Joyful Learning:

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

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1

musical pairs

Udvari-Solner & Kluth (2018). *Joyful learning*. Corwin Press.

*Move when you hear music.
*When the music stops, find a partner.
*Answer the question.

1. What is the first "record" you bought with your own money?
2. What is one clear benefit of active learning for the students you teach?
3. What is one way to adapt this activity for a student who could/would not participate as I have engineered it?

2

Why should we care about joy in the classroom?

When Ss are engaged, motivated & feel minimal stress:

- information flows freely;
- higher levels of cognition are achieved;
- connections are made more easily.

3

incoming states
boredom/apathy, frustration, anger, resentment, annoyance, fear, fatigue, etc.

+

teaching actions
humor, connection, novelty, relevance, etc.

=

target states
anticipation, confidence, curiosity, suspense, intrigue, expectancy, etc.

Jensen, E. *Engaging Students with Poverty in Mind* . ASCD. (p. 41)

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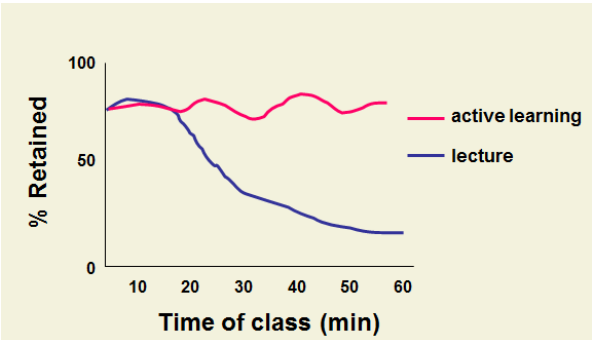

From: McKeachie, W. (1998). *Teaching tips: Strategies, research and theory for for college and university teachers.* Houghton-Mifflin.

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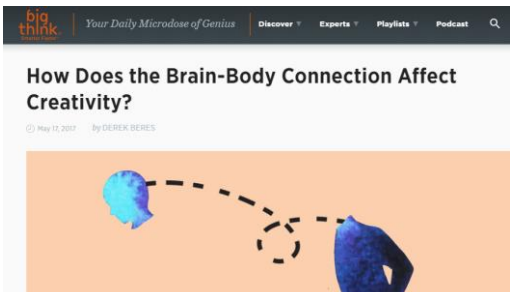


- Movement helps divergent thinking (e.g., generating creative uses for objects).
- Benefit was present during walking or after walking.
- Participants experienced an impressive boost in creativity (60%)

6

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

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

Lang, Koegel, Ashbaugh, Regester, Ence, & Smith (2010). Physical exercise and individuals with autism spectrum disorders.

7

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."

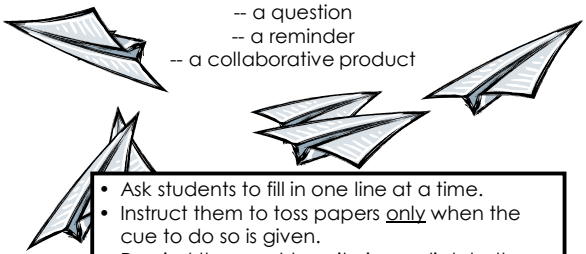
8

for teaching & learning

9

toss a question/story/idea

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



-- a question
-- a reminder
-- a collaborative product

- Ask students to fill in one line at a time.
- Instruct them to toss papers only when the cue to do so is given.
- Remind them not to write immediately; they should wait for any special instructions.

10

writing intervention for 3rd graders

(Eckert et al., 2006)

- 1x/week- 8 weeks
- Story stems: "I never dreamed that the door in my bedroom would lead to. . . ."
- Before they began drafting, they received individual feedback sheets listing the following: 1) the number of words they produced during the previous week's writing session, 2) the number of sentences they wrote during the previous session, and 3) the number of correctly spelled words from the previous session.
- Each of the numbers was accompanied by an arrow symbol (up or down from the previous week).

