

Joyful Learning:

Using Active & Collaborative Structures to Differentiate Instruction in the Inclusive Classroom

Paula Kluth, Ph.D.
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www.paulakluth.com
paula.kluth@gmail.com
www.differentiationdaily.com
Paula Kluth



movin' to the music

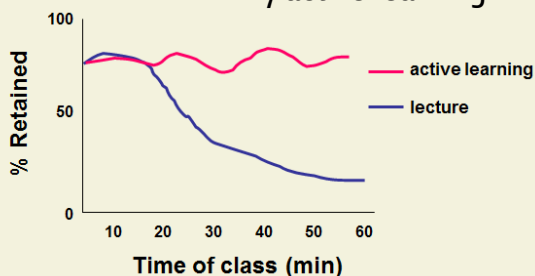
Udvari-Solner & Kluth (2007). *Joyful learning*. Corwin Press.

- ** Move when you hear the music.
- ** When the music stops, find a partner and answer the question.



1. What is the first record/tape/CD you bought with your own money?
2. What is one technique you use to differentiate instruction?
3. What is one clear benefit of active learning for the students you teach?

Why active learning?



From: McKeachie, W. (1998). *Teaching tips: Strategies, research and theory for college and university teachers*. Houghton-Mifflin.

Freeman et al (2014). *Active learning increases student performance in science, engineering, and mathematics*. Proceedings of the National Academy of Sciences.

The final word on active learning?

225 studies/undergraduate STEM teaching methods [meta-analysis]:

- Students in a traditional (vs. AL) classes are 1.5 times more likely to fail.
- Students in AL consistently outperform those in traditional classes on identical exams. AL boosts scores by almost one-half a standard deviation (e.g. B- to B)

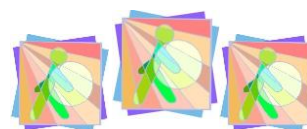
"Active learning differentially benefits students of color and/or students from disadvantaged backgrounds and/or women in male-dominated fields. It's not a stretch to claim that lecturing actively discriminates against underrepresented students."

exercise is a research-based practice for students on the autism spectrum

- can be used effectively to address behavior, school-readiness, academic and motor skills
- has been effective for preschoolers to middle school-age learners



- Where can I use this in my own teaching?
- What changes might be needed to maximize engagement and participation for particular students including those with complex learning needs?
- How can you expand this idea?
- Who has used this or a similar idea in your teaching?

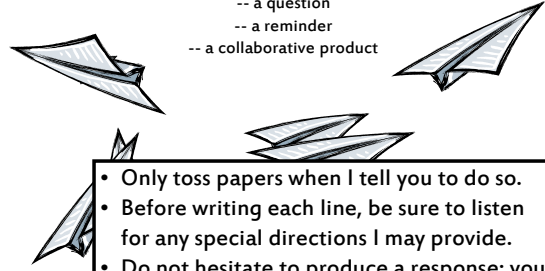


for teaching & learning

toss an idea/question/story

Udvari-Solner, A. & Kluth, P. (2008). *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.

for active lectures & whole-class instruction

break jar

Kluth, P. & Danaher, S. (2013). *From Text Maps to Memory Caps*. Brookes.



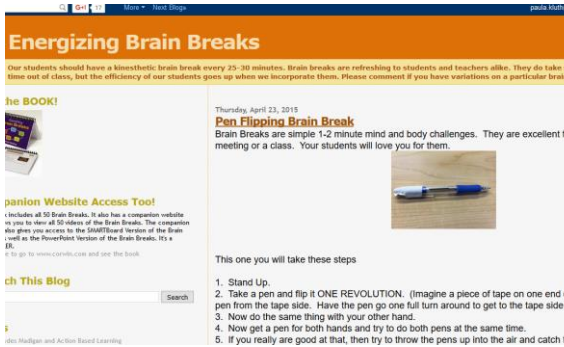
- create breaks that can work for various periods of time
- color code your sticks depending on the length you need

www.brainbreaks.blogspot.com
www.jlcbrian.com
www.differentiationdaily.com

www.gonoodle.com



brainbreaks.blogspot.com



for study & review



great wind blows

Silberman, M. (1996). *Active learning*. Pearson.

- The teacher shares a question/prompt.
- Students are instructed to get up and move to a different chair if they can answer the question.
- Direct students to “show not tell”; this “evens the playing field” for students who are shy and those who have communication challenges.
- This game:
 - provides small opportunities for movement
 - can be used as an active lecture technique
 - is an informal assessment
 - can be used as a **teaching tool** (by repeating questions)

stand & deliver

Udvari-Solner & Kluth (2008). *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.
- Keep going until the entire class is sitting.



- what it means to be a community member
 - vertebrates
 - fraction equivalent to 1/2
 - example of symbolism from chapter
 - how to help a friend
 - causes of the American Revolution

walk-it-to-know-it

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning*. Corwin Press.

- This structure is an effective tool for helping students memorize, retain & review content.
- To prepare for this structure, design a flow chart (⇒□⇒□⇒□⇒□⇒□) or series-of-events chain on paper and then transfer each square to a separate piece of poster board or butcher paper.
- Then, lay your squares out on the classroom floor and have students walk through the sequence several times.



human billboard

Udvari-Solner, A. & Kluth, P. (2008) *Joyful Learning*. Corwin Press.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).



resources & ideas for implementation

How to get it started & keep it going:



- when possible, give your structures a home
- model (e.g., PD, faculty mtgs.)
- e-versions of activities to share
- book club & discussion
- blogs/websites (e.g., www.differentiationdaily.com)



The content from this workshop comes from these three resources:



catch

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning*. Corwin Press. [adapted from Bowman]

- Ask students to stand in a circle and face one another.
- Announce that you have in your hand a response object & 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.
- When one person has shared a thought, she selects another student in the circle and tosses the object to that person.



*You can also print phrases or questions on your object and ask those who catch it to respond in some way to the text they are touching (e.g. "Answer the question under your right hand").