

## Differentiated Instruction Teaching/Learning Examples



### COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING: THE 3 Rs OF REFLECTION

Pre-placement: One 75-minute period

Integration Day 1: 75 minutes

Integration Day 2: 75 minutes

1. Extended Business Cards
2. Think Aloud—The 3 Rs of Reflection (Questions, Cues and Advance Organizers)\*
3. Guided Practice—The 3 Rs of Reflection (Questions, Cues and Advance Organizers)\*
4. Independent Practice—Placement Reflection #1 (Questions, Cues and Advance Organizers)\*
5. Peer Assessment
6. The 3 Rs of Reflection RAFT\*\* (Role, Audience, Format, Topic) or Learning Contract\*\*

\*Marzano's Categories of Instructional Strategies (See Resources, below.)

\*\*Differentiated Instruction Structure

#### DIFFERENTIATED INSTRUCTION DETAILS

##### Knowledge of Students

Differentiation based on student:

- Readiness    Interests    Preferences:    Styles    Intelligences    Other (e.g., environment, gender, culture)



##### Need to Know

- Students' knowledge of and preferences for the various product formats required in the RAFT assignment

##### How to Find Out

- Students complete The 3 Rs RAFT Pre-Assessment Survey (Appendix A) during the pre-placement sessions

##### Differentiated Instruction Response

- Topic, Entry Point (content)    Ways of learning (process)    Ways of demonstrating learning (product)    Learning environment

#### CURRICULUM CONNECTIONS

##### Cooperative Education and Other Forms of Experiential Learning Area of Learning:

##### 2.3 The Classroom Component

##### 2.3.2 Integration

- Reflect on and analyse their placement experiences

##### Learning Goals:

- Use a three-step reflective learning process (Retell, Relate, Reflect) to learn from their placement experiences
- Describe new learning related to the placement experience (e.g., unions, ethics, health and safety)

#### ASSESSMENT AND EVALUATION

##### Assessment/Success Criteria

##### Knowledge and Understanding

- Describes the placement experience

##### Thinking

- Makes connections/comparisons between the placement experience and/or prior experience, own skills, knowledge, ways of thinking and the related course
- Explains new learning related to placement experience
- Decides next steps for learning in this area

##### Assessment Tools:

- Anecdotal Comments
- Checklist
- Rubric

#### PRIOR LEARNING

Prior to this lesson, students will have:

- Knowledge of their cooperative education placement

#### MATERIALS AND RESOURCES

##### Materials:

Micro-cassette or digital voice recorder  
Large index cards—one per student

Appendix A: The 3 Rs RAFT Pre-assessment Survey—one per student  
Appendix B1: The 3 Rs of Reflection: Retell, Relate, Reflect—one per student  
Appendix B2: The 3 Rs of Reflection Blank Template—one per student  
Appendix C: The 3 Rs of Reflection Checklist—one per student  
Appendix D: The 3 Rs of Reflection RAFT—one per student (depending on choice)  
Appendix E: The 3 Rs of Reflection Learning Contract—one per student (depending on choice)  
Appendix F: The 3 Rs of Reflection Rubric—one per student

##### Internet Resources:

Free recording software is also available to download from <http://audacity.sourceforge.net>  
Ministry of Education (2008). *Expansion of Cooperative Education and Other Forms of Experiential Learning—A Toolkit for Ontario Secondary Schools*. (Reflective Learning in Cooperative Education)  
[www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html)

##### Resources:

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.  
Ministry of Education (2000). *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*.  
Rolheiser, C., Bower, B. and Stevahn, L. (2000). *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria, VA: ASCD.  
Schwartz, S., and Bone, M. (1995). *Retelling, Relating, Reflecting: Beyond the 3 R's*. Toronto, ON: Nelson Thomson Learning Publishing.

Teaching/Learning Sequence: Cooperative Education and Other Forms of Experiential Learning: The 3 Rs of Reflection

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Whole Class/Groups of Four → Extended Business Cards**

The introductory activity, Extended Business Cards, may be carried over two or more pre-placement and/or integration classes. The focus of the Minds On activity is to help students get to know each other and to initiate learning in key areas prior to and during the placement experience.

Note: Prior to this class, have students complete The 3 Rs RAFT Pre-Assessment Survey (Appendix A)—knowledge of and preferences for various ways to demonstrate their learning—to inform the development of The 3 Rs of Reflection RAFT (Appendix D).

During a pre-placement class, a few days prior to students going to their work placement for the first time, provide each student with a large index card (or cut a letter-sized piece of paper in half).

