

It's Not Just Covering the Material

ABFSE Professional Development

July 20, 2023

Presented by Debbie Kell

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“But I covered it
in class!”



Curriculum is a standards -based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

RIDE: Rhode Island Department of Education. https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Curriculum/curriculum%20definition_final_format.pdf

**The classroom instructor is the point-person
in delivering the curriculum.**



As the classroom instructor,

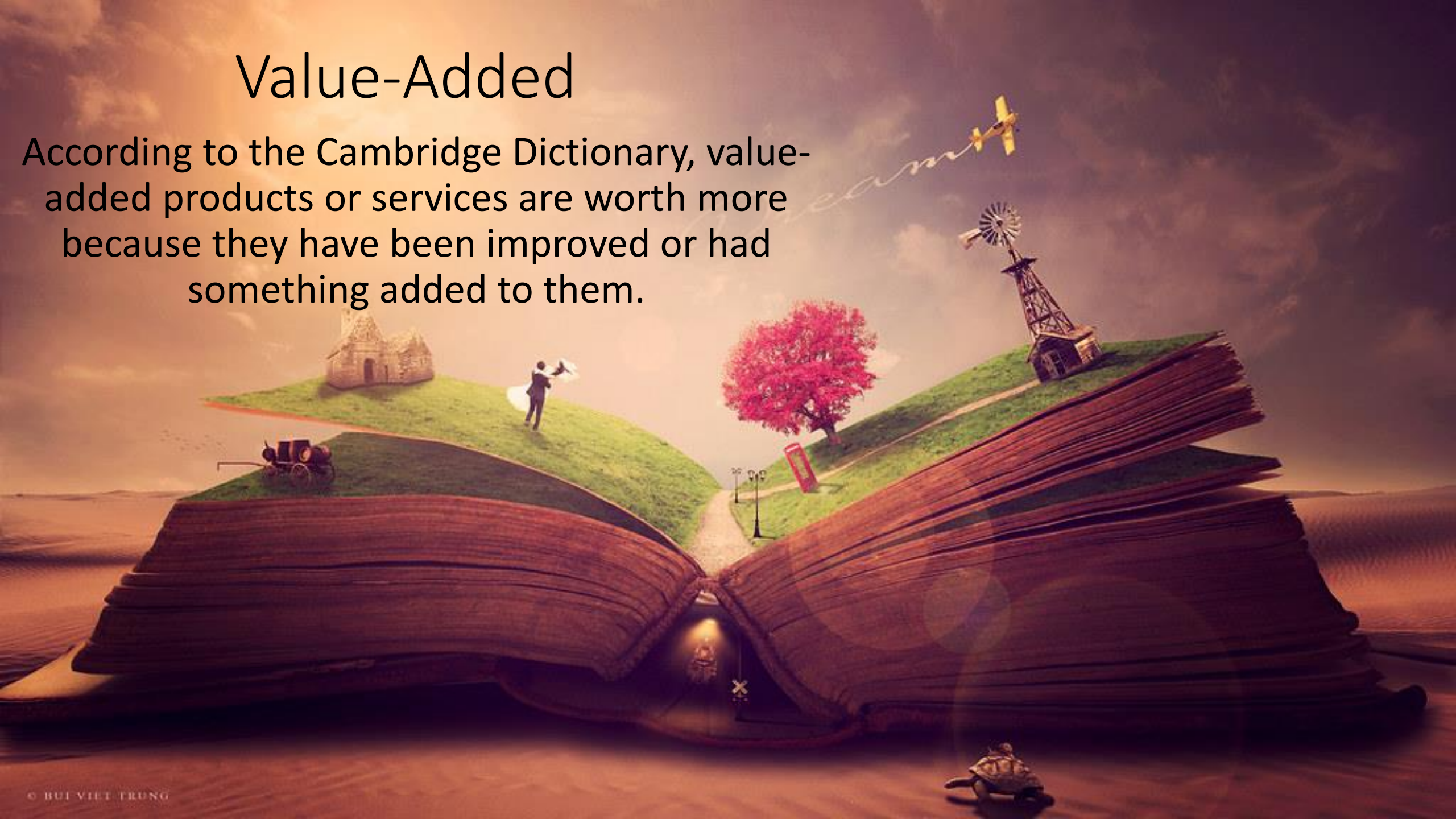
It is our job to add value to that
which is found in traditional
textbooks or resources.



words create worlds

Value-Added

According to the Cambridge Dictionary, value-added products or services are worth more because they have been improved or had something added to them.



Only the classroom instructor can...

- Discriminate among the varying needs of the learners and adapt accordingly.
- Design lessons with the weakest student in mind.
- Utilize techniques that actively involve the students in the learning process.
- Make adjustments **IN REAL TIME** as the learning process unfolds.



Adding Value to Classroom Presentations

Design your lesson with the **weakest students in mind**. What would our weakest students need in order to “practice and achieve proficiency?”

Vocabulary Review

Visual Aids

Reassurance

Practice Test

A more personal touch

Quick Review of Key Points

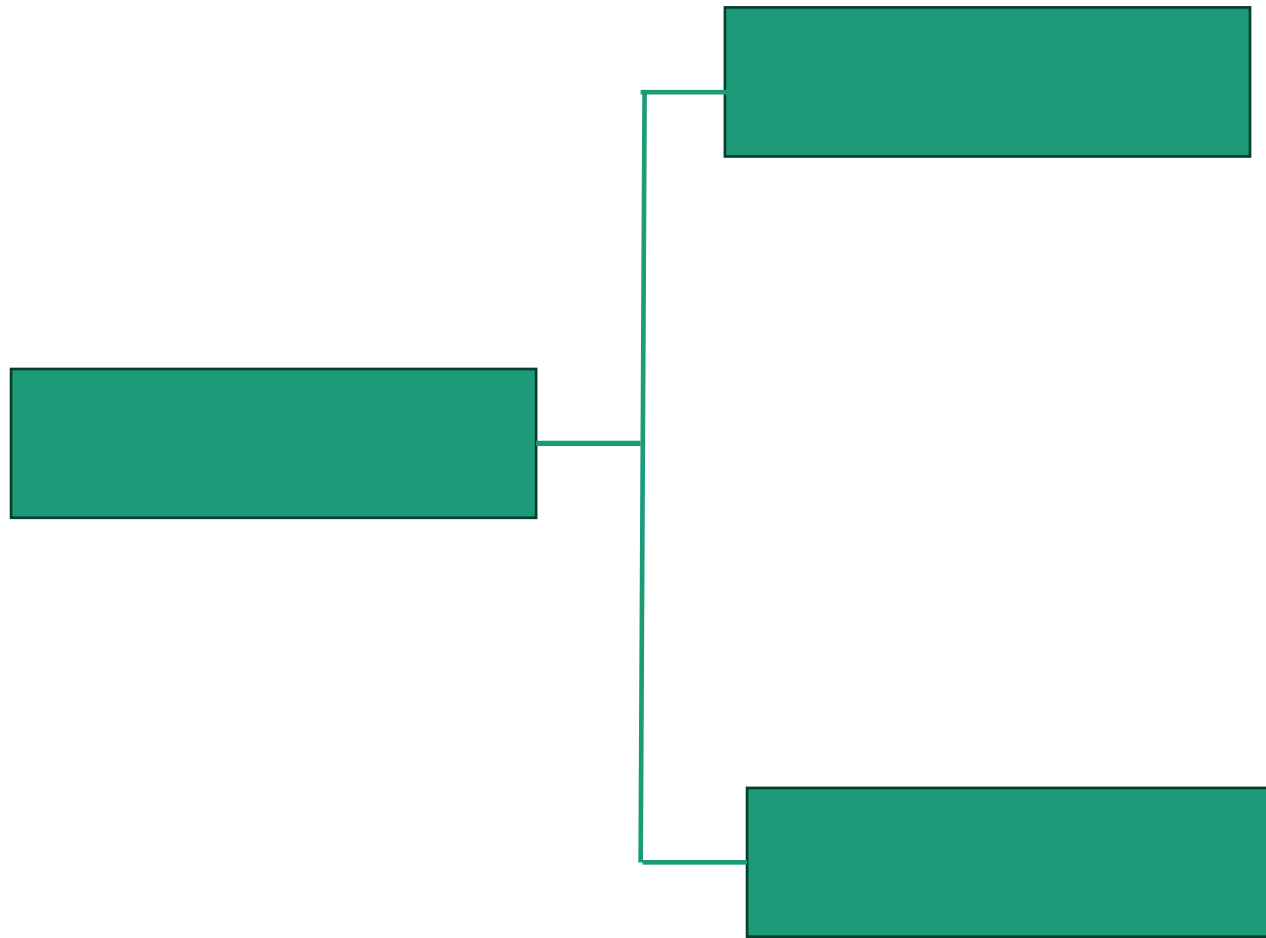
Sample Test Questions

Hands-On Practice

Study Skills

Test-Taking Techniques

Exercise



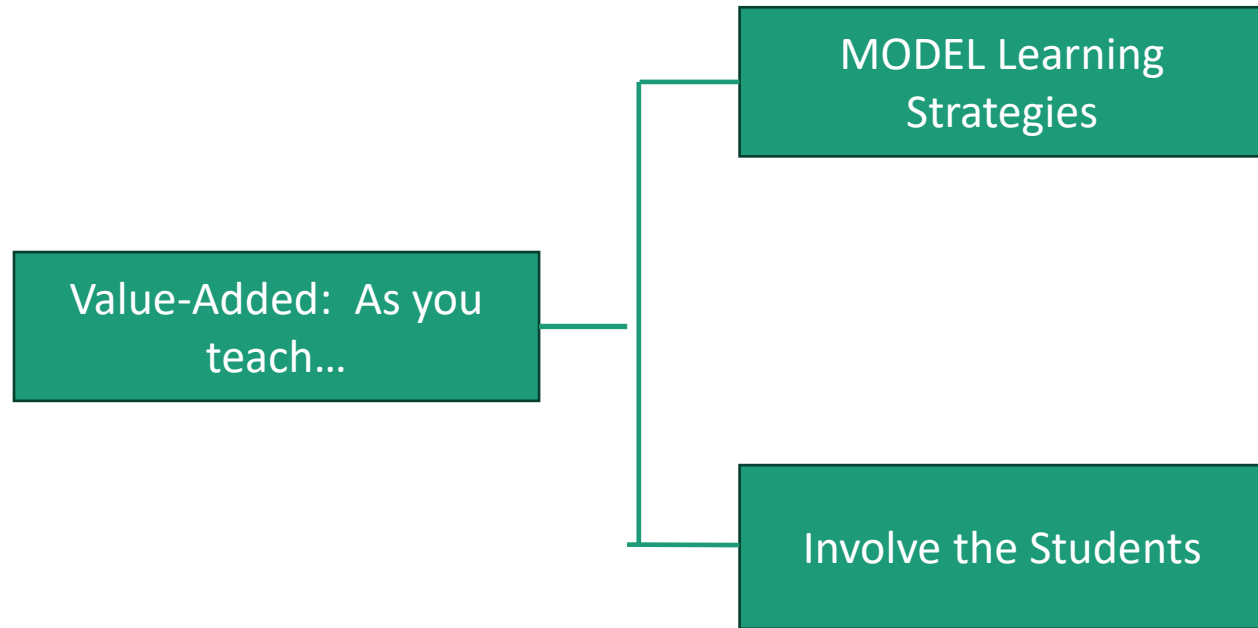
A close-up photograph of a dog's eye, showing the iris and surrounding fur. The text "Close your eyes for a moment..." is overlaid in white, centered over the eye.

