

-- - · -- - - rn - · I

· 1 ·

**QUICK-W RITES: TO ENGAGE, LEARN, AND**

'"'" ' ' ;,"'""' - J

**Overview**

l.Theoretical framework

2. Using quick-writes to:

\*

hare connections

.

.

* P{ocess new content
* Reflect qibout clinical experiences

\* Apply concepts

1. Interaction and engagement
2. Formative course evaluation
3. Questions

leaching Profesi'orConference. Atlanta, GA: May 30, 2015

# Theoretical Foundation

0 Generative nature Of learning (Bruner and Feldman, 1990, Oc.kes & Lipton, 1999)

0 Writing reveals inner workings orthought; what we c1C?td;,m't know (Emjg, 1983; Zinsser, 19.88)) ' ' ' ' ' ' ' ' ' ' ' ' ' '' ' ' ' ' '

0 What .wC? thir\k c\lrrel6tes with. our »>ri ing andwhat we writecorrelc.tes with ol)r thinking (Moshrnan & Franks;.198$1) · ·

0 Writing helps fuel idea evelopment ((Mc.imon, N'odine: & O'Connor, l989)

0. Writing 0cross the content areas ((Fulwiler, 1986, Powell, 1989; McLeod, 1992; Anson et al, 1993; Bazerman ond Russel, 1994)

0 "Low-stakes writing" (Elbow, 1997)

Teachl11g ProfessorConfert-'nce. Allanto, GA: May 30, 2tJ IS

Sharing Connections

Recall a time when ...

*"In t/1e Palestinian culture, dire.ct eye*

*·contact with an .elder is considered rude.*

Growinq up; *my parents always taught me*

*When have\_yov* ever *experienced.a cultural "clash".due to different cultural*

*to lower my* gaze *wh1l.e speaking to an adult.I had a culture clash ,y first day of*

*lenses?*

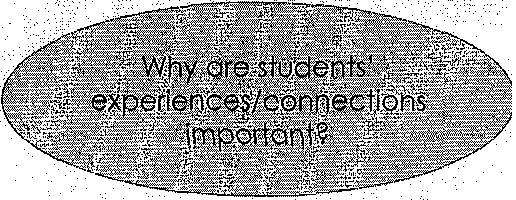
·

*miC!dle school. M u histoiy teacher was standing at* Ille *door greeting students as they walkE!d into the* class. *When* I*walke..d*

*up to him/1 looked .down as d sign of* .· *respect. Re }lien said to* me,"*Make sure you look m!S' .in mY !S'yes. lt'sye1y rud<! to look* away *when.soEneon.e 1s greeting* you:·1 I*was* ve1y *confused by h!S remark.*

*HeartLoroken,* I*told my parents whqt had happcmed* earlier *that day. They explained to me that not all cultures are the same."*

Teaching Professor Conference, Atlont<:r, GA: 'Moy 30. 2015



**Sharing Connections**

**Recall a time when . . .**

0 Recall *a* time *from* your *Ol'fn* schooling when you felt,especlaJly included, engaged, OfDpreciated, (Jnd;validated i.n the learning pro9ess; ord Recall a .. situa.tion when youfelt especially. excluded,.alienqt"d,.and Invalidated

. fror:i the learning process

*"I* am *aquiet student who doesn' tlike}o mk questions l'fhen I don't undel$tand..1 asually assurnethe teach11r isn 't interested iri talking. tff rne, besides When they're* ·

*teaching* me. *Ml freshman year I had an*

*l'n(JllSh :professorwho required us to.*come *tq* al*le¢st one.office hour session. I.was* nervous *becoi:ise·I had never t.alked* to.a *professor one oh one •before. He made* me *fee/really comfortable and asked* me

*about what* I*ehjoyed writing, and we* just

*had* a *relaxing aonversatfon. That was the fits! time I.saw my professor as a regular person. And the first time I felt seen by a* ***pro'fesSor..."***

Teaching ?rofes>orConfernmce. Atlonto. GA: *May* 30, 20 IS

**How dld you learn...?**

**What do you know about...?**

0

How did you learn math? Describe a

positive and a negative learning experience.

"I learned *math by memorizing facts and*

0

Do you enjoyrnath? Why/why not?

*procedures.* Inever *really understood it.*

*MY teacher* us'f'!dJo *make* us memorize *a*

*Jot and thatwas hard for someone like* me *who hos a bpd memory.!don' t think l'm good dt rnoth and it rnokes me. .* · nervous *that* I*hove*la*teach and* plan *lessons to teach kids* rhdlh..."