Students:

- Divide the card into four quadrants and write their names in the middle of the card
- Respond to the first two sample questions/prompts (see Note below for use of Quadrant 3 and 4 prompts)
  - Quadrant 1 (upper right)—Personal and placement demographics (e.g., interests, other courses, name and location of placement, job, one thing student is looking forward to at the placement)
  - Quadrant 2 (lower right)—Brief description of a recent experience and what was learned
  - Quadrant 3 (lower left)—Some ways to prepare to make the first day at the placement a good one
  - Quadrant 4 (upper left)—A positive experience during the first weeks at the placement
- Form groups of four and share information in Quadrant 1 (upper right); each group shares with the class some of the things they are looking forward to
- Form different groups of four and share information in Quadrant 2 (lower right); as a group, select one scenario to share with class

After hearing from all groups, explain that Cooperative Education is an Experiential Learning course, and that during this lesson they will learn ways to reflect on their experiences at their placement so that they learn from their experiences.

Note: For future classes, consider using Extended Business Cards (Quadrants 3 and 4) as a Minds On activity:

- For the next pre-placement class so that students can respond to and discuss their response to the Quadrant 3 (lower left), prompt (some ways to prepare to make the first day at the placement a good one)
- For the first integration class so that students can respond to and discuss their response to the Quadrant 4 (upper left) prompt (a positive experience during the first weeks at the placement)
- As a strategy anytime to introduce discussion on a variety of topics such as “A problem or concern that I have,” “I have become an expert in...at my placement,” “A piece of advice for future Co-op students is,” “I have developed expertise in...” Address emerging themes and issues arising from the student discussions.

**CONNECTIONS**

- L: Literacy
- ML: Mathematical Literacy
- AfL, AoL: Assessment for/of Learning

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

**Whole Class → Think Aloud—The 3 Rs of Reflection**

Select one of the group’s “learning from experience” scenarios (from Quadrant 2 of the Extended Business Cards activity) and model, by thinking aloud, the three-step reflection process as outlined in The 3 Rs of Reflection: Retell, Relate, Reflect (Appendix B). List the three steps of the process on the board and indicate each phase during the Think Aloud.

**Groups of Four → Guided Practice—The 3 Rs of Reflection**

Have the same groups (the group of four that discussed Quadrant 2 in Minds On) use The 3 Rs of Reflection: Retell, Relate, Reflect (Appendix B1) and choose one of the scenarios previously described in their group.

Students, in groups:

- Follow the steps in the left hand column on The 3 Rs of Reflection: Retell, Relate, Reflect (Appendix B1)
- Discuss their response for each step based on the scenario
- Write their response for each step in point form on The 3 Rs of Reflection: Blank Template (Appendix B2) under the headings Retell, Relate and Reflect
- Select a speaker to present their reflection to the class

Discuss the criteria for assessment with students. Refine the assessment criteria in The 3 Rs of Reflection Checklist (Appendix C), based on student input. Provide feedback to each group as sample reflections are presented to ensure that the Retell, Relate and Reflect format is understood and used effectively.

**Individuals → Independent Practice (Placement Reflection #1)**

Provide a question or topic for student reflection during the first week or two at their placement. For example:

- Based on your placement experience, what did you learn about safety in the workplace? or
- Based on your placement experience, what did you learn about working with others?

Students:

- Use the 3 Rs (Retell, Relate, Reflect) to structure their reflection
- Create their response in writing or as an audio recorded oral response
- Submit their response during the next integration class

**Pairs/Groups of Four → Peer Assessment**

During Integration Class #1, provide an opportunity for students to peer assess (in pairs, groups of four) each other’s 3 Rs Placement Reflection using The 3 Rs of Reflection Checklist (Appendix C).

Lead a discussion on what was learned about the topic for reflection (e.g., safety or working with others).



AfL: Guided Practice—the 3 Rs of Reflection/Checklist

L: Organizing ideas/the 3 Rs of Reflection

AfL: Guided Practice/Anecdotal Comments

L: Organizing ideas/the 3 Rs of Reflection

AfL: Independent Practice—the 3 Rs of Reflection/Checklist

AfL: Peer Assessment/ Checklist

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Individuals → The 3 Rs of Reflection RAFT or Learning Contract**

During Integration Class #1, introduce students to The 3 Rs of Reflection RAFT (Appendix D) or The 3 Rs of Reflection Learning Contract (Appendix E) as a way for them to reflect on their learning at their placement prior to the second Integration class. Ensure that options in the RAFT and the Learning Contract are informed by The 3 Rs RAFT Pre-assessment Survey (Appendix A) and observation of student choices for earlier assignments.

Provide students with The 3 Rs of Reflection Rubric (Appendix F), noting that it has the same assessment criteria as The 3 Rs of Reflection Checklist (Appendix C).

Students complete and submit the RAFT or Learning Contract assignments during Integration Class #2. Evaluate student work using The 3 Rs of Reflection Rubric (Appendix F).

Note: Learning Contracts and RAFTs may be used as structures for reflective learning throughout the course. The number of topics for each may be reduced or changed as needed.



L: Organizing ideas/the 3 Rs of Reflection RAFT or Learning Contract

AoL: The 3 Rs of Reflection RAFT/ Rubric or AoL: The 3 Rs of Reflection Learning Contract/Rubric