Close your eyes for a
moment...

A close-up photograph of a dog's eye, showing the iris and pupil. A small, dark, circular mark is visible on the iris. The text "Can you draw that shape?" is overlaid on the image in white, sans-serif font.

Can you draw that
shape?

We'll be building a Concept Map.





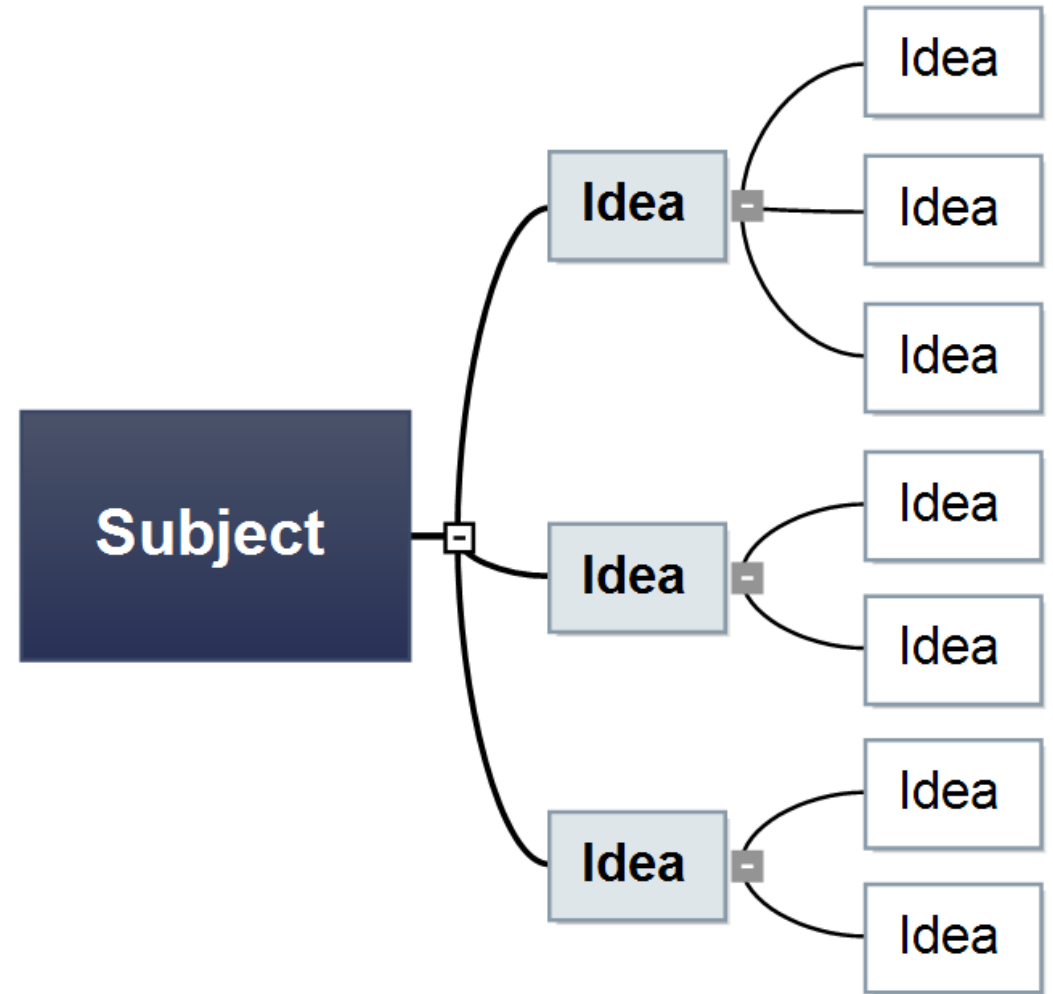
Adding Value to
Classroom
Presentations:
PART 1

Model Learning Strategies as You Teach.

Adding Value to Classroom Presentations

Model Learning Strategies as you Teach.

- A. Concept-Mapping – Great for Visual Learners... Helps with outlining.**



Adding Value to Classroom Presentations

Model Learning Strategies as you teach.

- A. Concept-Mapping – Great for Visual Learners. Helps with outlining.
- B. **Use Affinity Charts**