TeochingProfesmrCon!erence, Allon!o, GA: May 30, 2015

Reflection of clinical e(<perienc e

0 What did you learn dl)out your students'

attitudes towards math? Knowledge/skills?

0 How will this knowledge ln l.uence how you teach nexl'we'!>k?· ·

*' The students* cis a *whole seemed* negative

*towards math and said,* "!f's *not funl" By the end of the* le.sson *they* all *werl;!* · *answering questions pnd partidpating. They* <:i,Ven *s9id they had fun and look fqrvy<Jrd to nexttime! This knowledge will ihfluence our ti?,dchlng by. approqchinQ it w.lth funq.ctivities thpt invole everyone;* Also, *we wlll makesure our @roup f ully understancts the qanc;.ept before moving*

*on, Try to bu/ld cohfideric'3! ond usepositlve reirjfOrcement to help them* more · *comfortoble [sic] in the learning·*

*environment,,,* II

'

EDMS 4121: Dr. Noelle Won

Refl.ectron of clinical experience

Quick-Write Reflectiop:

How has increased "Wait time" affected your students?

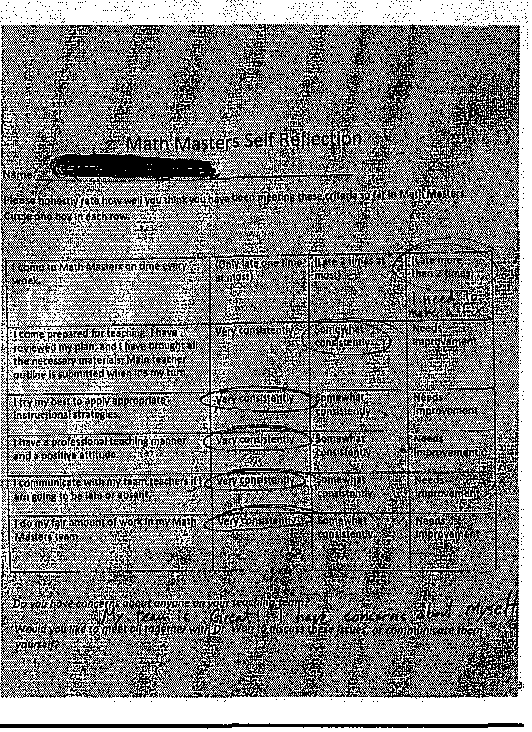
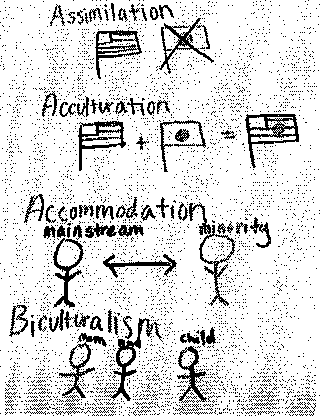
What other Talk Moves have you tried, and how.Were they effective?

What have *you* be.en IEiarning from teaching Math Masters?

"I*definitely practieed to ihcre.ase*

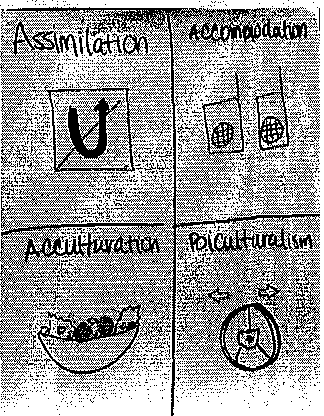
*response wait-time today.during my* lesson, *Each time I* asked.a *question, I let them know to think about their* answer *before we shored !heir* answers *with the whole* c/oss, '· *noticed that their* responses were more *elabordte .anq ttieywere able to formuldte .aresponse* ()sing *complete.thoughts and* sentences *instead* of one *word* answers,,."

fooching ProfesmrConference, Atl6nto, GA: Moy:10, 2015'



