

## 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.

<b>TEACHING PRACTICE</b>	<b>ENABLING THE STRUCTURING OF KNOWLEDGE</b>	<b>ENGAGING STUDENTS IN COGNITIVE EFFORT</b>
<b>LEVEL 1</b>	The instructor organizes, links, structures and restructures knowledge for student consumption.	The instructor focuses learning around instructional strategies designed to increase student participation but finally involve only a small percentage of students.
<b>LEVEL 2</b>	The instructor involves one or several students in organising and structuring knowledge. Questions are used to guide students through relatively simple cognitive tasks, closely monitored by the instructor.	The instructor, through questions and comments, encourages students to use relatively simple learning strategies such as repeating, describing, enumerating, identifying, recalling, etc. Interactions involve the instructor and one or more students.
<b>LEVEL 3</b>	The instructor asks students to actively participate, in groups, in the organization, structuring and restructuring of knowledge. A context is established whereby students are required to implement complex cognitive processes over which they exercise a high degree of control.	The instructor proposes tasks which require complex cognitive processes such as comparing, contrasting, explaining, analysing, creating, synthesing, evaluating... The context created by the instructor allows students considerable control in the selection and use of these strategies. Meaningful interactions around course content consistently occur between students.

## 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
<b>CONNECTING TO STUDENTS' EXISTING KNOWLEDGE</b>				
2				
<b>PROMOTING AND HARNESSING STUDENT-STUDENT INTERACTIONS</b>				
3				
<b>ENABLING THE STRUCTURING OF KNOWLEDGE</b>				
4				
<b>ENGAGING STUDENTS IN COGNITIVE EFFORT</b>				

## Worksheet – Degree of Focus on Student Learning of Teaching Strategies

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
<b>SUPPORTING KNOWLEDGE TRANSFER AND APPLICATION</b>				
6				
<b>INTEGRATING ASSESSMENT IN LEARNING TASKS</b>				
7				
<b>DEVELOPING STUDENTS' REFLECTIVE PRACTICE</b>				