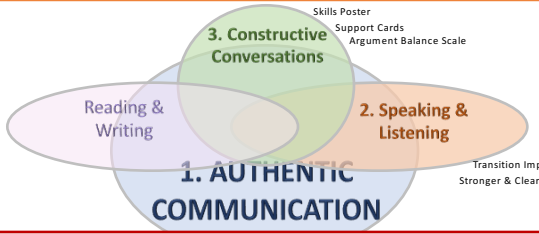


Cultivating Authentic Communication and Collaboration in Every Lesson

Jeff Zwiers
Boston Public Schools EL Summer Symposium
Jeffzwiers.org/august17

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Overview



3. Constructive Conversations
Skills Poster
Support Cards
Argument Balance Scale

2. Speaking & Listening
Transition Improv
Stronger & Clearer

1. AUTHENTIC COMMUNICATION
Reading & Writing

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If you don't truly use language, you won't truly learn it.

"Ladies and gentlemen, from the cockpit, this is your airplane mechanic. I was asked to fly the plane today. I have never flown a plane before, nor in this type of weather, but I do know all the names of all the engine parts and how they fit together... So sit back, relax, & enjoy your flight."



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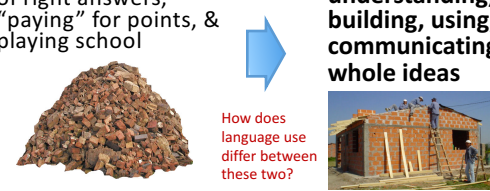
SHIFT from...

LESS to MORE

Individual accumulating of right answers, "paying" for points, & playing school

Collaborating, understanding, building, using, & communicating whole ideas

How does language use differ between these two?



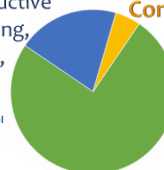
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Types of Classroom Communication

One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)
(e.g., Tell your partner your opinion on this issue. Write an article for the school paper. Read a chapter to prepare you for the expert panel...)

Conversational (Collaborative Building, Exploring, Arguing)
(e.g., With your partner, decide which is the best choice. Compare the characters in the stories that you read and... Jointly come up with several ways to solve this problem...)

Pseudo-Communication (Shiny, Fake, Indirect, Display, Drills, Games, IRE)
(e.g., Turn to tell your partner the meaning of irony. Can someone tell me when WWII started? Solve this math problem. Write a response to literature essay (55). Make a poster about photosynthesis)



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Pseudo-Communication--

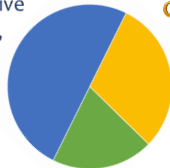
we need to notice it,

and it should bug us.



More Authentic Communication

One-way (Productive
Speaking, Listening,
Reading, Writing,
Multimedia)



Conversational
(Collaborative
Building,
Exploring,
Arguing)



Pseudo-Communication
(Shiny, Fake, Indirect, Display, Drills, Games, IRE)

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Authentic Communication in School is

the use of words
(and/or other meaning-carriers)
to share information
for doing meaningful things (creating, changing,
deciding, clarifying, etc.)
that just one person can't do.



(Productive Struggle, ZPD)

Why is it so important?

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How Might These Differ With Respect to Learning?

I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

(Teacher prompt: "After deciding what you think is the best route west, pair up with a person from another corner & try to convince him or her.")



I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

(Whole class prompt: "What do you think was the best route to California. Use evidence from the text to support your idea.")



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Building Communication-Rich Classroom Culture: Reduce these Obstacles

- ☐ Our desire for "control" (e.g., "I don't know what they're saying back there.") (Low agency)
- ☐ Students don't push selves or others for clarity (mini-teachers)
- ☐ Teaching to assessments that don't value or inspire communication
- ☐ Focusing on points and grades → ("Pull to do the bare minimum") (Clarity matters)
- ☐ Lack of academic conversation assessments, models, supports, and practice time (Scrimmages)
- ☐ Over-structured "discourse" activities and over-use of sentence frames



How can we reduce these?

Authentic Communication Features for Accelerating Language Development

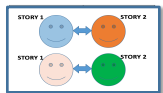
Useful & engaging purpose. Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency.

+

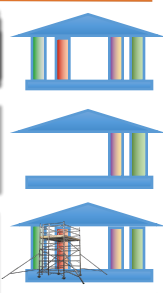
Information gap(s). Students get or give information that they want, need, or don't have. (interdependence)

Attention to language in service of communication? There is extra work on language used.