Concept

Detail

Detail

Concept

Detail

Concept

Detail

Detail

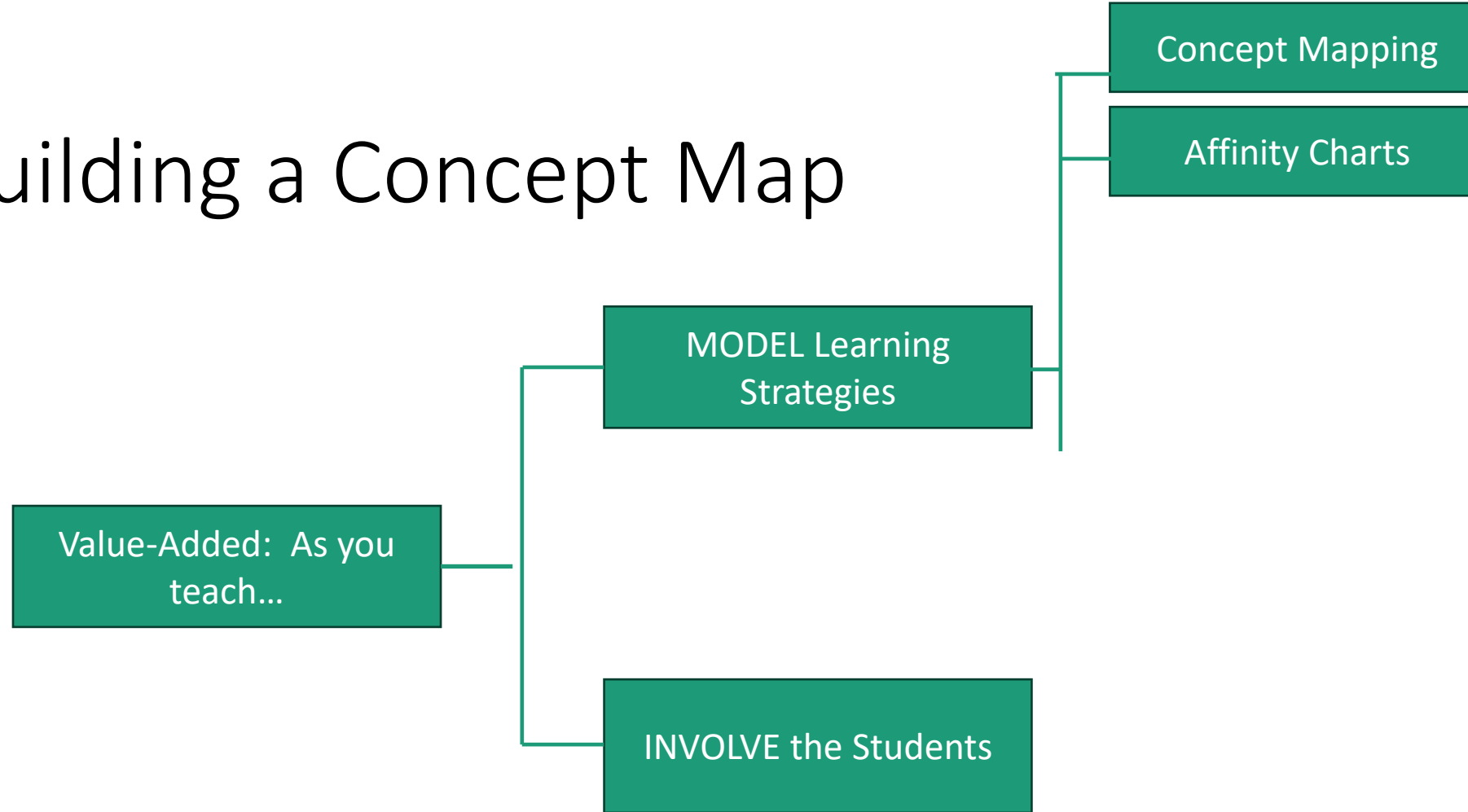
Detail

Concept

Detail

Detail

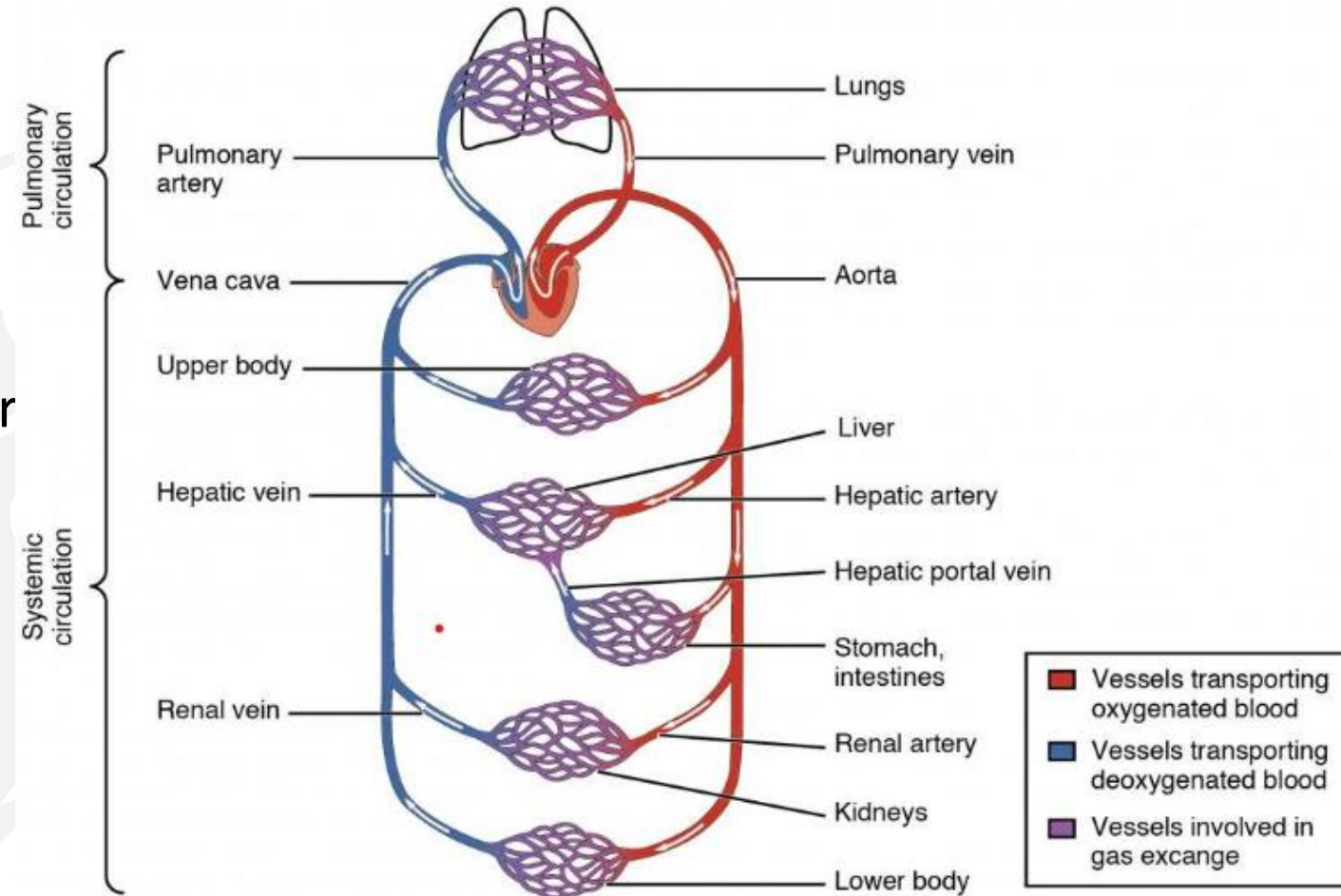
Building a Concept Map



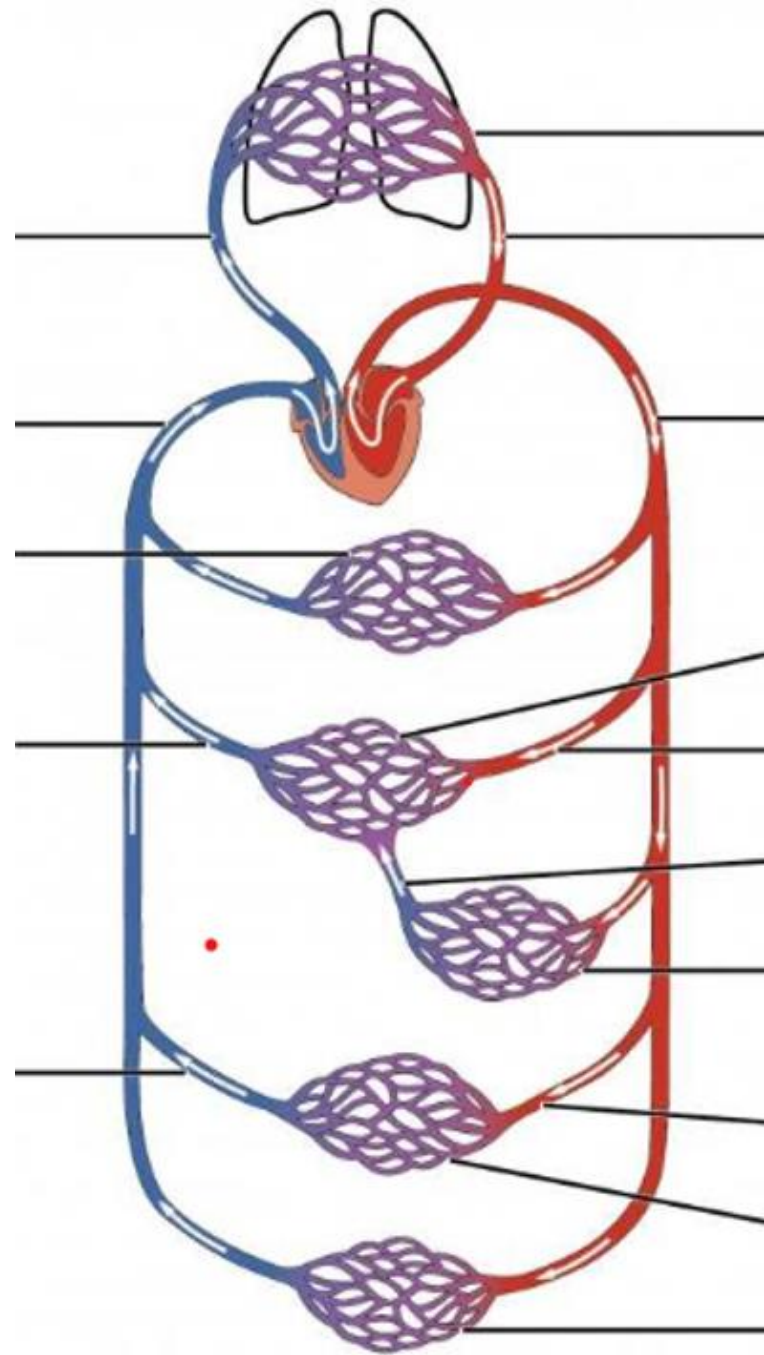
Adding Value to Classroom Presentations

Model Learning Strategies

- A. Concept-Mapping – Great for Visual Learners. Helps with outlining.
- B. Use Affinity Charts
- C. **Use Diagrams**



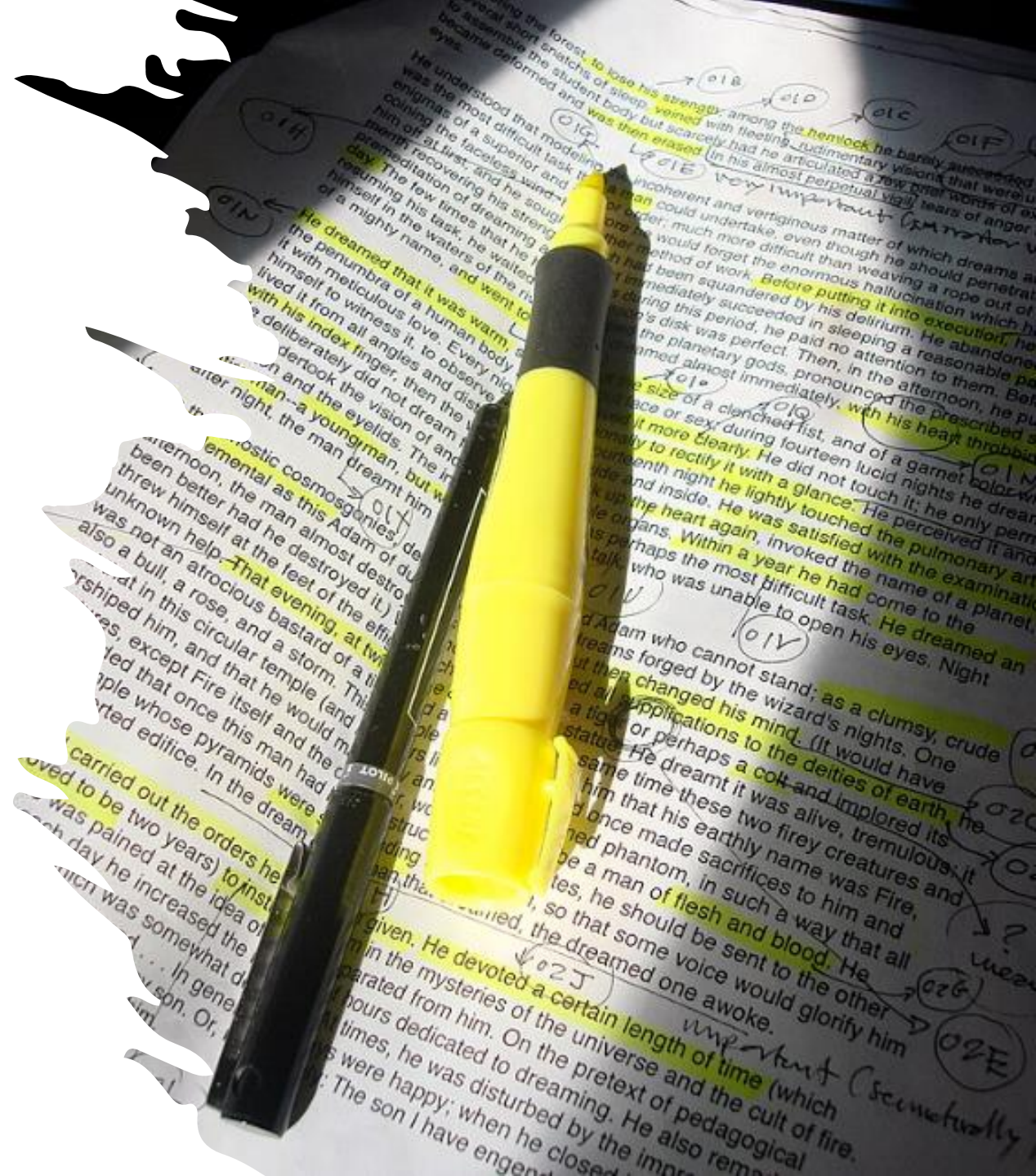
Using Diagrams



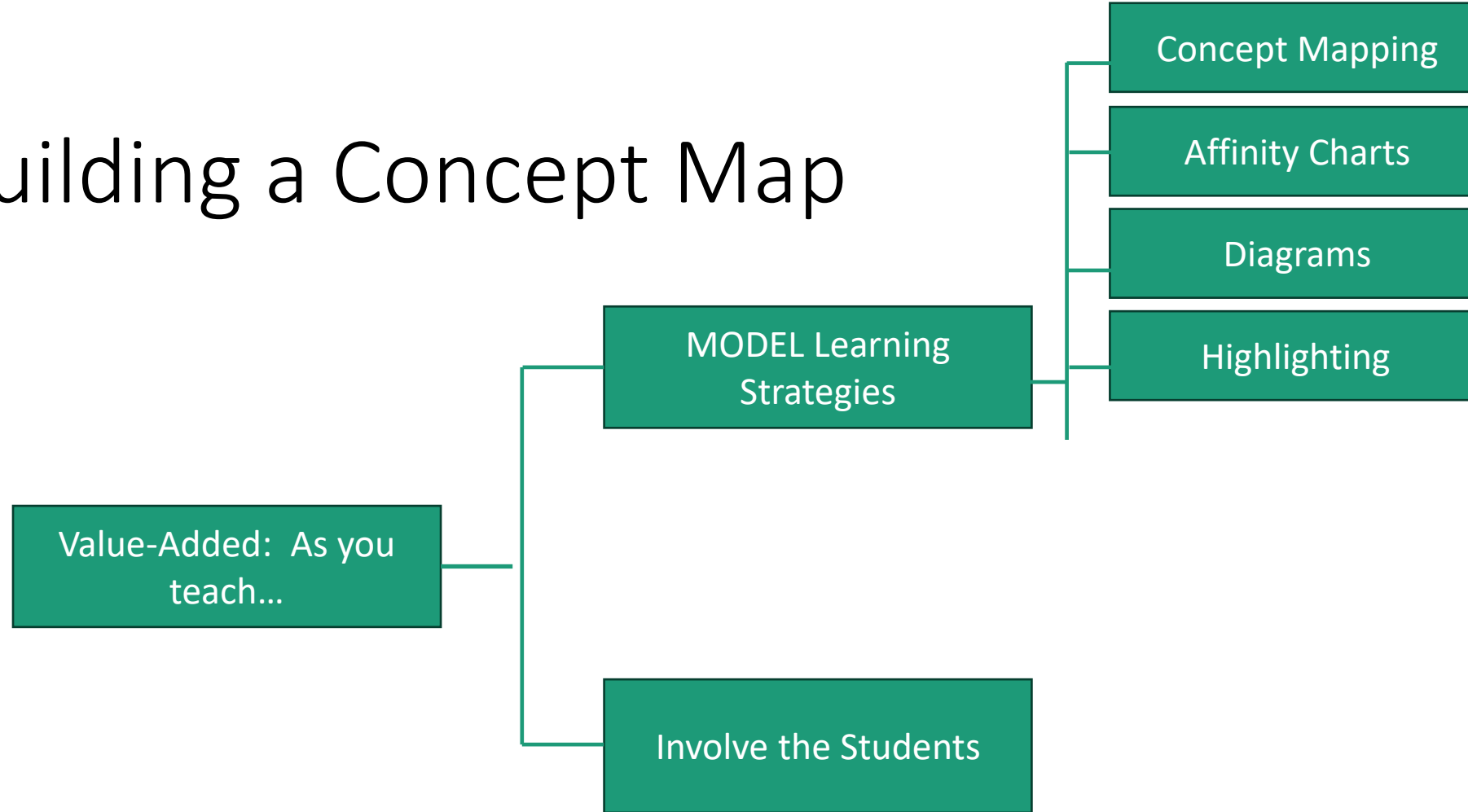
Adding Value to Classroom Presentations

Model Learning Strategies as you teach

- A. Concept-Mapping – Great for Visual Learners. Helps with outlining.
- B. Use Affinity Charts
- C. Use Diagrams
- D. Use Highlighting