Self-reflection of clinical experience

ence:Atlopta, *Gk* Moy 30, 2015

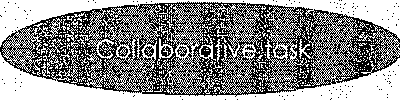


**Process n.ew. content: Visual**

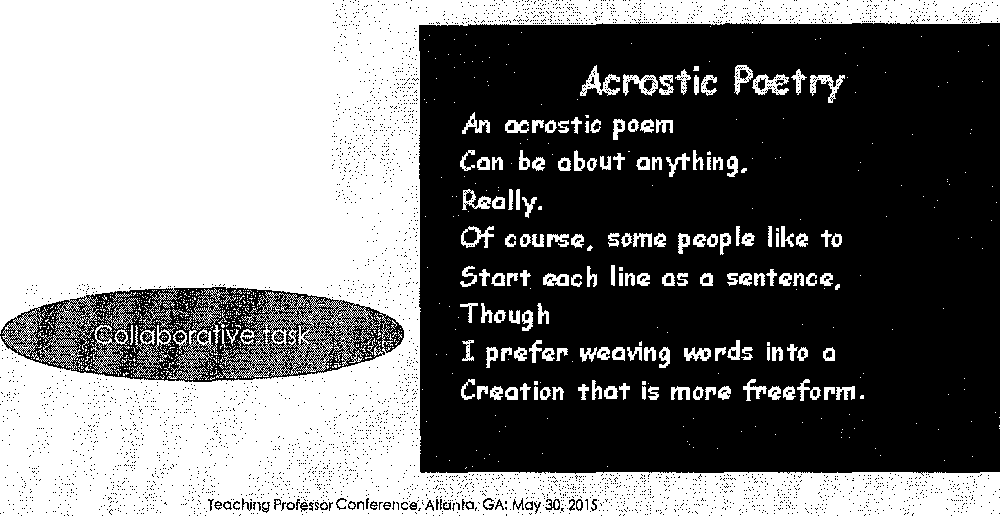
Cred e *Ci visual* for eac/I *of these terms,*

.*and* prov de an *example,·*

Assimilation Acculturation Hybridization



leaching ProfesmrConference, Allonto, GA: <ly 30. 201,5



Creativesy:nthesis of content

0 Think of an a!$rony:mJor your topit:: Write it verticbll)' ih l?rge;bole) lettero.

0 Write a phrase tl\atbegins ;vith each letter o.f your wore), cmd. adds an important detqil a.bout your topic. Write these horizontally from each letter.

II



Graphic·organizerto proqess

content

·

· · ·· ··

-

RE!adlnq .To. With, and By Ells

l.

2.

*3:*

4,

· *5.*

Reaci-alouds 'Dr. Won

Shbred reading Guided r$ading EA

Independent reading .

P,repare a graphic organizer of

your assigned acti\iity. (Think .

paiN.hare). •

·

o. *Purpose*

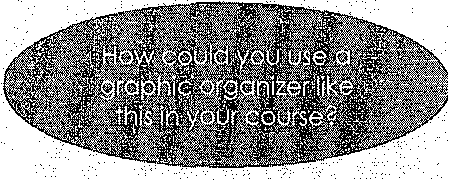
. ..

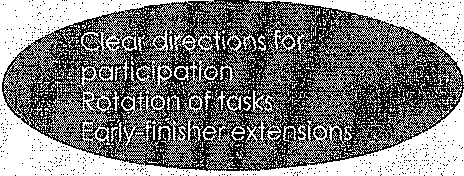
* *How do you do ii (B;(ore,*

*Dutlrig, After1*

* *H.ow* can *you.support ELLs*
* *What should teacllers* keep *In mind*

|  |  |
| --- | --- |
| WJ\;100\tlll  •k!wJW? | 8rain<tormw;iyifo folv.!lhj•p.'Obl'"1i |
| -< :::::' .>--- | |
|  | tl<plm!iom)'OU  rolndudolnr<V  9•-0<pl)ll• wrh.up.  \\h,.did)'OUlwnby<klf119  U11•prllbloml |





Collaborative quick-writes to apply

concepts

Sh<lrina and·debrief .

Eac.h gr6upwill share their resl'.)anses to ONE of the .tdsks, with clear rationale.