Decide how Columbus
Co-design an experiment that helps you measure gravity



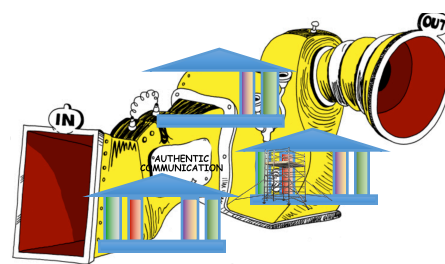
- Language modeling & scaffolding (e.g., sentence frames)
- Practice
- Formative feedback



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Transforming Instruction and Assessment



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Building
speaking and listening
with:

TRANSITION IMPROV Activities

Transition Improv Activity (Pro-Con)

Topics: Social media's influence
on language development

(You will make
recommendations to
teachers and students about
the uses of social media)

Transitions: However,
On the other hand,
Then again,

~~But~~

Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ... is ...
In spite of the positives of ...,

A & B, Lean?

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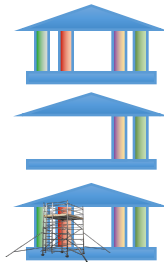
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Does this Activity Accelerate Language Development?

___ Is there a useful & engaging purpose? Students use language to do/build/change something beyond just answering questions for praise or points. Does clarity matter. Do students feel a sense of agency?

___ Are there information gaps? Students get or give information that they want, need, or don't have. (interdependence)

___ Is there attention to language in service of communication? There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.



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Transition Improv: For-Against

Topics: Genetic engineering, adding lime to soil to lower pH, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

Transitions: However,
On the other hand,
Then again,

~~But~~

Frames: One reason for ... is ... For example, ...
Evidence that supports ... is... because...
A reason against ... is ... For example, ...
Evidence that does not support ... is ... because ...

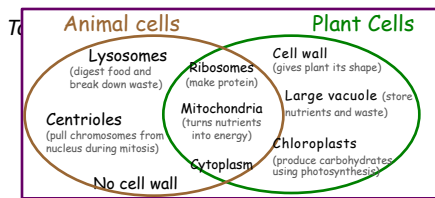
A & B,
Lean?

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Transition Improv (Similar-Different)



SD Frames: Unlike animal cells, plant cells have ____, which ...
Plant & animal cells both have ____, which serve to...
... are similar to ____ in that they both ____
Animal cells differ from plant cells in that ____

However,
On the other hand,
Then again,

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Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists



Transitions: However,
On the other hand,
Then again,

~~But~~

Frames: The ____ thought that ...
Many ____ believed that...
A different perspective held by ____ was that...
In the eyes of ____...

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Transition Improv Activity: Math Situations

Topics: Addition-Subtraction, Area-Perimeter, mm-km
Multiplication-Division, Volume-Surface Area
Fractions-Decimals, Integral-Derivative

Transitions: However,
On the other hand,
Then again,

~~but~~

Frames: You need to add when ... because...
When you ... you need to subtract because...
You need to calculate volume when... because...
When you ... you need to use decimals because...

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Transition Improv Activity: Math Situations

Topics: Addition-Subtraction, Area-Perimeter, mm-km
Multiplication-Division, Volume-Surface Area
Fractions-Decimals, Integral-Derivative

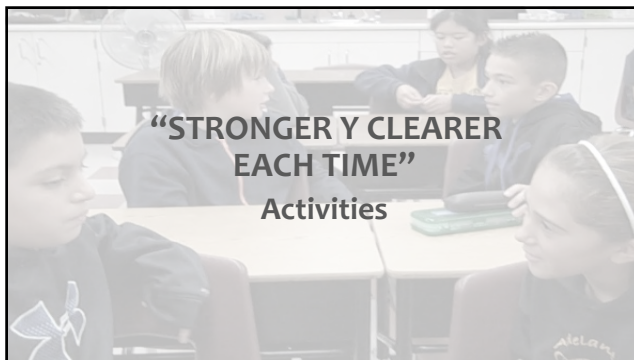
Transitions: However,
On the other hand,
Then again,

~~but~~

Frames: You need to add when ... because...
When you ... you need to subtract because...
You need to calculate volume when... because...
When you ... you need to use decimals because...