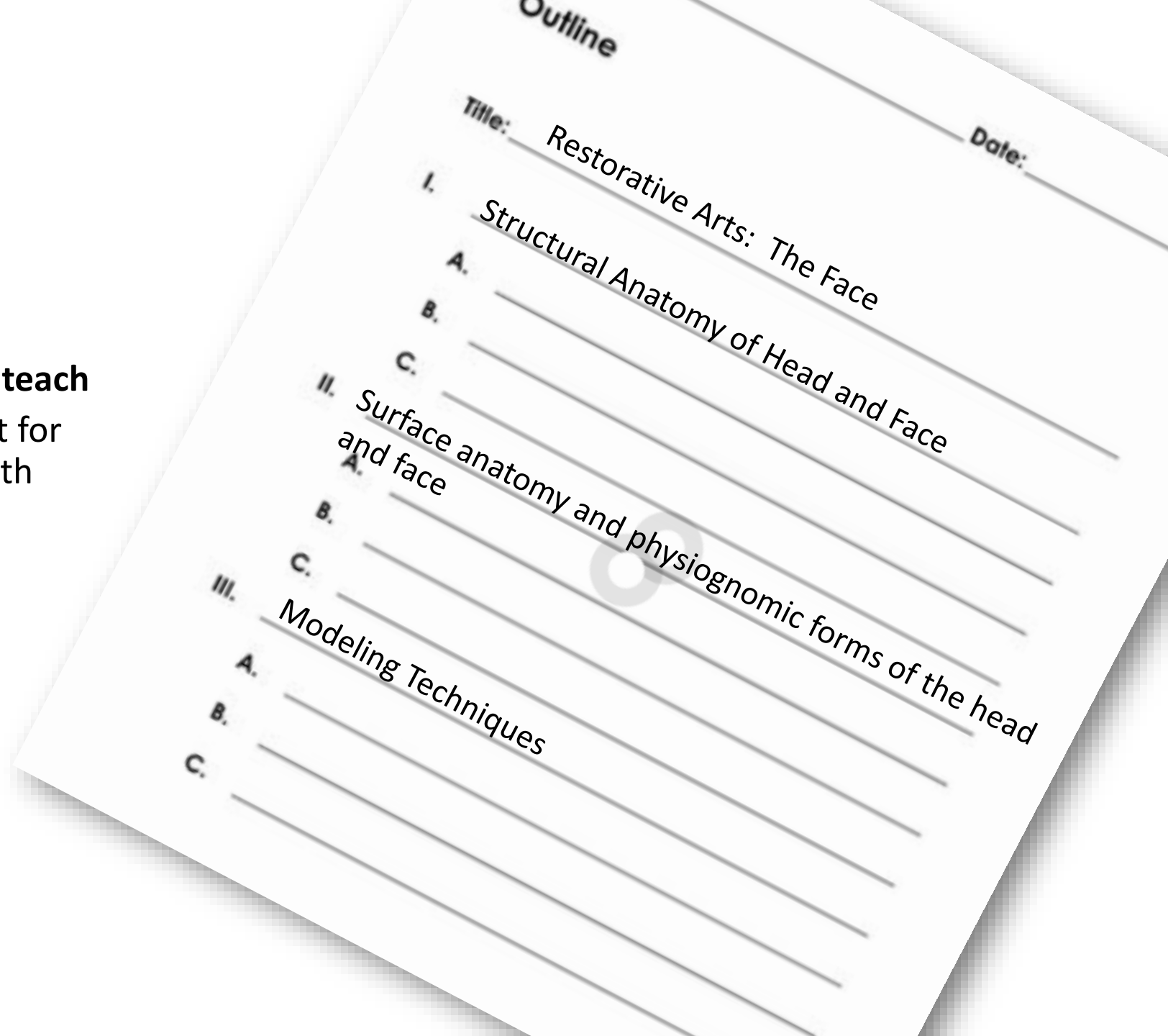
Building a Concept Map



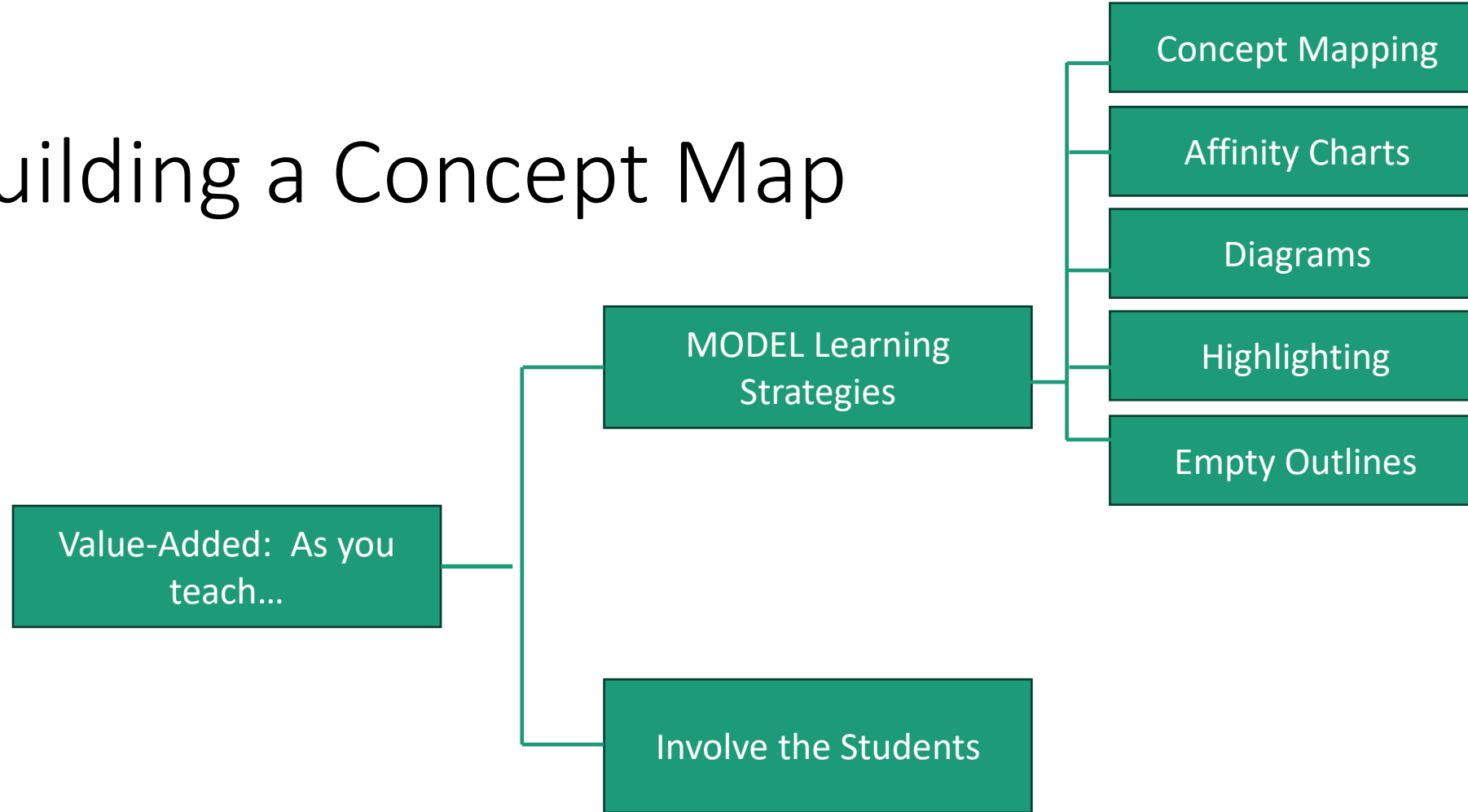
Adding Value to Classroom Presentations

Model Learning Strategies as you teach

- A. Concept-Mapping – Great for Visual Learners. Helps with outlining.
- B. Use Affinity Charts
- C. Use Diagrams
- D. Use Highlighting
- E. **“Empty Outlines”**



Building a Concept Map



Adding Value to Classroom
Presentations: PART 2

Involve the Students



Adding Value to Classroom Presentations

Involve the Students

A. “Think-Pair-Share”



Adding Value to Classroom Presentations

Involve the Students

A. “Think-Pair-Share”

The INSTRUCTOR:

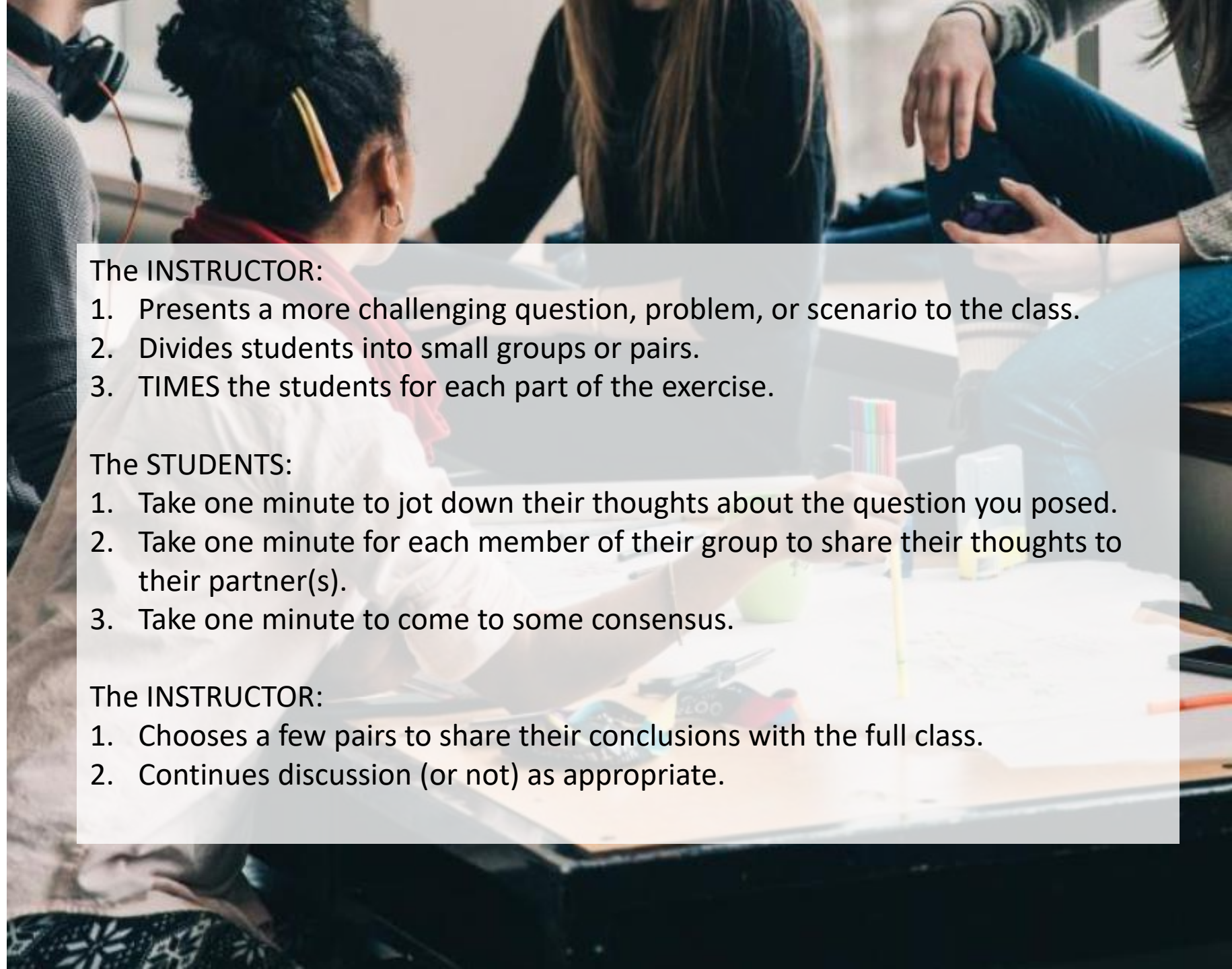
1. Presents a more challenging question, problem, or scenario to the class.
2. Divides students into small groups or pairs.
3. TIMES the students for each part of the exercise.

