

enactivism

learning by doing

enactivism

learning IS doing

enactivism

learning IS doing
with others

Enactivism



Complexity Thinking suggests
that teaching should be:

Holistic

Contextualized/connected

Relevant/meaningful

Naturally integrated

Social

Active (physically/mentally Interactive)

Integration

Fusion:

the joining of two elements

Insertion:

addition of part of another subject into an existing one

Correlation:

drawing connections between elements that are taught separately

Harmonization:

stress on common elements in all of several subject areas

Active Discourse

Verbal discourse is dominant but not enough to enable inclusion of all children.

Communication for children with limited language abilities must incorporate physical activity.

Activity Frames

Negotiated, flexible boundaries in which students pursue their own autonomous choices.

Frames can be narrow or broad depending on many overlapping factors such as experience with a topic, time of year, general mood, energy level, and complexity of the task.

LESSON PREPARATION

An inclusive curriculum is “constructed” on the basis of required content and student needs, rather than simply “delivered” in a standard way. From this perspective the notion of “lesson planning,” which either ignores or presupposes learner response, is replaced by “lesson preparation,” which provides a clear framework of intents but assumes that actual classroom activities must be adapted or even initiated on the fly according to student responses, **both individual and collective.**

--Beirsto, J.A.B. (2001). A Framework for Learning in the Richmond School District. Publication of the Richmond School District. Richmond, British Columbia, Canada., p. 6

Typical lesson plan considerations

Learning Objective

(Student Needs/Interests, Personal/Professional Choice)

Rationale

Materials

Vocabulary

Prior Learning

Introduction (The Hook)

Development of Lesson

What does the teacher do?

What do the students do?

What are potential problems?

Lesson Closure

(Summary, Review, Celebration, What comes next?)

Assessment

Adaptations

Extensions

Reflections

Teachers may set expectations for your lesson plan format.

Instructors expect to see commentary on:

- How is the learning experience enacted?
- What evidence do you expect to see that shows students are learning? (Assessment).

Evidence of Learning (*assessment*)

Describe what the teacher is doing to assess, but more importantly, describe what the students are showing you to demonstrate that they are meeting the objectives of the lesson (or not).

What curriculum will be addressed?

UNDERSTAND

Big Ideas

DO

**Curricular
Competencies**

**Core
Competencies**

KNOW

Content