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Designing “Stronger & Clearer Each Time” Activities



1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds are **reduced during** the activity.

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“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Switch partners!
Don't forget to use examples; Stronger + clearer!

I think it's both good and bad. Like you learn from each other, but also you can fight.

(PRE)
Bad things happen when they meet. Wars start.



What happens when cultures meet and why?

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“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

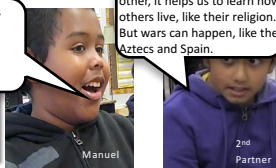
Switch partners!
Don't forget to use examples; Stronger + clearer!

I think it's both good and bad. Like you learn from each other, but also you can fight.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.

1. Mario both, learn religion, Aztecs,
2. Juan
3. Spain
Me



What happens when cultures meet and why?

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"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

(PRE)
Bad things happen when they meet.
Wars start.

(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

What happens when cultures meet and why?

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Looking at Student Work (Before & After Grid Partners)

PRE

INTERVIEW TIME!
(Listen in, Share out, Create together)

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rose periwinkle provides a medicine that treats certain cancers including leukemia.

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Interaction Mini-Lines

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"Stronger & Clearer Each Time" Grid

Name	Why is it important to learn about history through primary source documents?
Me	(Just two or three key words, if any)
1.	
2.	
3.	
Me	

You are a historian trying to convince a classmate to read and know about the importance of primary sources.

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"Stronger & Clearer Each Time" Grid

Name	Is it worth the time and energy to do a major overhaul on our instruction and assessment so that students can use language for more authentic communication? If so, how?
Me	(Just two or three key words, if any)
1.	
2.	
3.	
Me	

You will present to your school on the value of having more student-student communication during lessons.

One powerful way in which conversation can help students is...
I think educators need to know that authentic communication means...
We can adapt our lessons and activities in several ways, such as...
I disagree with you.

Listeners can & should:
- Prompt for clarification & support
- Help with "What about...?"

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Stronger & Clearer Each Time: Opinion Continuum

I think video games are bad cuz they show violence. I am way on the Ban side.

Switch partners!
Shift your position, if needed. Stronger & Clearer!

I'm on the not ban side. In my opinion, video games are kinda good. I know some games you shoot people, but some teach you.

Video Games Banned or Not?

BAN | | | **NOT BAN**


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Stronger & Clearer Each Time: **Opinion Continuum**

I think video games are bad cuz they show violence.

I'm on the ban side, but not all the way. In my opinion, games should be banned because war video games show kids how shoot others. But some teach you about life.

I am just left of middle. Even though some video games are good, violent ones should be banned. Kids' minds fill up with violence. Some games can teach to solve problems and learn, which made me move over toward NOT BAN.

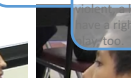


Silvia

In my opinion, video games are bad. Like war games show kids how to shoot other people.

I am on the far right side. Even though some video games are violent, it can teach you. We should just choose what we want to do.

3rd Partner



BAN

Games Banned or Not?

|


Mona Lisa

NOT BAN

Transforming Instruction and Assessment

**Additional Ideas from Transition Improv
& Stronger & Clearer:**

- Face to face (real time talk)
- Listener helps and pushes
- Practice academic talk



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Jeff Zators

[illegible]

Strengthening Communication in Every Activity



<i>Write essay, report, letter</i>	<i>Give One, Get One*</i>	<i>Create a story</i>
<i>Read & answer questions</i>	<i>Four Corners</i>	<i>Video</i>
<i>Use graphic organizers</i>	<i>Games (Bingo, Jeopardy)</i>	<i>Dramatization</i>
<i>Take notes</i>	<i>Oral Presentation</i>	<i>Debate</i>
<i>Create a poster</i>	<i>Gallery Walk</i>	<i>Readers Workshop</i>
<i>Write a lab report</i>	<i>Answer teacher questions</i>	<i>Write a Prequel/Sequel</i>
<i>Solve a word problem</i>	<i>Think-Pair-Share*</i>	<i>Make a Podcast</i>
<i>Writers' Workshop</i>	<i>Literature Circles</i>	<i>Anticipation Guides</i>
<i>Simulation</i>	<i>Jigsaw</i>	<i>Exit & Entry Tickets</i>
<i>Analyze a painting</i>	<i>Socratic Seminar</i>	<i>Homework</i>

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Jeff Zients