

Rubric – Degree of Focus on Student Learning of Teaching Strategies

Task 1b - Working alone, determine the key differences between the levels 1, 2 + 3. Comparing the 2 teaching practices may be helpful.

TEACHING PRACTICE	CONNECTING TO STUDENTS' EXISTING KNOWLEDGE	PROMOTING AND HARNESSING STUDENT-STUDENT INTERACTIONS
LEVEL 1	The instructor demonstrates or provides connections between prior knowledge and new knowledge, without involving students.	The instructor initiates interactions involving individual participation or instructor-student exchanges.
LEVEL 2	The instructor asks students specific questions to incite them to recall their prior knowledge but without addressing the limitations or conflicts of this prior knowledge, nor addressing the relationship with the new knowledge. Interactions occur between the instructor and a student, or several students	The instructor proposes activities that are carried out in groups and involve students interacting with each other. However, it is not possible to determine if the interactions create socio-cognitive conflicts. The instructor uses the interactions to demonstrate connections to the students.
LEVEL 3	The instructor solicits students' prior knowledge by asking them to identify, and compare in peer groups, the relationship between the prior knowledge and the new knowledge, as well as the impact on their own conceptions of the knowledge. Or the instructor places students in a context where they must create links between their prior knowledge and new knowledge to accomplish a task. This involves a dynamic exchange between students.	The instructor promotes student-student interactions around meaningful tasks, thus generating socio-cognitive conflict through the confrontation of their views and the attainment of consensus understanding. The instructor uses student-student interactions to have students make connections themselves.

Worksheet – Degree of Focus on Student Learning of Teaching Strategies

1	Action/activity from lesson plan that contributes to this aspect	level (0-3)	Improved activity (or why a modification, inclusion is not relevant)	new level
CONNECTING TO STUDENTS' EXISTING KNOWLEDGE				
2				
PROMOTING AND HARNESSING STUDENT-STUDENT INTERACTIONS				
3				
ENABLING THE STRUCTURING OF KNOWLEDGE				
4				
ENGAGING STUDENTS IN COGNITIVE EFFORT				

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5	Action/activity from lesson plan that contributes to this aspect	level (0-3)	Improved activity (or why a modification, inclusion is not relevant)	new level
SUPPORTING KNOWLEDGE TRANSFER AND APPLICATION				
6				
INTEGRATING ASSESSMENT IN LEARNING TASKS				
7				
DEVELOPING STUDENTS' REFLECTIVE PRACTICE				