Tbe rest af th class will pr<Dvide

0 Each group needs to have atleas.t 4 aodltlonal comments/questions . people, and.ho more thans,

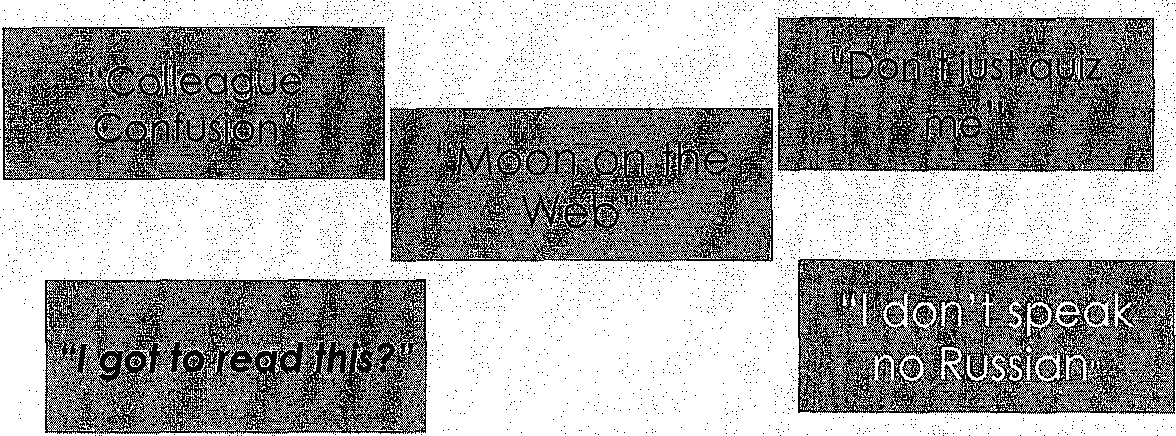
0 Write everyone's names on top al the quick-write,

0 You will have 20 minutes to complete each quick-write.

0 After you complete the quick-write, submit your paper into the folder at the table. ·

Teachlrig ProfesiorCOnference. Atlanta, GA:.May'30, 2015

"



Group quick-writes

Today you will work in a group to complete *5* tasks:

**Create scenarios for app.lication**

"Colleage Confslon"

Your bilingual tea¢her collague really wants to help a s\lJd.ent.who recently• .· emigratedJrdmMelco,.and tylls you she is going to dJrectly translateevery leson, an.d orally translate all the reqdings•into.Spanish, What wo.uld you tell her pboiJJthis type .of Llsuppqrt? W.hat other SLIQgestions would.

SAMPLE

you provide? •·• · · • •.

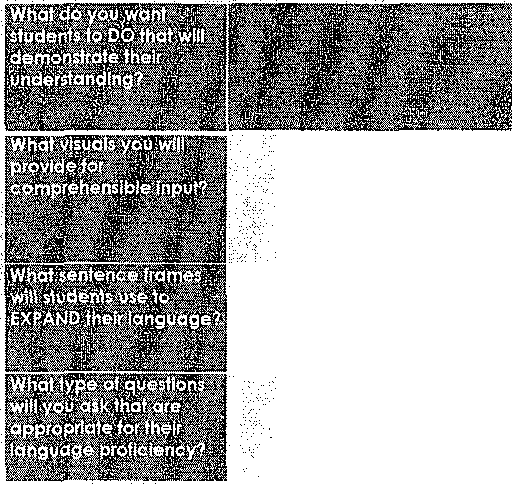
**Write your response on the note cqrd.**

0 This will be a role play dialogue. I will randomly call on pne group to perform.

TeQching ProfessorConleren¢e. A tionto. GA: May.. 2015

**Quick-table write**

**Describe an assessment that would clearly** address this 1 grade.math objective, with Expanding/Bridgi ng ELLs In mind (Tier 1).



Students will be able to partition circles irito **two \_and foµr,·equaLshar'es, describe the** shres using the phrases *half of,jourth of,* and

*quarter of* · ·.

. .

**\*\*\*BohUs: Ho\_W\_-\_Y()\_u·Yr\i9ht ada·pt thi\_s·:assessment**

for o. Emere1'ng student who just arrivedinthe u..s.:3 montfrs agO, (Trer 3)?How would yqy provide increasd support for this student?

How coul<j your questions change?Wouldyou look for something dif.ferent to demons.trate **their--undersanding of this sam oj\_ective?**

TP.aching Professor Conferende. Atlon!o, GA: Moy 30, 2015



**Quickwrif es for exploration and**

**analysis**

0 Explore this webquest andwrite three

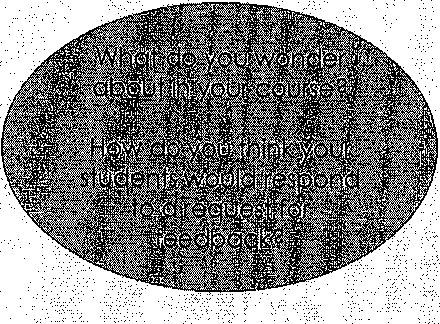
ways it would enhance El s' comprehension of the science concept; and/or three w(Jys the teacher woulclneed to suppoi:t El s use and. comprehension of ti'lis

ebquest.