The STUDENTS:

1. Take one minute to jot down their thoughts about the question you posed.
2. Take one minute for each member of their group to share their thoughts to their partner(s).
3. Take one minute to come to some consensus.

The INSTRUCTOR:

1. Chooses a few pairs to share their conclusions with the full class.
2. Continues discussion (or not) as appropriate.



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions**



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. **Student-Generated Test Questions**

The INSTRUCTOR:

1. May assign partners or pairs. (Inexperienced students may work better with a partner. In online environments, paired work may be more inconvenient, unless the session is LIVE.)
2. Identifies the content or competency focus – perhaps the current lesson’s material.
3. Identifies the use to which the “test questions” will be put. Perhaps a few selected questions will become part of the next quiz.
4. Gives the students 5 minutes to complete the task.

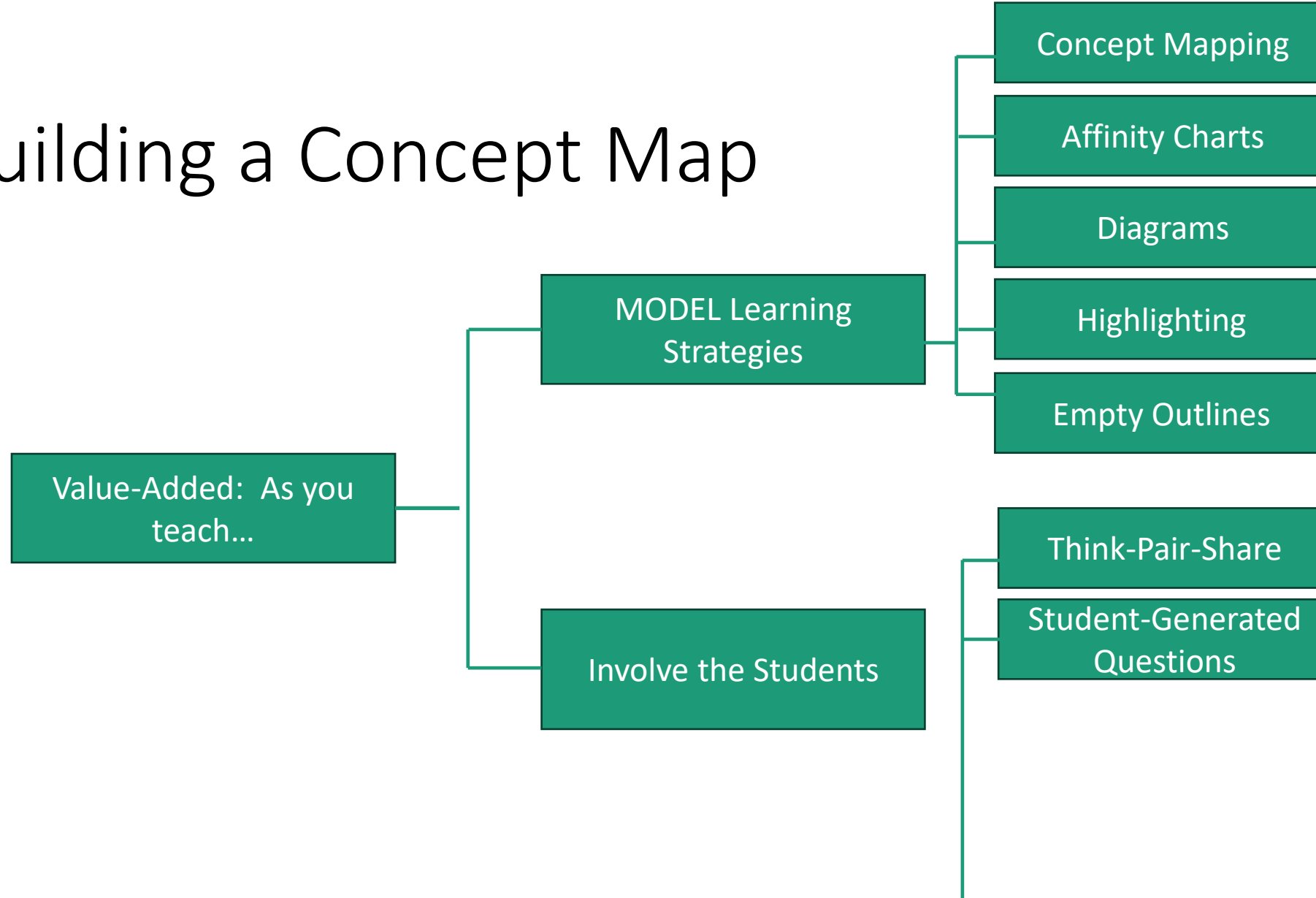
The STUDENTS:

1. Work individually or with a partner to design a test question and the correct response on the assigned topic, content, or competency.
2. Submit their sample test question to the instructor – in-person or online.

The INSTRUCTOR:

1. Reviews the sample test questions to get a sense of how well the students understood the material and plans for the next class.
2. Chooses a few (or all) of the sample questions for the next class quiz.

Building a Concept Map



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated
Test Questions
- C. **1-Sentence
Summary**



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. **1-Sentence Summary**

The INSTRUCTOR:

1. Selects an important topic that your students have recently studied – something that you expect them to be able to summarize.
2. Assign the students to write a 1-sentence summary of the topic using the template “WDWWHW.” Provide the template of the sentence for them, and perhaps the answer to the first prompt, if it seems challenging.
 1. Who or what?
 2. Does what?
 3. To what or whom?
 4. When?
 5. Where?
 6. How?
 7. Why?

The STUDENTS:

1. Work individually or with a partner to craft a brief response to each prompt.
2. Put the responses together into a single sentence.

The INSTRUCTOR:

1. Collects and reviews the 1-sentence summaries noting strengths, weaknesses, similarities, and differences.
2. May choose to read a few of the sentences to the full class for discussion.

Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. **1-Sentence Summary**

SAMPLE: Provide a 1-sentence summary of sanitation processes necessary at the start of an embalming.

1. Who/What: The embalmer
2. Does What: Washes hands and dons PPE
3. To What or Whom: Oneself
4. When: Before beginning the embalming process
5. Where: In the lab
6. How: Using soap and disinfecting chemicals
7. Why: To protect against contamination

In sentence form: The embalmer washes hands and dons PPE oneself before beginning the embalming process in the lab using soap and disinfecting chemicals to protect against contamination.

Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. **1-Sentence Summary**

SAMPLE: Provide a 1-sentence summary of sanitation processes necessary at the start of an embalming.

1. Who/What: The embalmer
2. Does What: Sanitizes the body, using disinfectant to clean out the mouth, eyes, and nose and cleaning any wounds
3. To What or Whom: of the cadaver
4. When: At the beginning of the embalming process
5. Where: In the lab
6. How: Using soap and sanitizing/disinfecting chemicals
7. Why: To protect against contamination or infection

In sentence form: The embalmer sanitizes the body, using disinfectant to clean out the mouth, eyes, nose and cleaning any wounds of the cadaver at the beginning of the embalming process in the lab using soap and sanitizing chemicals to protect against contamination.

Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. “The Muddiest Point”**



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. “The Muddiest Point”**

The Instructor, at the end of a lecture or at the close of a discussion:

1. Asks the students to answer this question, “What was the muddiest point in (or regarding) _____?” (If online, the quiz tool can be used for the question prompt.)
2. Assures the students that their responses are anonymous or ungraded.

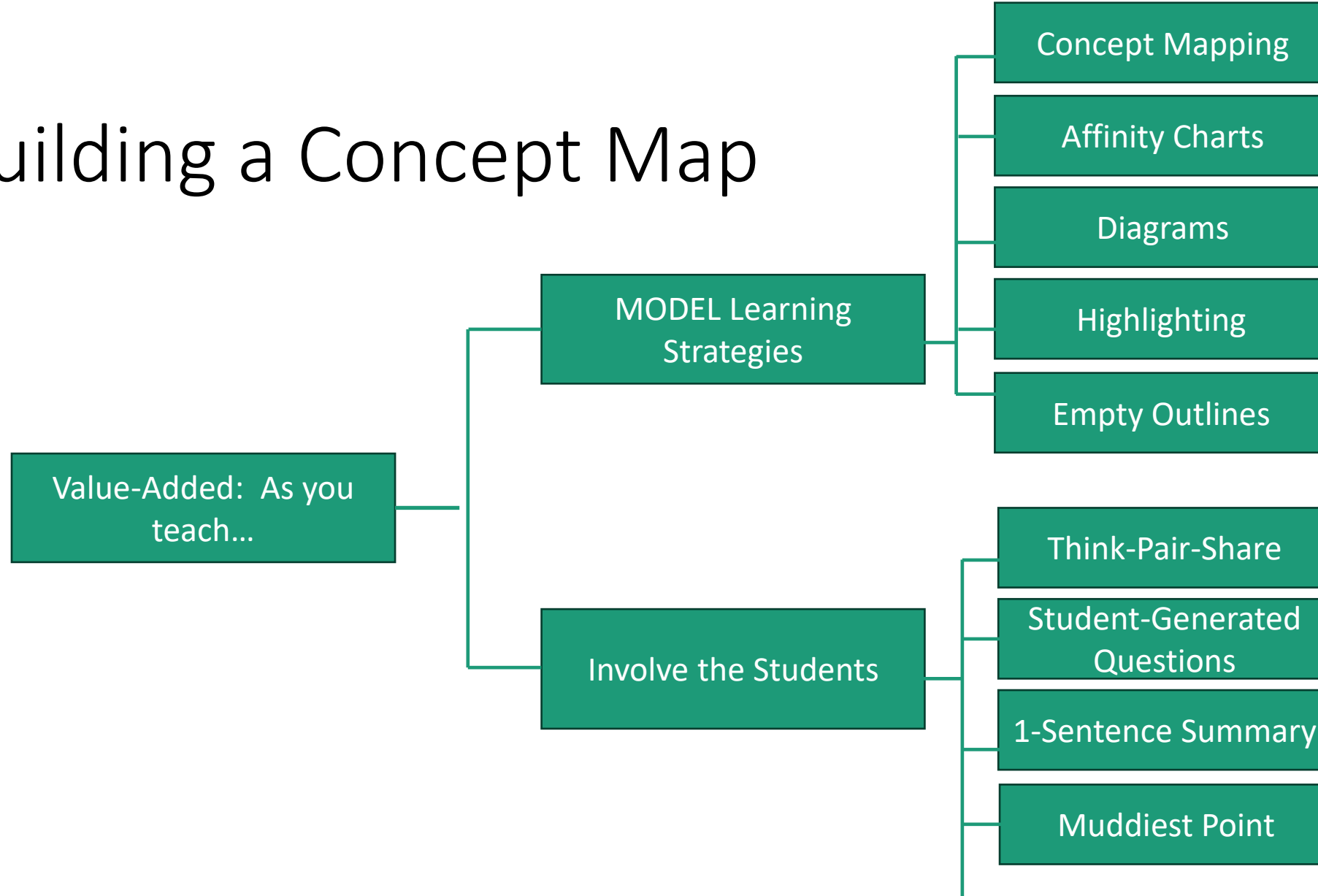
The Students:

1. Jot down their response to the request for the “muddiest point.”
2. Turn it in to their instructor (if in live classroom) or submit (if online).

