

SESSION 4

INDEPENDENT STUDY PLANNER

STEP 4

DEMONSTRATION OF LEARNING

TIME 35 minutes

OBJECTIVES

- Students understand the concept of 'demonstrating learning' by developing a demonstration for their project
- Students identify communication and collaboration skills in practice
- Students practice initiative and self-direction in developing a demonstration plan

PLANNER/HANDOUTS

- Planner OR Handout, Independent Study Planner Step 4: Demonstration of Learning
- Higher Level 21st Century Skills
- Handout, Assessment Rubric
- Handout: Mid-point Assessment

STEP BY STEP

1. OPENER

Explain: At the end of a course, you take a test to show what you learned. In Independent Study, you do two things: you submit the Portfolio with the records and the work along the way. And you do a presentation or demonstration for others.

Ask and discuss: When you say you learned something, how can you demonstrate that to someone else?



2. DEMONSTRATION IDEAS

Refer to the Independent Study Planner section, Demonstration of Learning, or distribute handout.

Give students a few minutes to look at the list of ideas for demonstrating learning.

Note that some ideas involve a product like a video, photo journal, or PowerPoint®. Others are a process, like organize an event, or maintain a blog.

Explain that at the end of the program, students will be asked to present to the group. They can present their product and explain what they learned to make it, or they can explain the process and what they learned (e.g., I kept a blog for three months and found that I couldn't get anyone to read it. So I tried different ways to get to people....)

Discuss ideas and possibilities related to the projects students have identified.

3. PLANNING FOR DEMONSTRATING LEARNING

Give students 10 to 15 minutes to work on the sections for final demonstration and presentation. Encourage them to work in pairs or threes to generate more ideas and test their ideas against others.

Ask what students came up with.

Discuss feasibility, and what supports or help are needed, if any. Review what type of support or resources will be available, and where they can get additional support.

Give students another few minutes to make changes, if needed, after the discussion.

4. ASSESSMENT AND CREDIT

Refer to the Independent Study Planner section, Putting It Together for Credit.

Explain: To be sure you earn credit for the work, you need to do the work well, and up to the standards required.

Explain: To check progress and quality along the way, students should:

- Stick to schedule for check-ins and reviews
- Meet with their study group, if they're in one
- Review the Assessment Rubric
- Keep their Portfolio of Work up-to-date and check for completeness



Distribute the Mid-point Assessment and the assessment rubric [Note: This should have been customized beforehand, if needed, to fit the specifics of the Independent Study program.]

Give students a few minutes to read the review outline and the assessment rubric.

Ask for questions. Discuss to be sure students understand how their work will be assessed.

5. CLOSING AND NEXT STEPS

Explain: Students can see that the demonstration and presentation addresses a number of higher level 21st century skills.

Refer to the handout, Higher Level 21st Century Skills in Action section Communication and Collaboration.

Ask and discuss skills: Do any of the demonstration or presentation ideas put these skills into practice? Which? What?

Explain that the last session will be completing the Contract, and then they'll be off on their own.



INDEPENDENT STUDY PLANNER

DEMONSTRATION OF LEARNING

**STEP
4**

1. DEMONSTRATION OF LEARNING

With Independent Study and learning from experience, you don't take a test—you show what you've learned.

The demonstration is not a list of activities, "I did this and then this and then this." It actually demonstrates or shows what you learned.

What best fits your work?

Check ones you might use.

- ☐ Make a video
- ☐ Write a special essay
- ☐ Create a skit
- ☐ Write a song and perform
- ☐ Build a sculpture
- ☐ Create a photo journal
- ☐ Write and draw a comic
- ☐ Organize an event
- ☐ Write a grant
- ☐ Create and administer a mini-quiz
- ☐ Build your own resume of experiences
- ☐ Hold a training orientation to pass along your skills
- ☐ Create some charts and graphs
- ☐ Make a speech
- ☐ Maintain a blog
- ☐ Create a website
- ☐ Other ideas:

DEMONSTRATIONS OF LEARNING

EXAMPLE

ACTIVITY: Child care

LEARNING OBJECTIVES

- 1. UNDERSTAND PARENTING SKILLS**
Show by: Research, final demo skits
- 2. LEARN ABOUT CHILD DEVELOPMENT**
Show by: Research summary
- 3. BUILD TECHNICAL SKILLS**
Show by: Use internet for research, cite web sources
- 4. COMMUNICATION**
Show by: Final demo and presentation
- 5. CREATIVITY**
Show by: Create and produce funny skits for final demo

What will your demonstration be?

FEASIBILITY CHECK

Can you do this in the time available?

