

## Intel® Teach Elements

# Student Engagement with One to One

## Action Plan

**Instructions:** Click any of the activity names in the Contents to go directly to that section. On a PC, either click or press Ctrl+click to make your selection. On a Mac, press Command+click. Type your personalized Action Plan details in the sections indicated.

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## Module 1: Student Engagement

### Lesson 2: Student Engagement Defined

#### Activity 1: Engaged Learners and Achievement

**Estimated Time:** 15 minutes

Think about which units or activities you have taught that have excited and engaged your students. Consider what made those units and activities engaging. Compare those units and activities to less engaging units and activities to understand the differences.

What do you think made some of the units or activities you have taught engaging for your students?

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How do these engaging units and activities compare to units in which your students were less engaged?

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## Module 2: Student Engagement through Content

### Lesson 3: Transforming Practice

#### Activity 1: Revision for Student Engagement

**Estimated Time:** 20 minutes

Open and review Robert's original unit plan. Think about what Robert and Yvette might change in Robert's unit to increase student engagement through content.

Note your ideas for ways Robert and Yvette can incorporate the following:

- Novelty
- Choice
- Content for students at different levels
- Challenge for students at different levels

Remember, you are not focusing on the social studies content. Rather, you are looking at ways to organize and present the content.

Content	Ideas
Novelty	

<b>Choice</b>	
<b>Content for students at different levels</b>	
<b>Challenge for students at different levels</b>	

## Module 3: Student Engagement through Products

### Lesson 3: Transforming Products

#### Activity 1: Transforming Practice

**Estimated Time:** 15 minutes

Open and review Robert's original unit plan. Consider what Robert and Yvette might change in Robert's unit to increase student engagement through student products.

Note your ideas for ways Robert and Yvette can add the following:

- Opportunities for authentic work, through knowledge construction, disciplined inquiry, and value beyond the classroom
- Criteria for students to understand how their work will be assessed
- 21st century tools (consider incorporating some of the 21st century tools you identified in the Range of Use scenarios for this unit)

<b>Product</b>	<b>Ideas</b>
<b>Authentic work through:</b> <ul style="list-style-type: none"><li>• Knowledge construction</li><li>• Disciplined inquiry</li><li>• Value beyond the classroom</li></ul>	
<b>Criteria for students to understand how their work will be assessed</b>	
<b>21st century tools</b>	

## Module 3: Student Engagement through Products

### Lesson 3: Transforming Products

#### Activity 3: Unit Transformation

**Estimated Time:** 15 minutes

Compare the changes you made to Robert's original sustainable agriculture unit to the changes Robert and Yvette made to the unit.

Note what you like about the opportunities for authentic work, criteria for students to assess their work, and 21st century tools that Robert and Yvette added as they transformed the unit. Then, do the same for the changes you made to the unit. Consider which strategies are most likely to increase student engagement.

Strategies for student products added by Robert and Yvette to transform the unit	What do you like about these strategies?	✓ which you think will most likely increase student engagement
Strategies for student products you added to transform the unit	What do you like about these strategies?	✓ which you think will most likely increase student engagement

## Module 4: Processes for Engaging Students

### Lesson 1: Engaging Processes

#### Activity 1: Two Approaches

**Estimated Time:** 15 minutes

Think about Ms. Monroe and Mr. Davis, and their units on human migration. These units address the same standards in very different ways. Think about the processes (or teaching and learning strategies) the teachers use. Indicate which processes used by the teachers in their units are similar to the ones you use with your students. Record your thoughts about which processes you think your students would find most engaging.

Which processes used by Ms. Monroe and Mr. Davis in their units on human migration are similar to the processes you use with students?

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Which processes do you think your students would find most engaging?

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## Module 4: Processes for Engaging Students

### Lesson 3: Unit Transformation

#### Activity 1: Now You Try It

**Estimated Time:** 15 minutes

Review Robert's original unit. Consider what Robert and Yvette might change in Robert's unit to increase student engagement.

Note your ideas for ways Robert and Yvette can add opportunities for students to collaborate, to have their work affirmed by others, and to ensure their intellectual safety.

Process	Ideas
Opportunities for collaboration	
Ideas for having students' work affirmed by others	
Ways to ensure students' intellectual safety	

## Module 4: Processes for Engaging Students

### Lesson 3: Unit Transformation

#### Activity 2: Robert and Yvette Transform the Lesson

**Estimated Time:** 15 minutes

Compare the changes you made to Robert's original sustainable agriculture unit to the ones Robert and Yvette made to the unit.

Note what you like about the processes Robert and Yvette added as they transformed this unit and what you like about the processes you added. Consider which processes are most likely to increase student engagement.

Processes added by Robert and	What do you like about this process?	✓ which you think will most
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Yvette to transform the unit		likely increase student engagement
Processes you added to transform the unit	What do you like about this process?	✓ which you think will most likely increase student engagement

## Module 5: Supporting Engaged Learning in One to One Classrooms

### Lesson 1: Classroom Management in One to One Classrooms

#### Activity 3: Promote Self-Directed Behavior

**Estimated Time:** 10 minutes

Understanding self-direction and strategies for promoting self-direction can be powerful contributions to creating an engaged, one to one classroom environment. Reflect on your classroom practices and how you might embed additional opportunities for teaching self-direction.

List ways you can enable students to become self-directed learners in your classroom.


## Conclusion: Course Wrap-Up

### Activity 1: Final Steps

**Estimated Time:** 15 minutes

Open your Curriculum Map. Select one unit or activity from your list to begin to transform to make it more engaging. Choose one of the strategies you noted as a way to get started.

Record your ideas for how you will continue to incorporate engaging practices in your curriculum.