The instructor:

1. Reviews the responses, noting areas of confusion or uncertainty.
2. Plans the subsequent lesson in such a way as to clear up any misunderstandings.

Building a Concept Map



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. “The Muddiest Point”
- E. **“Memory Matrix”**



Adding Value to Classroom Presentations

Involve the Students

- A. "Think-Pair-Share"
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. "The Muddiest Point"
- E. **"Memory Matrix"**

The Instructor:

1. Prepares a (small) table divided into rows and columns that could be used to organize information on a specified topic.
2. Provides the row and column headers, leaving the cells within blank.
3. Completes the table him/herself, making sure that students have been taught all of the necessary information/concepts. Make adjustments as needed.
4. Provides the version of the table with only the row and column headers to the students.
5. Instructs students to fill in the missing information in the table, using only single words or short phrases.

The Students:

1. Complete the table, inserting information into each of the cells.
2. Submit to the instructor.

The Instructor:

1. Reviews the responses, looking for misunderstandings or areas of strength and/or weakness.
2. Plans the subsequent lesson in such a way as to clear up any misunderstandings.

Adding Value to Classroom Presentations

Involve the Students

- A. "Think-Pair-Share"
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. "The Muddiest Point"
- E. **"Memory Matrix"**

Sample: Competency - Arrangement Conference.

Using only short phrases, complete the following table.

	Description	Purpose
General Price List		
Payment Plans / Insurance Assignment		
At-Need Contract		
Preneed Contract		
Death Certificate		

Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. “The Muddiest Point”
- E. “Memory Matrix”
- F. **“Applications Cards”**



Adding Value to Classroom Presentations

Involve the Students

- A. “Think-Pair-Share”
- B. Student-Generated Test Questions
- C. 1-Sentence Summary
- D. “The Muddiest Point”
- E. “Memory Matrix”
- F. **“Applications Cards”**

The Instructor:

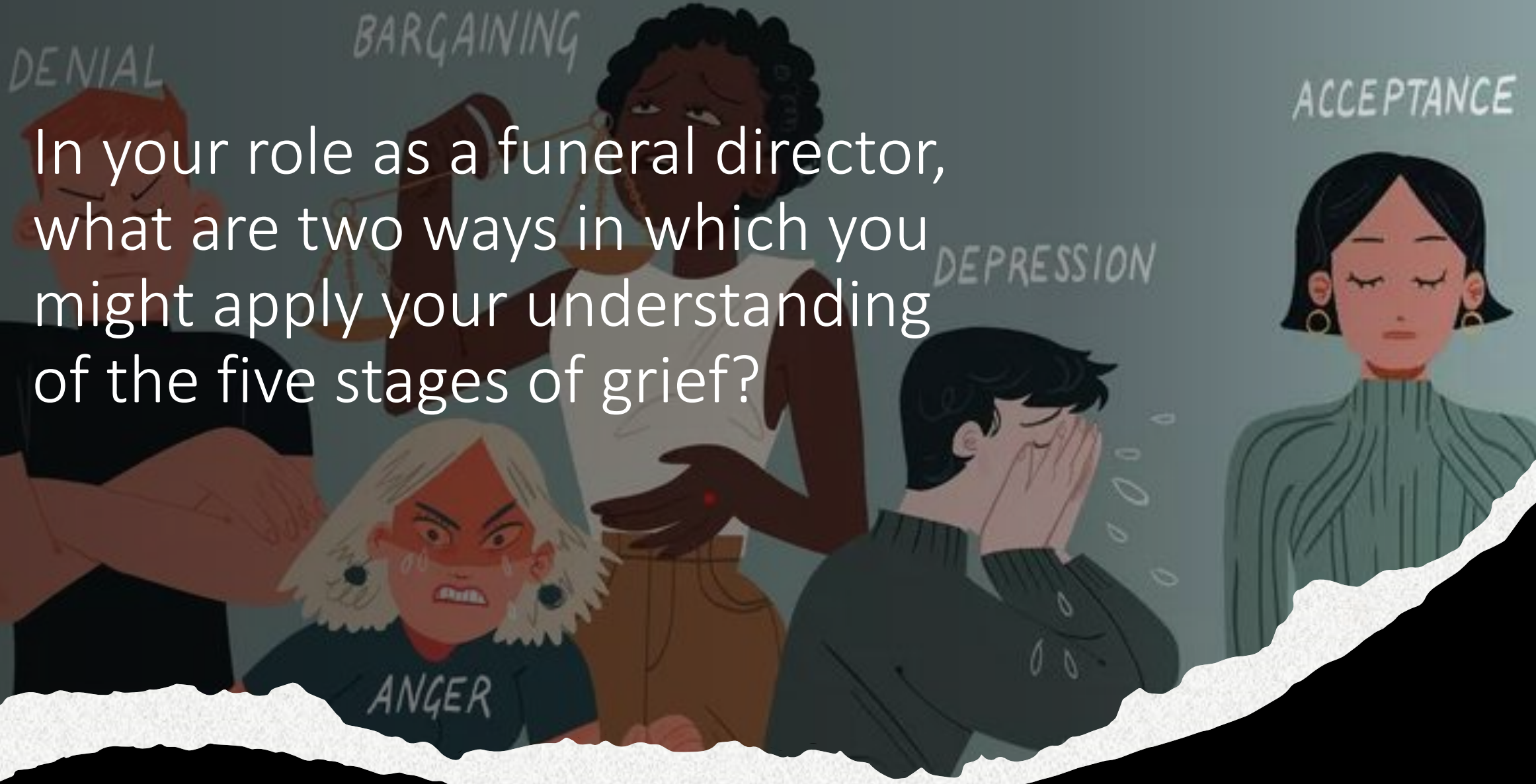
1. Identifies an important (and clearly applicable) principle, theory, or procedure that your students have been studying.
2. For his/her own purposes, lists the applications that your students should be able to identify.
3. Determines exactly how the exercise prompt will be phrased.
4. Passes out index cards asking students to identify one (or a few – no more than three) practical applications of the identified principle, theory, or procedure. (In an online environment, you may use a drop box, for example.)
5. Times the students as they work – generally 5 minutes.

The Students:

1. Document one or a few recalled or imagined applications of the principle, theory, or procedure.
2. Submit their cards anonymously to the instructor.

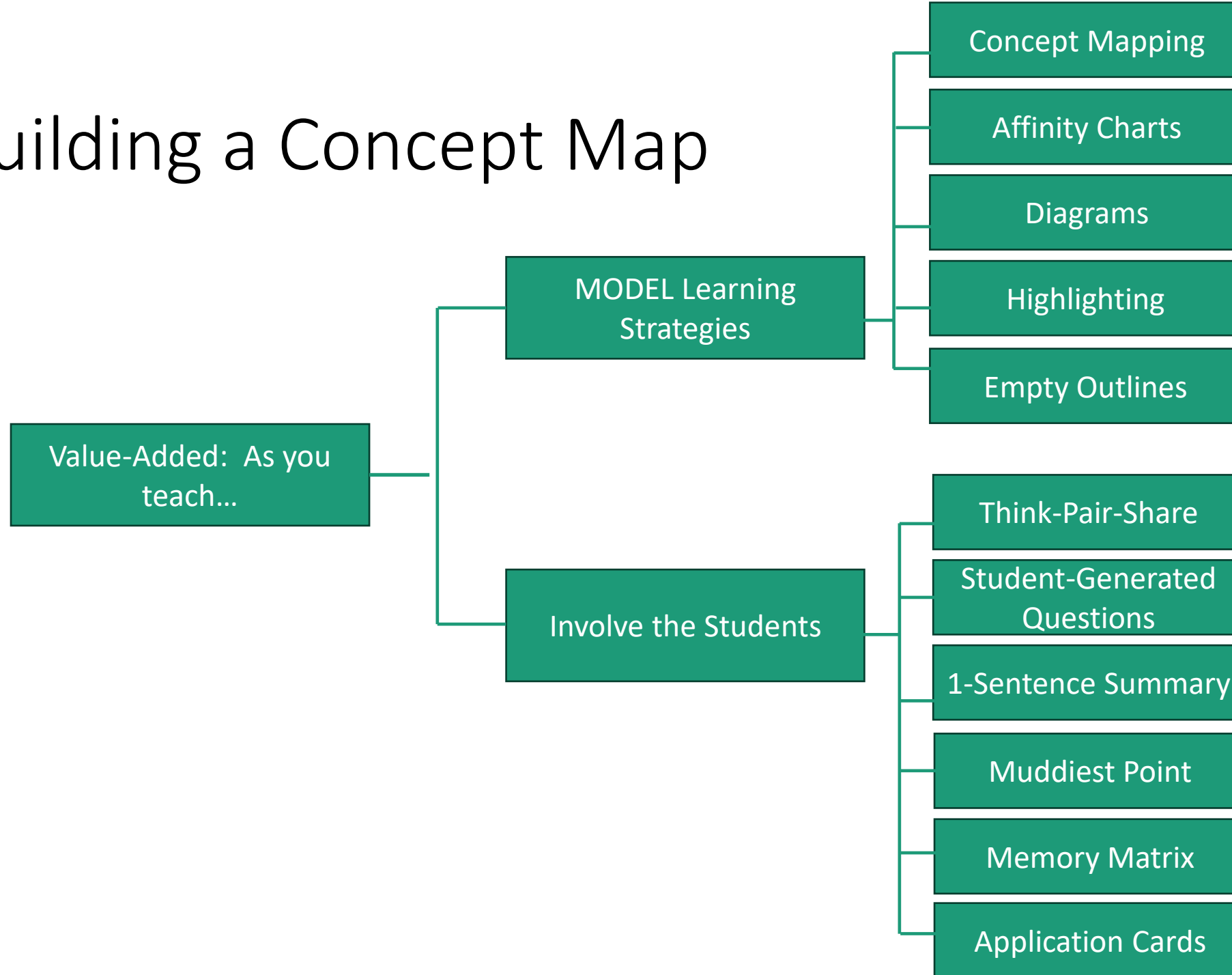
The Instructor:

1. Reviews the responses. Marks individual applications with “G, A, M, or N,” for example, to stand for “great,” “acceptable,” “marginal,” or “not acceptable.” (Instructor may use his/her own system.)
2. At the start of the next class, choose 3 – 5 examples, representing a broad range of applications, to share and discuss with the class.



