico; square root of 144 = 12; H = hydrogen; action word/verb)
- human billboard
- walk it to know it



Aaron

Islamabad, Pakistan

HELLO
my name is

Zeus

ruler of Mt. Olympus

Walk It To Know It

Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

This structure is an effective tool for helping students memorize, retain, and review content.

- To prepare for this structure, teachers or students design flow charts ($\Rightarrow \square \Rightarrow \square \Rightarrow \square$
 $\Rightarrow \square \Rightarrow \square$) or series-of-events chains on paper and then transfer each square to a separate piece of poster board or butcher paper.
- The squares are then laid out on the classroom floor and all students walk through the sequence.



Walk It To Know It: Civil Rights Timeline Example

***August, 1963
March on Washington***

***1955-1956
The Montgomery
Bus Boycott***

***December, 1955
Rosa Parks refuses to sit in the
back of the bus***

***August, 1955
Emmett Till is murdered***

- Examples
- flow chart
 - steps of a process/directions
 - chain of events
 - chronology (history)
 - a cycle

Mars
other



Earth
educated



Venus
ery



Mercury
y



Order of the Planets
M **V** **E** **M**
My Very Educated
Mother Just Served Us Nuts

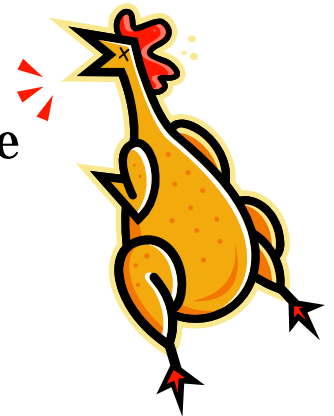


Catch!

Udvari-Solner & Kluth (2007). *Joyful learning*.
Corwin Press. [adapted from Bowman]

Directions

- Ask students to stand in a circle and face one another.
- Announce that you have in your hand a “response object” and that anyone who holds the object will be asked to share something.
- Tell the students that when they catch the object they need to share something they learned in the day/unit/lesson/year.
- Share a question you still have about the content (What is one thing you still want to learn?)
- When one person has shared a thought, she selects another student (one who has not yet shared) in the circle and tosses the object to that person.





**When you are finished
changing...you are
finished. -Ben Franklin**

Please see www.paulakluth.com for several articles on the differentiation techniques I used today.



Ideas are also from:
Joyful Learning, a book of 50 active learning structures (with Udvari-Solner; Corwin Press), & *From Tutor Scripts to Talking Sticks* (Brookes Publishing)