Statistically significant gains in both fluency & spelling when compared to the performance of students who received a similar writing task but no instructor feedback.

11

great wind blows

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

- Share a question/prompt.
- Ask students to get up and move to a different chair if they know the answer.
- Direct students to "show, not tell"; this evens the playing field for students who are shy and those who have communication challenges.
- This game:
  - provides small opportunities for movement
  - can be used as an active lecture technique
  - is an informal assessment
  - can be used as a teaching tool (by repeating questions)

12

for active lectures & discussions

13

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 (e.g., 1 minute, 2 minutes, 5 minutes).

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

14

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

15

move it, move it

Kluth, 2015

- Distribute a few toys in the classroom.
- Put music on and instruct students to toss the toys to classmates while the song plays.
- When the music stops, ask the students holding toys to share an answer to a question.
- Add one different toy (different color) to the mix. Give the student who catches that one a different task (e.g., building on a comment already shared).

16

for study & review

17

walk-it-to-know-it

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

- This structure is an effective tool for helping students memorize, retain & review content.
- To prepare for this structure, design a flow chart (⇨☐⇨☐ ⇨☐ ⇨☐ ⇨☐) or series-of-events chain on paper and then transfer each square to a separate piece of poster board or butcher paper.
- Then, lay your squares out on the classroom floor and have students walk through the sequence several times.

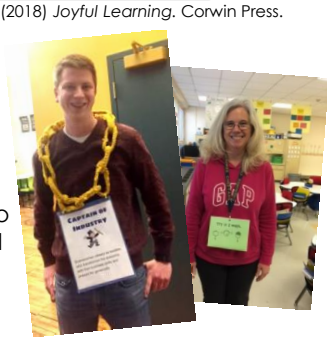
18

19

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).



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resources & ideas for implementation

21

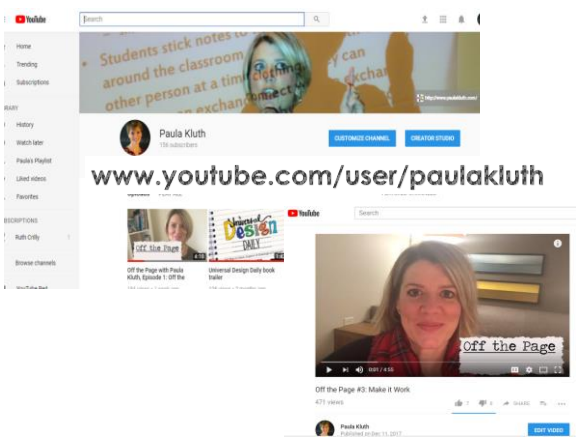
- when possible, give structures a home
- model (e.g., PD, faculty mtgs.)
- e-versions of activities to share
- book club & discussion
- blogs/websites
  (e.g., www.differentiationdaily.com)

22

Do you pineapple?

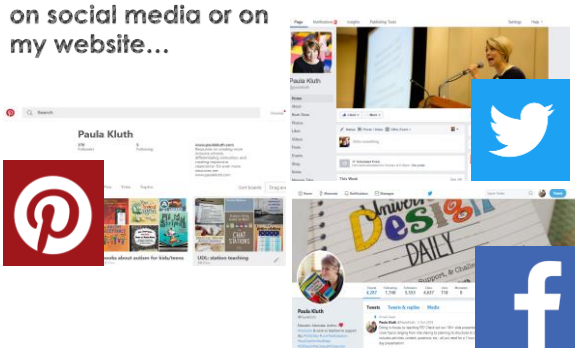
www.learningforward.com

23



24

Want to learn more about inclusion, collaboration & differentiation/UDL? Visit me on social media or on my website…



25

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26

catch

Udvari-Solner & Kluth, P. [2018]
Joyful Learning. Corwin.

- Print phrases or questions on a beach ball 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").
- Then, have students stand in a circle and toss the ball to one of them.
- After one student has responded to a question, have him/her toss it to another student.
- Repeat until several students have answered.

27

The content from this workshop comes from these four resources:

28