In your role as a funeral director, what are two ways in which you might apply your understanding of the five stages of grief?

Building a Concept Map



A Final Note about PowerPoint

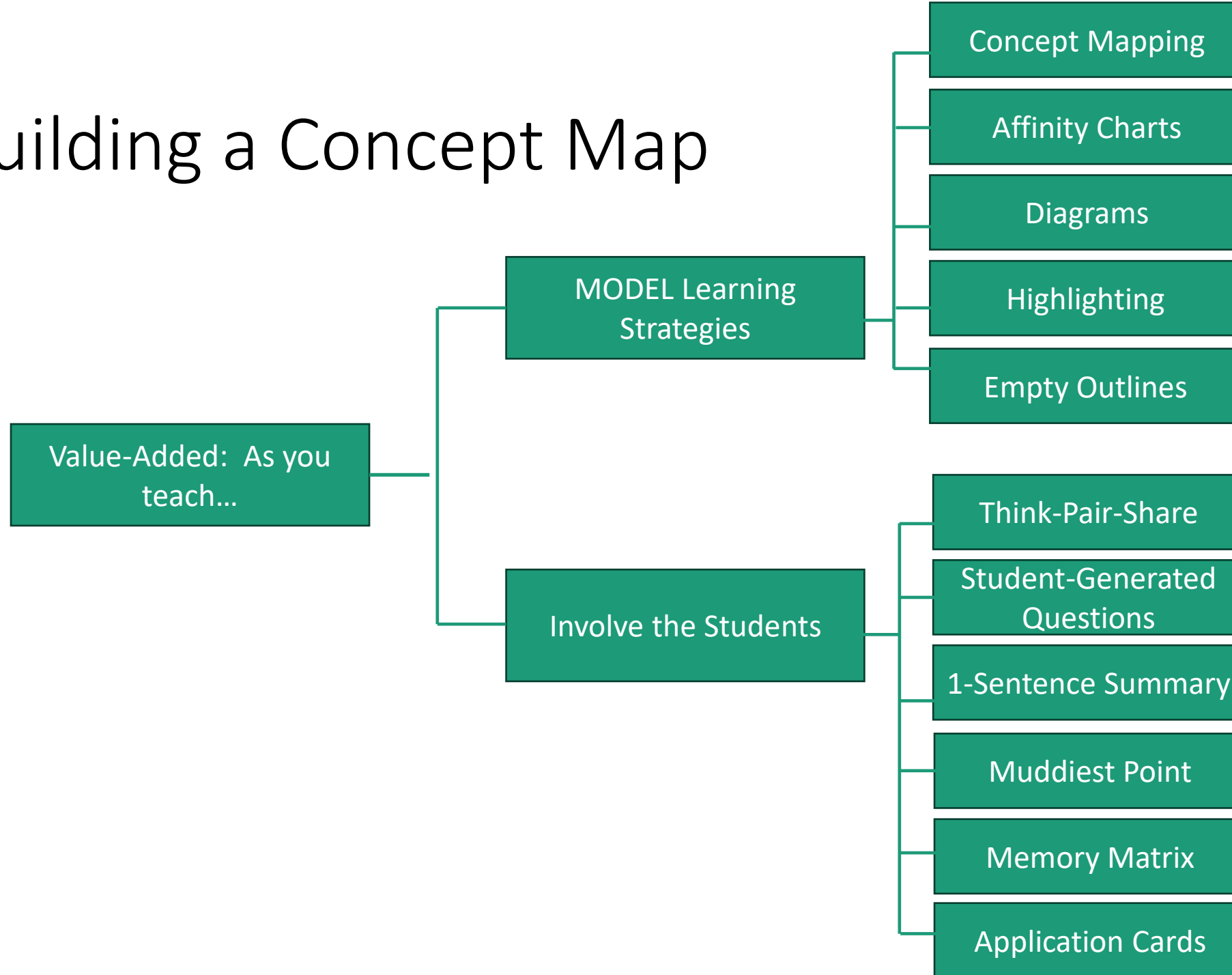


Death by PowerPoint: Enjoy this 4-minute video.

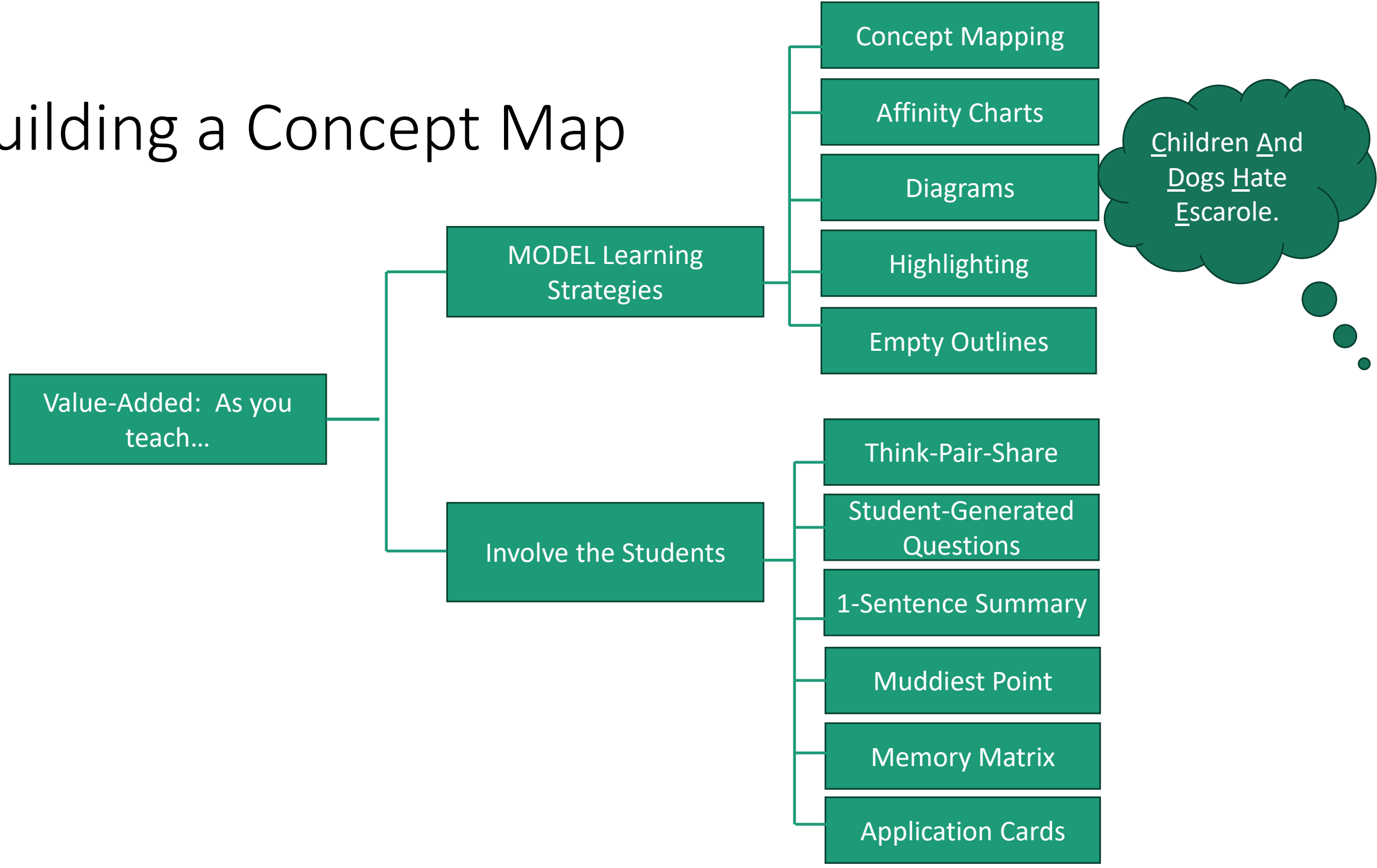


<https://youtu.be/MjcO2ExtHso>

Building a Concept Map



Building a Concept Map



Building a Concept Map

Focus on **ONLY** one or two techniques at a time. Get comfortable with one technique before trying another. See what works for you, the content, and your students.