Do you need any help or support? What? Who?

Do you need to set deadlines along the way? What are they?

2. PRESENTATION

At the end of the program, you will be asked to present to the group. Your demonstration may actually be a presentation, such as a skit. If your demonstration is creation of a product, such as a video, PowerPoint®, photo journal, you can present that to the group and talk about what you learned. If your demonstration was doing something, or a process, like keeping a blog or organizing an event, you can explain how it went and what you learned. For example, "I kept a blog for three months and found that I couldn't get anyone to read it. So I tried different ways to get to people...."

How will you present or share your learning with others?

AUDIENCE WILL BE:

- Afterschool program
- An invited audience
- A combination
- An outside audience
- Other _____



3. PUTTING IT TOGETHER FOR CREDIT

CHECK-INS

- Check in with the Independent Study Coach and with peer study groups or others to see how you're doing along the way
- Check in with your Peer Study Group, if you're part of one
- Stick to your scheduled reviews
- Schedule and stick with the mid-point assessment

HELP AND SUPPORT

Think about and use help and support available.

- | | |
|---|--|
| <input type="checkbox"/> Peer study group | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Independent Study Coach |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Family members |
| <input type="checkbox"/> Employers | <input type="checkbox"/> Community leaders |
| <input type="checkbox"/> Other | |

ASSESSMENTS AND REVIEWS

- Look at the Assessment Rubric to understand the judgment criteria
- Look at the Mid-point Assessment document ahead of time

PORTFOLIO DOCUMENTS

- ☐ Independent Study Planner
- ☐ Time Log
- ☐ Independent Study Contract
- ☐ Reviews
- ☐ Mid-point Assessment
- ☐ Assessment Rubric
- ☐ Reflections
- ☐ Research Component
- ☐ Other _____



HIGHER LEVEL 21ST CENTURY SKILLS IN ACTION

CRITICAL THINKING

1. Reason effectively. Use different kinds of thinking, drawing on different kinds of evidence. Find similarities, patterns, differences, compare, make observations, draw develop concepts, ideas, and conclusions.
2. Collect and consider range of views. Gather, listen to, evaluate, and integrate into analysis of diverse points of view.
3. Question effectively. Develop and ask significant questions that clarify information, deepen understanding, and lead to greater knowledge or better solutions.
4. Analyze. Consider, test, and weigh, and evaluate evidence and information, including facts, contexts, arguments, and opinions. Determine how pieces interact with and affect each other.
5. Reflect on experience. Draw on evidence from lived practice and experience to inform thinking, new learning, and processes.
6. Make reasoned judgments and decisions. Assess information, form opinions, draw conclusions, and make decisions.
7. Solve problems. Identify and recognize problems; apply reason and strategic thinking to address and solve problems.

INITIATIVE, SELF-DIRECTION, AND LEADERSHIP

1. Develop goals and outcomes. Set goals with short, medium, and long-term time frames, and identify criteria for success, targets, results, outcomes, and/or products associated with different time horizons.
2. Work independently. Define, prioritize, monitor progress, and complete tasks without direct oversight.
3. Manage time. Balance short, medium, and long term goals, analyze time requirements to reach results, and manage workload to reach maximum results efficiently.
4. Develop knowledge and skills through self-directed learning. Actively and independently expand and deepen learning and experience to gain greater knowledge and understanding, to master skills, and to advance personally and professionally.



5. Guide, lead, and inspire others. Identify and use strengths of others to accomplish shared goals, demonstrate by example the highest standards of work and achievement, and use interpersonal and problem-solving skills to influence, inspire, and guide others to achieve outcomes.
6. Demonstrate accountability as a leader. Adhere to the highest ethical standards, use influence and power for the benefit of achieving the best possible results, and act responsibly in the interest of the larger community.

PRODUCTIVITY, ACCOUNTABILITY, AND RESPONSIBILITY

1. Manage projects to achieve goals. Prioritize, manage time, and align efforts to achieve goals, whether single or multiple projects.
2. Fulfill responsibilities. Follow through with agreed-upon work and schedules, adhere to highest standards of ethics and professionalism, fulfill responsibilities to teams, and demonstrate reliability and punctuality.
3. Commit to achieving goals and results. Assume appropriate responsibility and accountability for reaching goals, outcomes, and results, whether in individual or team projects.
4. Conduct oneself professionally. Work respectfully, positively, collaboratively, and cooperatively, and present oneself with the appropriate etiquette for the culture and situation.

