



Involving Students in Communicating Their Learning

Learning Goal

This Conversation will help participants consider reasons and ways to involve students in communicating their learning.

Materials

Print copies of **Record Sheet** for each person.

Print a **Taking Action worksheet** for everyone.

Print copies of **Communicating Student Learning: Quotes To Consider** (for everyone, or for posting around the meeting room).

A copy of **Knowing What Counts: Conferencing and Reporting** by Gregory, Cameron and Davies for each participant (Connections Publishing, Courtenay B.C. www.connectionsublishing.ca).

Getting Started

To introduce this Conversation, summarize pages 7 – 9 in the text, **Knowing What Counts: Conferencing and Reporting**.

Form groups of five. Distribute the Record Sheet and suggest participants use it to keep track of their thinking during the Conversation.

Let participants know they will be participating in a simple jigsaw. They will read the text by assignment, then share what they have read:

Person #1 Work Samples p. 12 and Criteria with Evidence pp. 23 – 24.

Person #2 Portfolio Afternoon pp. 13 – 16 and Home Performance pp. 27.

Person #3 Goal Envelopes pp. 17 – 19 (top) and Mind Maps pp. 25 – 26.

Person #4 Subject Stations pp. 19 – 20 and School Performances pp. 28.

Person #5 Picture This pp. 21 – 22 and Personal Newsletter pp. 29.

Ask participants to read, looking for ways to involve students in communicating their learning during the term and also to make connections to successful ideas.

After the reading, invite people to discuss the ideas, questions, and their own connections in their group.



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Debriefing the Learning

After participants have finished reporting on the ideas and their personal connections within their small groups, form one large group.

Invite people to share some of the ideas, questions, and connections that arose in the small groups.

If there is time, distribute (or post) **Communicating Student Learning: Quotes To Consider**. Invite participants to read them and choose one to discuss with a partner.

Taking Action

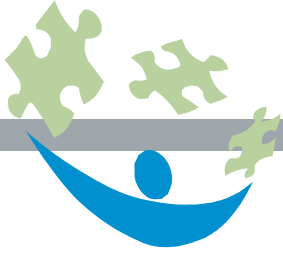
Distribute the **Taking Action worksheets**.

Ask participants to record one communication idea that they are considering trying. Suggest they record their plans on their Record Sheet and tell someone else about their plans. Decide when you will meet again to share your findings with the group.

Extending the Learning

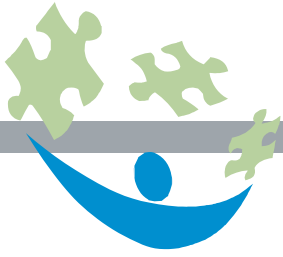
Ask participants to return at a later date to discuss what was tried, what worked, and what didn't. Invite the group to talk about how they adapted the ideas to work with their particular students.

Continue learning by selecting another Conversation that complements this one. Suggest **Self-Assessment** and **Setting and Using Criteria** Conversations, as both of these ideas help students gain communication skills.



Record Sheet

Ideas	Connections
Questions	Comments
Plans	



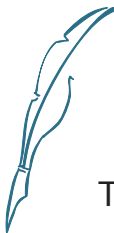
Taking Action

Dear Buddy,

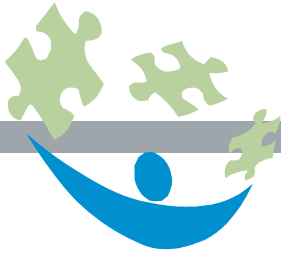
I am considering trying or adapting the following idea....

You could help me by...

I will tell you how things went before...



Thanks,



Quotes to Consider

<p>Quote #1</p> <p>The student knows more than the teacher about what and how he [or she] has learned—even if he knows less about what was taught.</p> <p>Peter Elbow</p>	<p>Quote #2</p> <p>It is important that we use language related to progress such as beginning, developing, needs assistance rather than language related to failure such as weak, inadequate, or underdeveloped.</p> <p>Caren Cameron and Kathleen Gregory</p>
<p>Quote # 3</p> <p>Only if we expand and reformulate our view of what counts as human intellect will we be able to devise more appropriate ways of assessing it and more effective ways of educating it.</p> <p>Howard Gardner</p>	<p>Quote #4</p> <p>Assessments that work in the best interests of children will enhance their ability to see and understand their learning for themselves, to judge it for themselves, and to act on their judgments.</p> <p>Mary Anne Drummond</p>

Group Process

1. Choose one quote per person. Read it out loud.
2. Talk about or record your connections, thoughts, or feelings. When finished, say “I’m finished.”
3. Ask for a response from your listener if you want one.
4. Next person takes a turn. “Pass” is always an option.
5. Continue until time is called.