Concept Mapping

Affinity Charts

Diagrams

Highlighting

Copy Outlines

Think-Pair-Share

Ideas Generated

Questions

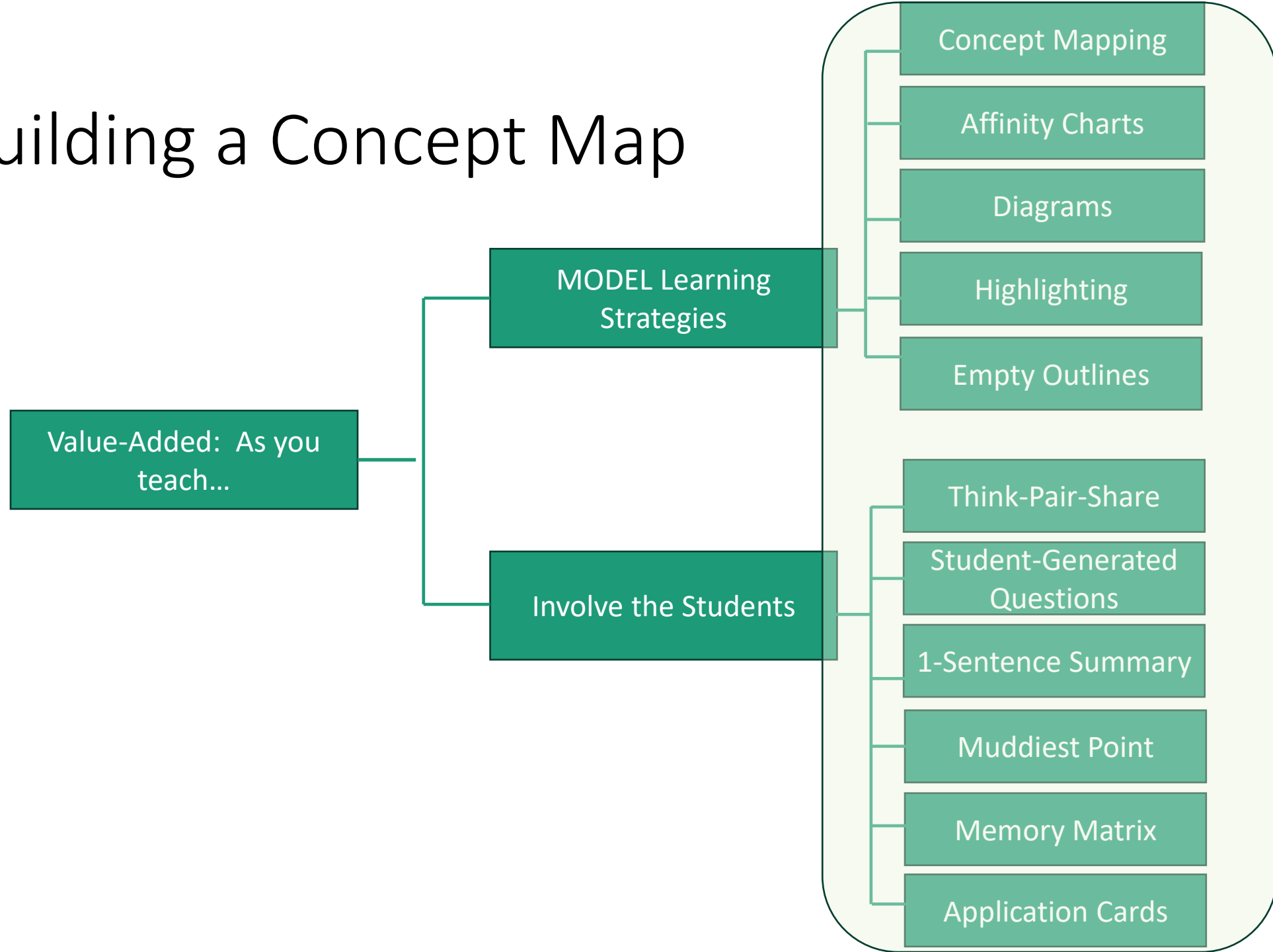
1- Sentence Summary

Muddiest Point

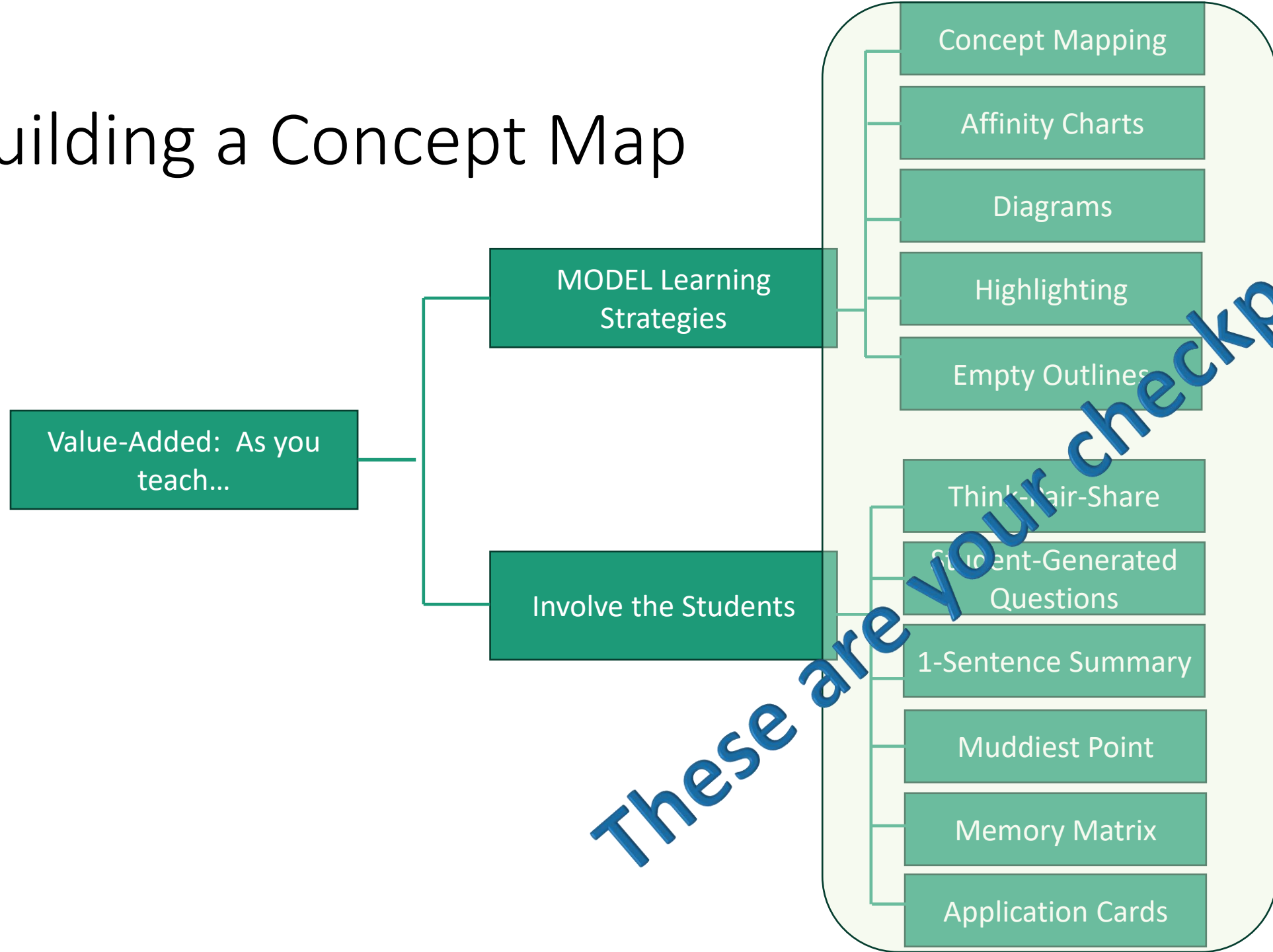
Memory Matrix

Application Cards

Building a Concept Map

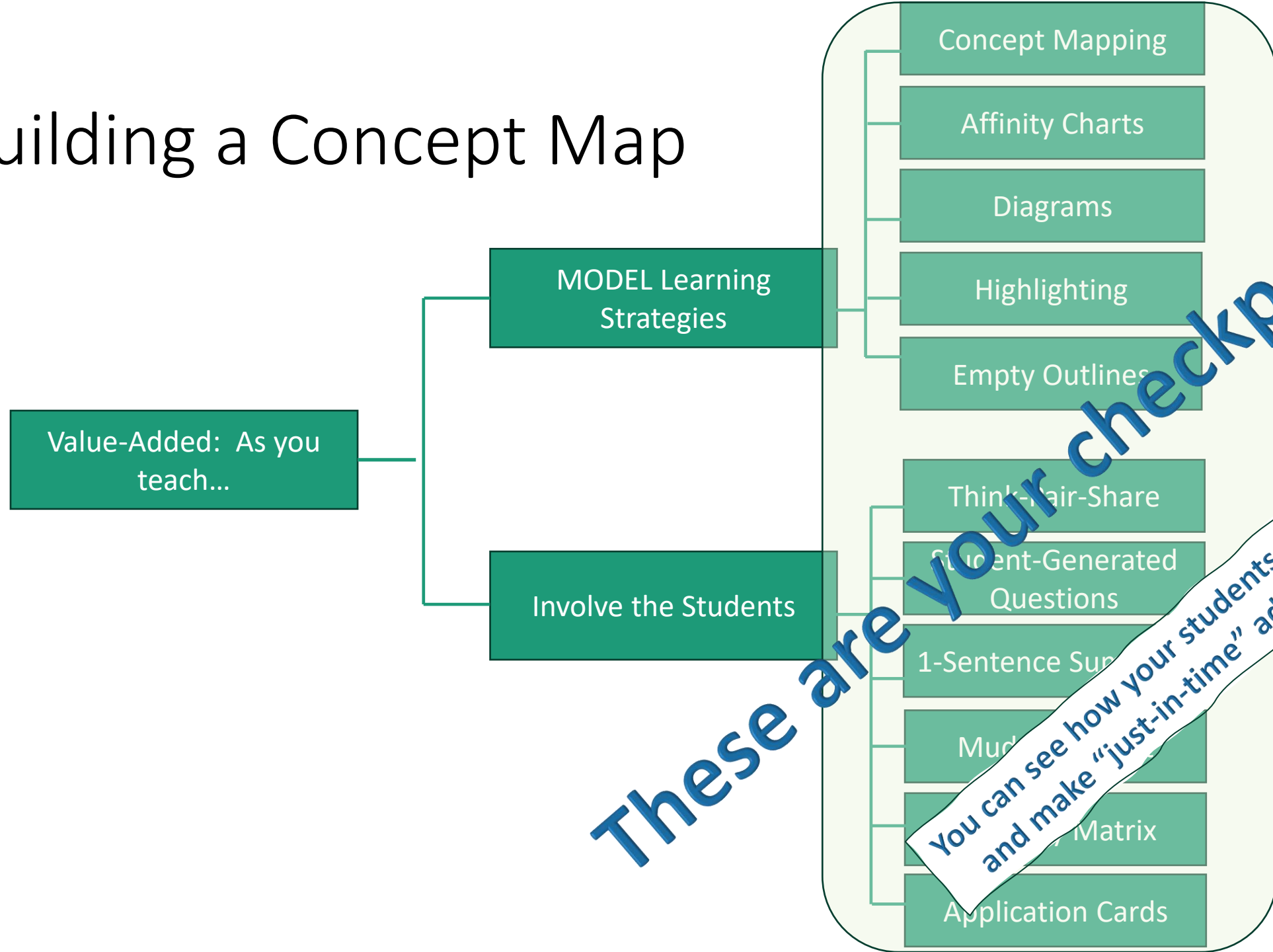


Building a Concept Map



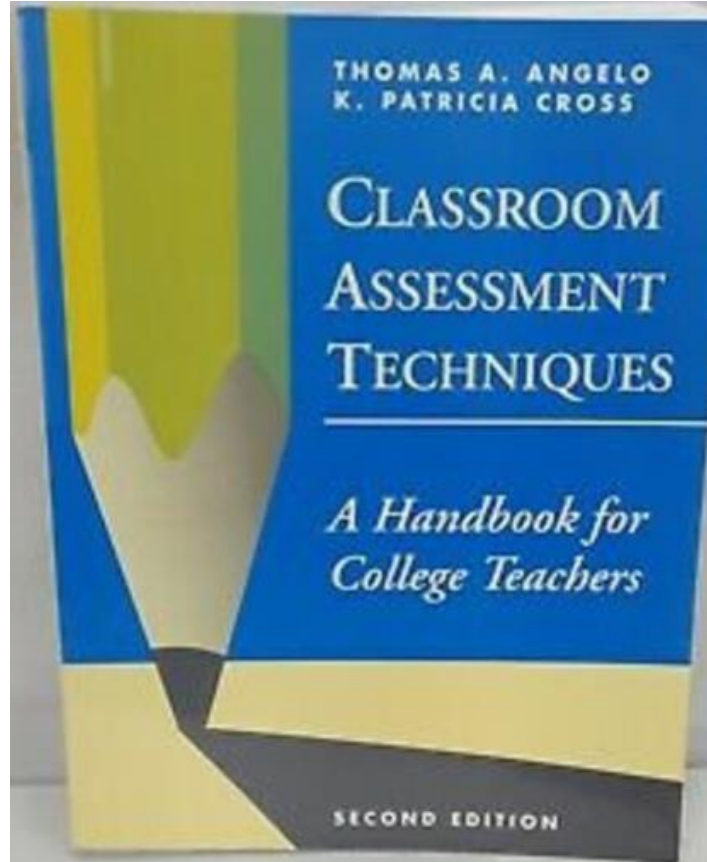
These are Your checkpoints!

Building a Concept Map



These are your checkpoints!

You can see how your students are doing and make "just-in-time" adjustments.





—
“I hear and I forget.
I see and I remember.
I do and I understand.”

Chinese Proverb

“Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.”

Rhode Island Department of Education