COMMUNICATION AND COLLABORATION

1. Express thoughts and ideas clearly in diverse contexts. Use written, spoken, non-verbal, media, and technology-mediated methods appropriately, skillfully, and effectively in a variety of settings with diverse (including linguistically) populations.
2. Listen effectively. Listen carefully, respectfully, and analytically to understand information, viewpoints, values, emotions, and intentions.
3. Communicate purposefully. Understand the purpose of communication (to inform, instruct, motivate, inspire, persuade, etc.), and use appropriate content and methods.
4. Interact effectively. Know when it is appropriate and useful to listen and when to speak, monitor and assess processes and results of communication, and use technology-mediated interaction skillfully.
5. Work with diverse teams. Work productively and respectfully with people of different cultures, with different beliefs and viewpoints, and from different backgrounds.
6. Collaborate effectively. Assume shared responsibility for outcomes, listen and contribute respectfully and effectively, demonstrate flexibility and ability to compromise, and leverage different contributions to create, innovate, and lead to high quality results.



MID-POINT ASSESSMENT

**CONDUCTED BETWEEN STUDENT AND INDEPENDENT STUDY COACH
REVIEWED BY CONTENT AREA TEACHER, IF APPLICABLE**

Date: _____

- Review the Planner (or Planning handouts) and the Contract
- Discuss objectives, work plans, and where the student is with respect to fulfilling the terms and the learning agenda
- Discuss the unexpected learning that has taken place
- Discuss study groups or other supports
- Consider and discuss changes

TO BE COMPLETED BY STUDENT

1. Should you revise or add to your objectives? _____

2. Look at your plan for demonstrating learning. Does it still work? _____

3. Look at your timetable and Independent Study requirements. Are you on track? What else is needed?

4. What challenges are you finding? _____

5. What kind of help do you need to address the challenges? _____

INDEPENDENT STUDY COACH RECOMMENDATIONS _____

STUDENT REFLECTIONS, REQUESTS, OR RECOMMENDATIONS _____



ASSESSMENT RUBRIC

CRITERIA	EXCELLENT=4	GOOD=3	FAIR=2	WEAK=1
RESEARCH COMPONENT	Comprehensive research connects with the project and research question. Length is appropriate for the topic. Sources are clearly cited. Document is neatly presented.	Research is good but could be more thorough. Most connections to the project and research question are clear. Sources are cited.	Unclear how research connects to the topic area or project. More research is needed. Less than 1–2 pages. Identification of sources should be clearer.	Incomplete research. No identification of sources.
Comments:				
REFLECTION PAPER	Reflection includes personal reflections that are descriptive, important, and insightful. Reviews both strengths and weaknesses Demonstrates critical thinking	Reflection includes 3 of the following: Personal reactions; clear description; evidence of insight. Reviews both strengths & weaknesses Demonstrates critical thinking	Reflection includes 2 of the following: Personal reactions; clear description; evidence of insight. Reviews both strengths & weaknesses Demonstrates critical thinking	No reflection submitted; superficial statement of actions without a reflective element. Reflection has superficial personal reactions, little description or shows limited insight.
Comments:				
PARTICIPATION IN STUDY GROUP	Played leadership role. Provided supportive feedback and accepted constructive criticism. Actively planned and participated in group activities.	Participated in group, sought and provided feedback to peers. Participated in group activities.	Was present, but did not seek or provide feedback. Did not participate in Cohort.	Did not participate in Cohort. Did not participate in study group.
Comments:				

CRITERIA	EXCELLENT=4	GOOD=3	FAIR=2	WEAK=1
DEMONSTRATION OF LEARNING				
PRESENTATION (CONTENT)	Insightful, a "complete package", shows grasp of content, context, and implications.	Strong, coherent summary of content; some attention to broader content or meaning.	Understandable summary of content.	Scattered, incomplete and disorganized content.
PRESENTATION (ORAL PRESENTATION)	Presenter spoke clearly, made appropriate eye contact with audience and accurately answered questions.	Presenter spoke relatively clearly, made appropriate eye contact with audience and answered questions.	Presenter spoke relatively clearly most of the time, made eye contact with the audience and was able to answer some questions.	Presenter spoke unclearly, seldom made eye contact with audience and had difficulty answering questions.
PRESENTATION (VISUAL PRESENTATION)	Strong visual or other display of information. Main points appropriately emphasized by visual or other display.	Consideration given to ability of audience to see/hear presentation; Consistent use of graphics, sound, etc.	Inconsistent format or design detracts from content. Limited consideration given to ability of audience to see/hear presentation.	No use of supporting presentation materials. Haphazardly organized presentation support materials.
Comments:				
Learner Name: _____ Final Score: _____				