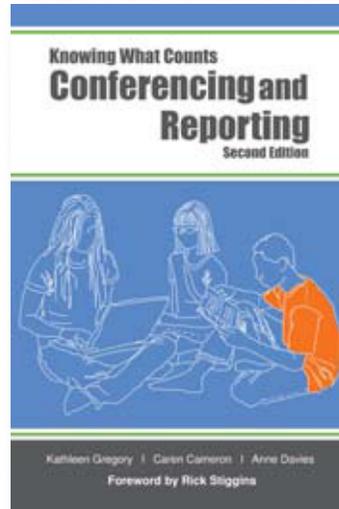


# Involving Students in Communicating Their Learning



## Learning Goal:

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

## Materials:

Each participant needs a copy of *Conferencing and Reporting*, 2nd Edition by Gregory, Cameron, and Davies (Available from Connections Publishing, Courtenay B.C. [www.connect2learning.com/books/](http://www.connect2learning.com/books/)).

## Getting Started:

1. To introduce this Conversation, summarize pages 13 to 16 in the text, *Knowing What Counts: Conferencing and Reporting*, 2nd Edition.
2. Form groups of five. 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: page 18 and Criteria with Evidence: pages 29 to 30
  - Person #2 Portfolio Afternoon: pages 19 to 22 and Home Performances: page 33
  - Person #3 Goal Envelopes: pages 23 to 25 (top) and Mind Maps: pages 31 to 32
  - Person #4 Subject Stations: pages 25 to 26 and School Performances: page 34
  - Person #5 Picture This: page 27 and Personal Newsletter: page 35
3. While reading, ask participants to look for ways to involve students in communicating their learning during the term and to make connections to successful ideas.
4. After the reading, invite people to discuss the ideas, questions, and their own connections in their group.

## 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.

## Taking Action:

Ask participants to select one idea to think about or try.

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.

## Extending the Learning:

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