

Blended Learning That Works

The Bold School Framework for Strategic Blended Learning

Participant's Workbook

SREB | Southern Regional
Education Board





**West Virginia Board of Education
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Goals

- » Understand the Bold School Framework for Strategic Blended Learning
- » Apply the framework to the instructional strategy of building vocabulary
- » Apply the framework to the instructional strategy of problem-solving teaching

Agenda

<i>Focus</i>	<i>Agenda Items</i>
Launch	<ul style="list-style-type: none">» Welcome» Goals» Agenda
Explor	<ul style="list-style-type: none">» Overview of the Framework» Bold School Framework in Detail» Framework Application—Building Vocabulary» Framework Application—Problem-Solving Teaching
Summarize	<ul style="list-style-type: none">» Reflection

The Bold School Framework for Strategic Blended Learning

Overview	
Step 1	Identify Desired Academic Outcome(s)
Step 2	Select a Goal-Aligned Instructional Strategy
Step 3	Choose Digital Tool(s)
Step 4	Plan Blended Instruction
Step 5	Self-Assess Your Plans and Progress with a Framework

Notice	Wonder

The Bold School Framework for Strategic Blended Learning Guide

GUIDE	
Step 1	<p>Identify Desired Academic Outcome(s)</p> <ol style="list-style-type: none"> 1. What skill or skills do I want to cultivate in students? 2. What priority standards will be addressed in this lesson? 3. What Mathematical Habits of Mind will be addressed in this lesson?
Step 2	<p>Select a Goal-Aligned Instructional Strategy</p> <ol style="list-style-type: none"> 1. What high effect size instructional strategy or strategies will I leverage to meet the academic outcomes in Step 1? 2. What will my students be doing in this lesson? (e.g., Concept Mapping .64) 3. What will I be doing in this lesson? (e.g., Planning and prediction .76)
Step 3	<p>Choose Digital Tool</p> <ol style="list-style-type: none"> 1. What digital tool or tools can I use to elevate the chosen high effect size strategy? 2. How will these tools make me more efficient and effective? 3. How will the tools elevate or increase the rigor or relevance of student learning? 4. Will these tools allow me to double down on instructional strategies where I am my most skillful, or will they be a distraction to me or my students?
Step 4	<p>Plan Blended Instruction</p> <ol style="list-style-type: none"> 1. How will I plan this lesson strategically with rigorous and relevant academic outcomes in mind? 2. What will I be doing, and what will the students be doing throughout the class?
Step 5	<p>Self-Assess Your Plans and Progress with a Framework: Rigor/Relevance Framework</p> <ol style="list-style-type: none"> 1. Are learning tasks moving students out of Quad A (low rigor/low relevance) and toward Quad D (high rigor/high relevance)? 2. <i>Rigor</i>: Do questions or learning tasks require that students use the higher levels of cognition in Bloom's Knowledge Taxonomy? Are students evaluating, synthesizing, analyzing, and/or creating content? 3. <i>Relevance</i>: Will students be able to apply newly acquired knowledge across disciplines and/or to real-world predictable or unpredictable situations? Will students grasp that their learning is relevant to circumstances beyond the class content at hand?

Building Vocabulary

Bold School Excerpt

1. Vocabulary instruction must be formal and structured. Per John Hattie's research, it's when vocabulary is taught through dedicated instruction that relies on deeper thinking about word meaning that the .62 (updated to .63 in 2019) can be achieved (Hattie, 2015). When vocabulary is taught in an ad hoc, as-it-comes-up manner, it is usually taught without context or repeat exposure. Kids, then will be unlikely to comprehend or retain the meaning of the word thrown at them randomly.
2. Comprehension requires context. Fans of the American version of "The Office" might recognize this: "The Office" was a mockumentary-style television show that captured the many absurdities and comical realities of cubicle life in America. The receptionist, Erin, was the type of person who was sweet as can be but just not sharp. She was also earnest in her aim to better herself every day. At one point, this was by way of increasing her vocabulary. In this episode, she says, "My goal was to learn a new word every day, and I must say that it is going immensely." For me, this is one of those laugh-cry moments. Laugh because it's funny. Cry because it's true. Erin's comment perfectly illustrates the inadequacy of the approach to learning vocabulary that we see all too often in our schools. We ask kids to go to the dictionary, look up a word, write down the definition, and expect they'll understand and remember how to use it without context. Yet scores of studies have made it clear that context is hugely helpful to deriving the meaning of new words and understanding how to use them (Kuhn & Stahl, 1998). And context is integral to achieving the high effect size of vocabulary programs.

