

Handout 2: See It In Action Reflections: Balanced Instruction

Directions: Use the following questions to reflect on the videos that you just watched. You can find potential answers for the videos in the following pages.

Reflective Questions

How does the teacher use dialogue as an active teaching strategy to get students to learn and engage with the content?

How did the teacher create learning opportunities in which all students could experience success?

How does the teacher use research-based thinking in a way that students are able to explore and experience a variety of ideas, models, and solutions to problems?

Think about your most successful lesson in the past several weeks. How did the learning experiences for which you planned demonstrate that inquiry, curiosity, and exploration are valued in your class?

Middle School Video (Laura Cason)

Video 1: https://www.youtube.com/watch?v=Bvvow_4PrHc&feature=youtu.be

In Mrs. Cason's Class, students learn about the social structure of India and the caste system by playing a game in which students role-play a caste. There are four different groups with the name of the caste above their table. Her students have not previously been introduced to this topic and she states that direct instruction is important to initiating this topic. Students need to engage and move in the curriculum in order to learn it. She incorporates direct instruction for 15 minutes and then provides an individual or group activity that encourages engagement and movement to help students retain the material. This helps students socially because they are part of a team, and they are working for a greater effort. It also helps students academically because they don't want to disappoint their team members.

Middle School Video (Mike French)

Video 2: <https://www.youtube.com/watch?v=1qxVfhGHUC0&feature=youtu.be>

Mike French introduces and models the scientific method with direct instruction. He goes through the engineering process to determine the best balloon for balloon jousting. He gives students just enough information to get them started and gives them time to test their hypothesis and self-reflect. The students learned and grew from their mistakes and were able to make modifications to their hypotheses. The finished product is self-driven by the students.

This work is in the Public Domain. It was originally produced, at least in part, by the Center on Great Teachers and Leaders and the Appalachia Regional Comprehensive Center with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B120023. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.