SAMPLE

Teaching Professor Conference, Atlanta,. GA: Moy 30, :?Ql5

*•7*



**Studenl feedback**

*I* appreciate yourresponses,Qs *this is the* first time *I am trying out the* aiscussion *board,* and *I* don 'i*know If I like* i.

0 Do you have any suggestions to improve the discussion.board?

0 Wovld you 'prefer to bring your•.typed response to. theweekly discussion board question:ano discuss lace-to­

face in groups quring class? (we could . also do this evE>fY other.week.) ··

Teaching Prole;sor\_Conference, **Alionlo,** GA: Moy 30, 2015

.· .

# Formative course evaluation

I'mInterested In your feedback on how t:he.c1a's'i1 going. Ple'ase take c 'tew ·

minutes to provide your commenls, ReSpOnSe to stu·dent needs:

The amount of content Is: :.Too much Too little

\_ Just right l) Assignments need tO be more explicitly addressed

The pace of the course is: \_ Too lost

Too slow

\_ Just right

and liriked to course readings.

How well do you understand the course content so far?

\_ Very well \_ Adequately Totally lost

Do the assignments helpyou process/opp]ythe course content/readings?

\_ Very well \_ Adequately Not at all

g, B dl Wes he!p you l'oCess/(lPply the courSe

\_ Ver}r well \_-Adequatl\i\_ly Not at oll

Do you think Particlpotl- In Mih,Mate- Is a worthwhi1e:aspec1 of this course'?

1. Slow down pace arid reduce ccinten!
2. Give lq.·miriutes ·after Math.Masters tb dEibrief w.ith.

teaching .Partners.

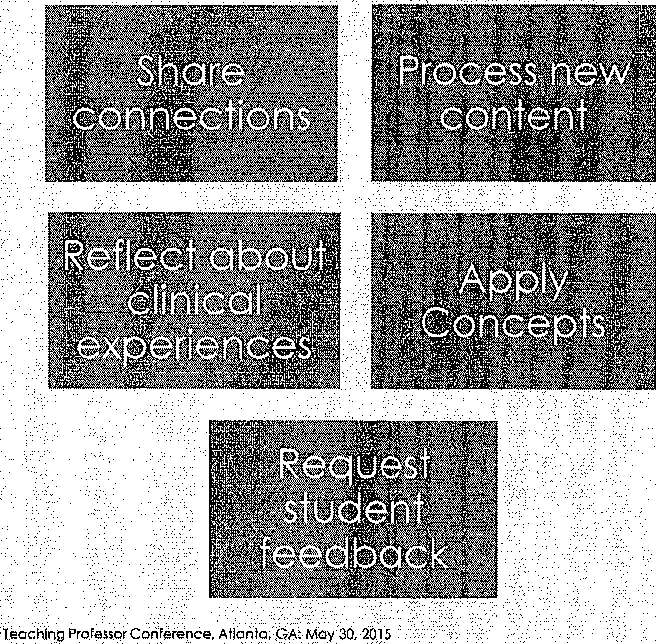
5 *4*

(most defini1ely)

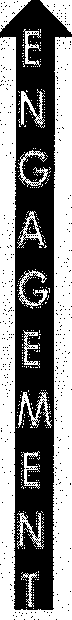
3 2

(nofreolly)

Comrryen!J; (What do you like sO far'?'-Anythlngyou n9ed'more helpwith\!)

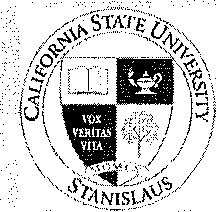
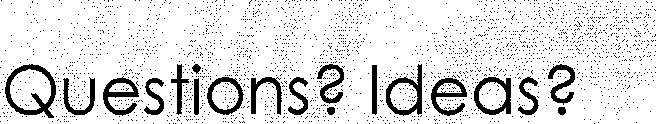


Teaching Profes>or<:onlerenee. Atl'on,to. GA: May 30)1015 19



Quick-writes

20



Noelle Won

Associate Professor Department of Tea2het Ed.uca.tion California State University StanisJous

.

.

**'Teaching ProFE.sso Conference,Atlonta,°'GA: May 30, 20 l5** '