3. There is no comprehension without picturing—and the internet is full of pictures. There’s a boatload of research that shows images and visual cues improve our retention and ability to retrieve information. This makes sense when you consider how the brain works; far more of our sensory cortex, the part of the brain that processes sensory information, is devoted to vision than it is to words (Kouyoumdjian, 2012). The brain is built to remember pictures with more accuracy than it is to remember words.

Numerous studies have proven the power of visual imagery in learning and retention. In one such study, students were asked to remember various groups of three random words. The students who were asked merely to memorize the words had low recall. The students who were asked to create visualizations of the groups of words recalled the words at a far greater rate (Kouyoumdjian, 2012).

You might have memories of vocabulary lessons where a teacher asked you to cut images from magazines that represented vocabulary. This was a great strategy that worked. The problem was it required teachers to supply a bunch of magazines, and it took way too long for students to flip through them all and find relevant images. So, in most cases, vocabulary instruction defaults to the less cumbersome process of asking students to look up words in a dictionary and memorize meaning.

But today, we can find any image with the one swift internet search. Leveraging simple technologies, we can make use of high effect size vocabulary programs that create rigorous thinking around words—while also promoting retention. This bold school plan is so easy to implement, it’s a no brainer.

Section Notes

Problem-Solving Teaching

Bold School Excerpt

1. Problem solving teaching works best after surface knowledge has been mastered. To get its .63 (revised to .67 in 2019) effect size (Hattie, 2015), this strategy is best used for deeper learning. If it's used for new concepts before foundational knowledge has been mastered, it can lead to unproductive struggle. Make sure the concepts behind a problem have been well scaffolded and grasped by all of your students before moving to this strategy.
2. Problem solving teaching means productive struggle within a structured process. When it comes to problem solving, we learn and retain when we grapple with the different factors and possible solutions at hand. In the process, kids are engaged and are thus more likely to remember what they learn, particularly compared to the rote, low-engagement process of simply replicating the steps a teacher laid out for them.

Vanderbilt University's Center for Teaching has done great research on this strategy. To help students get the most out of productive struggle, they emphasize being sensitive to the natural discomfort and lack of confidence learners might feel when left to tackle problem solving on their own. Provide positive reinforcement as they achieve little wins on the road to finding the solution. Communicate with them that the process is more important than the answer so that students feel supported going at the pace that suits them. By resisting the urge to give the answer, you are being patient with your students and modeling that they can be patient with themselves, too (Vanderbilt University, n.d.).

In problem solving teaching, we intervene because we don't want our kids to struggle to the point of failure. We do want them to look at the problem from multiple angles. We do want them to consider different possible solutions. We do want them to struggle—but productively. We don't want them to spin their wheels entirely on the wrong track. We intervene so that students won't, in effect, reach the point of blowing up. We want to guide them, point them in new directions as needed so that their cumulative experience when problem solving isn't failure.

3. Embrace technologies, provide guidelines. A big objective of our instruction is that it is relevant to the world outside our classroom walls and that it arms kids with 21st century competencies. This has to include technology use that enhances learning and is real-world relevant. Problem solving teaching is often the last place teachers look to add technologies, but, ironically, it's one of the most obvious. You use technologies all the time to solve problems in your work. It makes you more efficient and more precise. Let your students practice using problem-solving technologies to make them more efficient and precise. That is bold school. Put guidelines around technology use as needed to make sure students still go through every step of the problem solving productive struggle. And close learning with an exercise where they have to articulate their process to you or the class.

Section Notes

Reflection

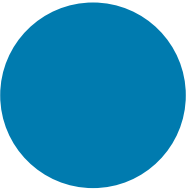
Something that “squares” with my beliefs:



Three points to remember:



A question circling in my mind:





W. Clayton Burch
West Virginia Superintendent of Schools