Joyful Learning:

Using Active & Collaborative Structures to Differentiate Instruction in the Inclusive Classroom

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signature song shuffle (Kluth, 2017)

- Get into a group of 3; each of you needs to identify a "signature song" (*Celebration* by Kool & the Gang, *Happy* by Pharrell Williams or *Can't Stop the Feeling* by JT).
- I will then provide a question (on the screen). Discuss it for a few minutes until you hear a song.
- If the song that comes on IS NOT your song, stay put. If the song that comes on IS your song, you need to say "goodbye" to your group and find another one; every group should always have three members--each with a different signature song.
- Look up at the screen to see each new question.
- You can come back to previously visited groups if needed.

Freeman et al (2014). *Active learning increases student performance in science, engineering, and mathematics.* Proceedings of the National Academy of Sciences.

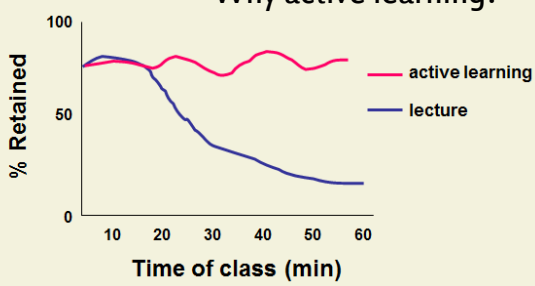
The final word on active learning?

225 studies/undergraduate STEM teaching methods [meta-analysis]:

- Students in a traditional (vs. AL) classes are 1.5 times more likely to fail.
- Students in AL consistently outperform those in traditional classes on identical exams. AL boosts scores by almost one-half a standard deviation (e.g. B- to B)

"Active learning differentially benefits students of color and/or students from disadvantaged backgrounds and/or women in male-dominated fields. It's not a stretch to claim that lecturing actively discriminates against underrepresented students."

Why active learning?



From: McKeachie, W. (1998). *Teaching tips: Strategies, research and theory for for college and university teachers.* Houghton-Mifflin.

exercise is a research-based practice for students on the autism spectrum

- can be used effectively to address behavior, school-readiness, academic and motor skills
- has been effective for preschoolers to middle school-age learners

break jar

Kluth, P. & Danaher, S. (2013). *From Text Maps to Memory Caps.* Brookes.

- create breaks that can work for various periods of time
- color code your sticks depending on the length you need

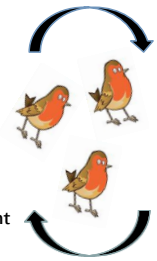
www.brainbreaks.blogspot.com
www.jlcbrain.com
www.differentiationdaily.com

When do I use a brain break?

- before a big assessment
- before a challenging lesson or after presenting complex content
- when you see low energy/distraction/lack of engagement in your students
- when you see restless, fidgety or uncomfortable students
- before or during a review
- as a sponge activity when you have 2-3 minutes left in the period
- as a transition (e.g., end of class; from one area of the room to another)
- after any long period of lecture or whole-class work

rockin' robin [Kluth, P. 2015]

- Distribute 3-5 toys to students in the classroom.
- Put some music on and instruct students to toss the toys to classmates while the song plays.
- When the music stops, the students holding toys have to share an answer to a question or prompt.
- Add one slightly different toy (different color) to the mix. The student who catches that one has a different task (e.g., adding onto a comment already shared vs. sharing a new comment).



great wind blows

Silberman, M. (1996). *Active learning.* Pearson.

When I give a prompt/question, you get up and move to a different chair if you can respond positively to the prompt (if you have an answer).

- provides small opportunities for movement
- can be used as an active lecture technique
- is an informal assessment
- can be used as a teaching tool too (by repeating questions)

stand & deliver

Udvari-Solner & Kluth (2008). *Joyful Learning.* Corwin Press.

- All participants stand.
- The teacher asks different learners to share their answers.
- When a point has been made/stated (or fact shared), everyone with that same point should sit down.
- Keep going until the entire class is sitting.

-what it means to be a community member
-vertebrates
-fraction equivalent to 1/2
-example of symbolism from chapter
-how to help a friend
-causes of the American Revolution

whip around, pass

Harmin (1994). *Inspiring Active Learning.* ASCD.

description:
Ask students in turn to speak to an issue or to say "I PASS"

purpose:
To increase the # of students who speak up in whole-class discussions, to give students practice in self-management, and to give communication practice to those who need it

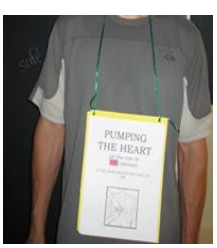
versions:

- use with all of part of the class (e.g., one row)
- use as an icebreaker, a community-builder, or content review exercise (e.g., share a fact--any number x 11)

human billboard

Udvari-Solner, A. & Kluth, P. (2018) *Joyful Learning.* Corwin Press.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).



resources & ideas for implementation

How to get it started & keep it going:

- when possible, give your structures a home
- model (e.g., PD, faculty mtgs.)
- e-versions of activities to share
- book club & discussion
- blogs/websites (e.g., www.differentiationdaily.com)

www.paulakluth.com

catch

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning*. Corwin Press. [adapted from Bowman]

- Ask students to stand in a circle and face one another.
- Announce that you have in your hand a response object & that anyone who holds the object will be asked to share something.
- Tell the students that when they catch the object they need to share something they learned in the day/unit/lesson/year.
- When one person has shared a thought, she selects another student in the circle and tosses the object to that person.

*You can also print phrases or questions on your object and ask those who catch it to respond in some way to the text they are touching (e.g. "Answer the question under your right hand").

The content from this workshop comes from these four resources: