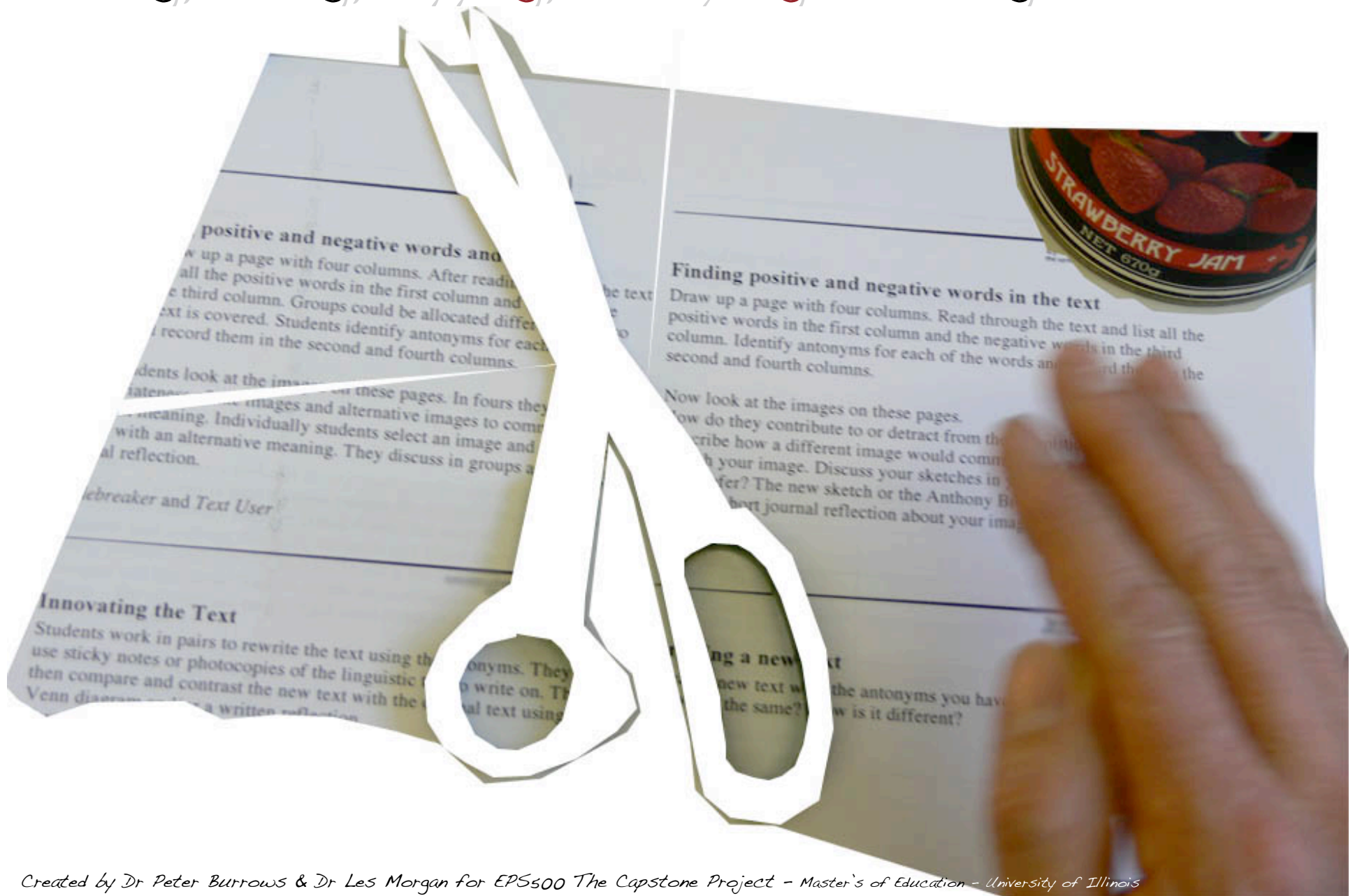
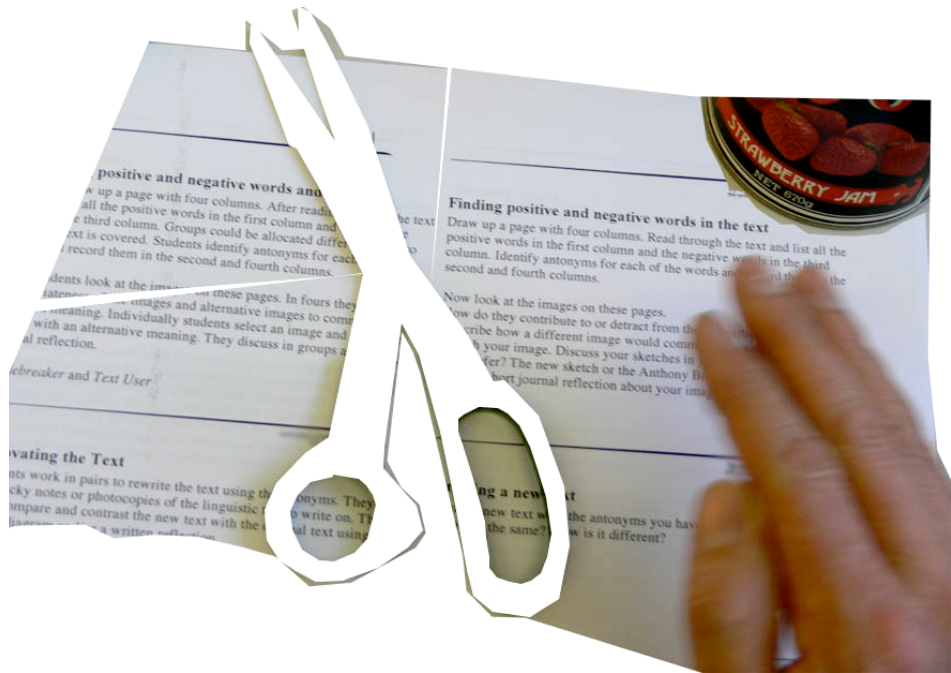


Cutting, tearing, mapping, & analysing a Learning Element...

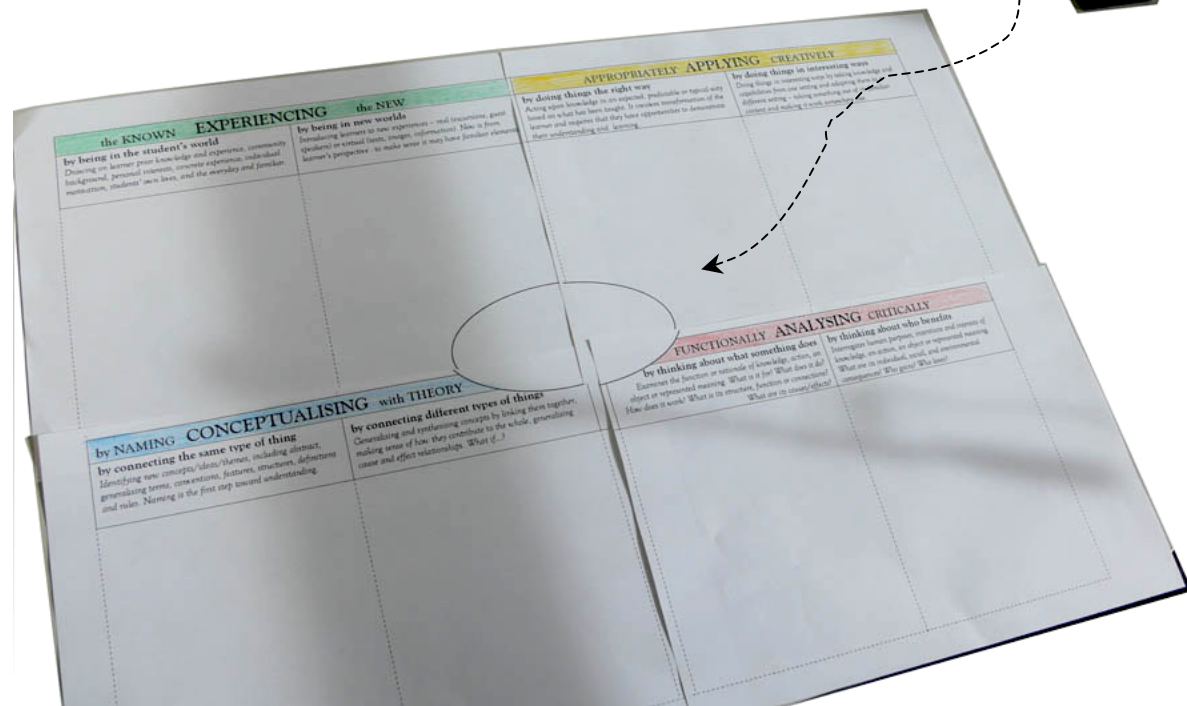




The cutting, tearing, *mapping* & *analysing* exercise is designed to help you understand the eight knowledge processes of Learning by Design and how these can be employed purposefully to design learning.

Begin after reading through the rest of these slides...

You will need a LbyD Placemat.



A completed Learning Element has *two sides*, one side in the professional language of the teacher and the other in the language of the student.

The *teacher-as-designer* selects or designs activities with an acute awareness of the knowledge processes or pedagogies which are activated by these activities and with the intended purpose of this combination of activities and knowledge processes.

This is one page from the Learning Element we will be working with...

-----the teacher side-----the student side-----

Analysing the visuals

Add two more columns to the retrieval chart. Students record the effects of the use of colour, framing, demands and offers, and line. For example in the table students might record that the sombre colours make the animals seem sad. The bright clashing colours suggest the humans are clashing with nature and evoke a cool response from the reader. The framing suggests caging while the lack of framing suggests freedom. The framing also identifies groups and group identity – humans and animals. When the humans become more animal like, they too are framed as a group. The demands make you look at the eyes first when you look at the image. They gorilla image demands empathy. The humans are on the left hand side (given) and the animals are on the right hand side (new). The information we know (given) is that zoos are for people. The new information is that zoos are not for animals

Text User

Positioning the audience

Through an individual written reflection students respond to questions about the effects of the visuals on the reader.

Students use a T Chart to analyse the positives and negatives of zoos based on the information presented in *Zoo*.

What do the visuals do?

	Animals	Humans
Colour		
Framing		
Demands and Offers		
Line		
Focus on left and right sides of each double page spread		

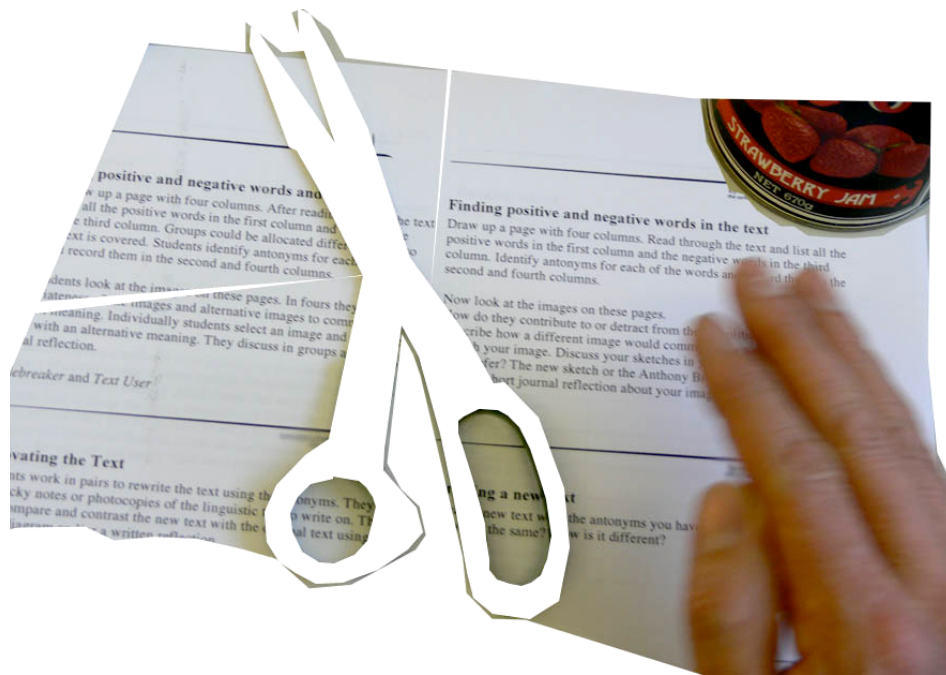
How does it affect us?

What do you think about the animals in *Zoo*?

What do you think about the humans in *Zoo*?

Are they happy or sad? Why? Why not?

Why has the author made these choices to present the people and animals in this way? Record all the positive and negative messages/ideas about



The Learning Element selected for this exercise was created by an experienced pedagogical-mentor.

For the purposes of this exercise we have stripped the headings and pedagogical identifiers from the Learning Element.

Your task is to cut or tear up the various design elements from these slides and to figure out which pedagogy - *knowledge process* - you believe is activated by each activity by *mapping* it to the LbyD Placemat. To do this you will need to engage in a dialogue with a colleague(s), *or* with the materials, using the *glossary* to stimulate your thinking.

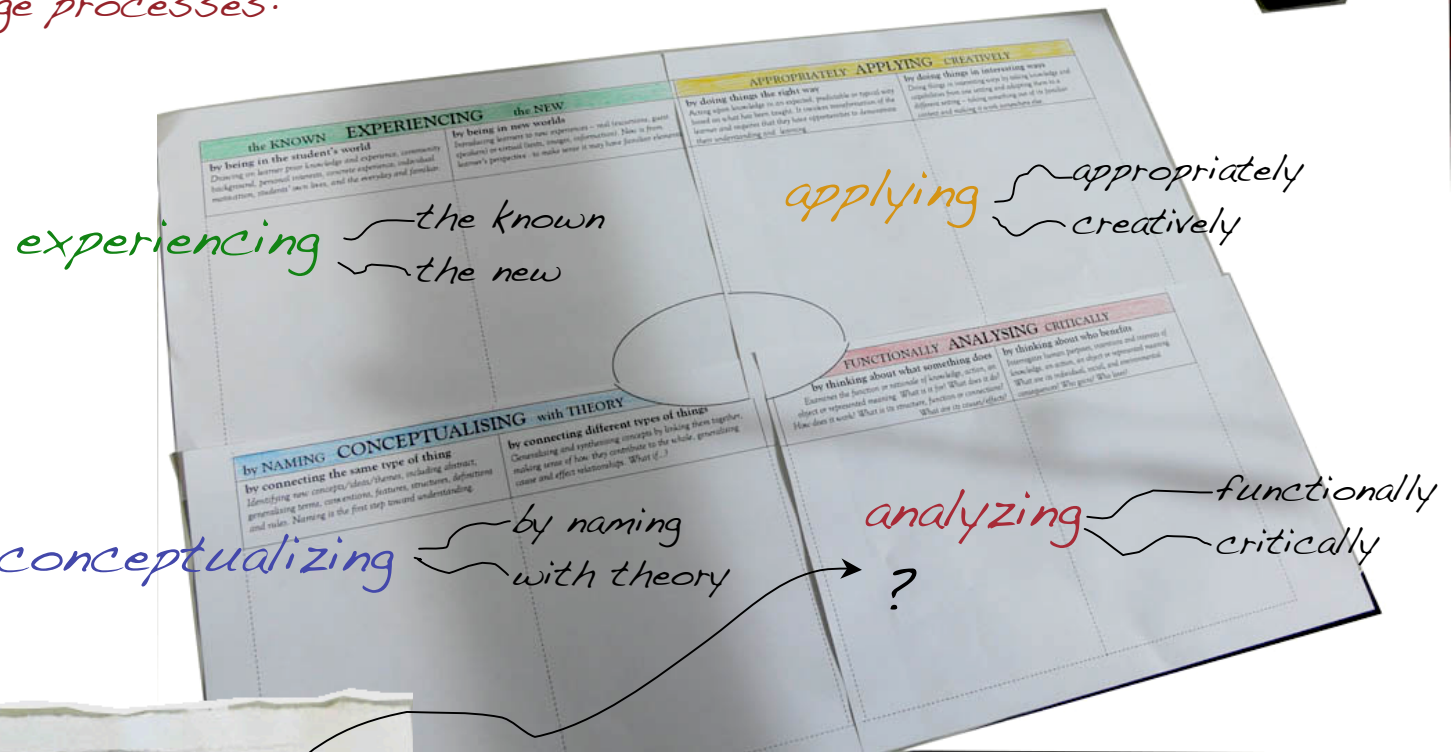
You will then be prompted to sequence the activities into a meaningful order - thinking about and discussing how and why this sequence is appropriate and how you would expect it to work in practice.

ers Create your own poster of a zoo using framing, colours, demands and offers to make the viewer think positively or negatively about zoos.

What do the visuals do?

	Animals	Humans
Colour		
Framing		
Demands and Offers		
Line		
Focus on left and right sides of each double page spread		

The Learning by Design *Placemat* is a four by two matrix divided into the eight *knowledge processes*:



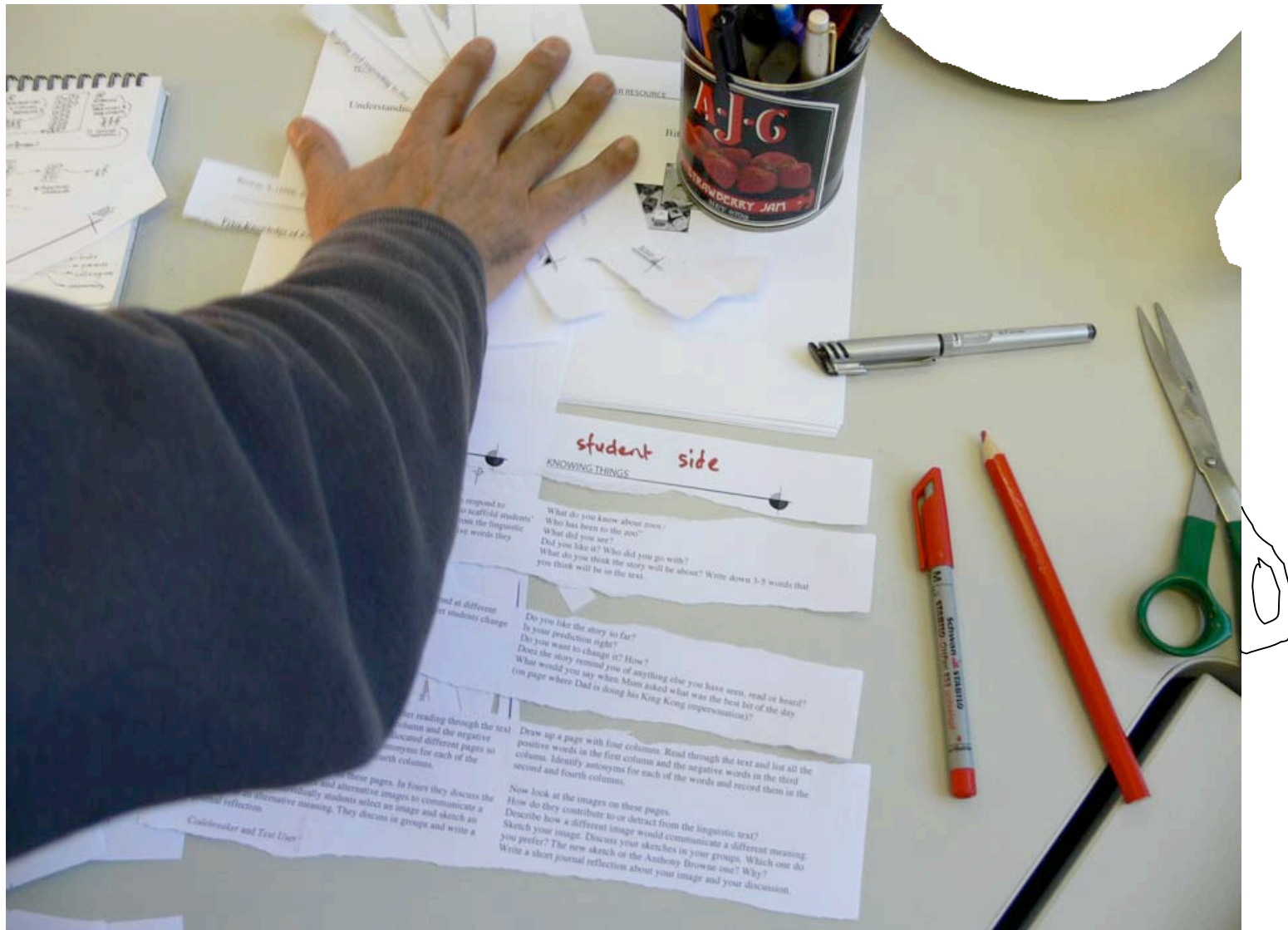
What do the visuals do?

	Animals	Humans
Colour		
Framing		
Demands and Offers		
Line		
Focus on left and right sides of each double page spread		

The basic premise of this exercise is to think about, analyze, discuss and map activities to the Placemat...

Which knowledge process is the focus of, or activated by, this activity?

How? Why?



Print and cut or tear up the next few slides...

Print, cut or tear up and *map* these activities to the LbyD Placemat...
Which knowledge processes are the focus of these activities?

One

teacher side

KNOWLEDGE PROCESSES

Book orientation through *Think-Pair-Shares*. Students respond to questions and then teacher shows images in the book to scaffold students' predictions of the text. Use some of the actual words from the linguistic text as you do a picture flick. Students can also write five words they think will be in the text.

Through an individual written reflection students respond to questions about the effects of the visuals on the reader.

Students use a T Chart to analyse the positives and negatives of zoos based on the information presented in *Zoo*.

Students participate in debates related to zoos and the use of animals in scientific testing.

Text Analyst

student side

KNOWING THINGS

What do you know about zoos?

Who has been to the zoo?

What did you see?

Did you like it? Who did you go with?

What do you think the story will be about? Write down 3-5 words that you think will be in the text.

What do you think about the animals in *Zoo*?

What do you think about the humans in *Zoo*?

Are they happy or sad? Why? Why not?

Why has the author made these choices to present the people and animals in this way? Record all the positive and negative messages/ideas about

Plan and participate in a debate on:

Zoos should be banned.

Or

Animals are necessary for science.

Print, cut or tear up and *map* these activities to the LbyD Placemat...
Which knowledge processes are the focus of these activities?

Two

teacher side

KNOWLEDGE PROCESSES

student side

KNOWING THINGS

Students use a variety of resources to find out about the educational and conservation purposes of zoos and/or the use of animals for scientific testing.

Now do your own research about the purposes of zoos and/or animal testing for scientific experiments.

Students write a recount of an outing or their choice.

Write your own recount.

Students complete a retrieval chart identifying the use of the visual features of colour (earthy sombre colours for animals; bright clashing colours for humans), framing (black frames for animals; no frames for humans until halfway through), demands and offers (animals eyes are not really evident until gorilla; humans looking out often), line (strong vertical and horizontal lines in cages; vertical lines in clothing) and page focus – the animals are on the right hand pages and the humans are on the left hand pages.

Codebreaker and Text User

	Animals	Humans
What colours are used?		
What framing is used?		
Are there mainly demands or offers?		
How is line used?		
Who is the focus on the left and right hand sides of each page?		

Print, cut or tear up and *map* these activities to the LbyD Placemat... *Three*
Which knowledge processes are the focus of these activities?

teacher side

KNOWLEDGE PROCESSES

Teacher reads the story and then asks students to respond at different points through *Think-Pair-Shares*. Stop half way and let students change their predictions.

Text Participant and Teacher as Codebreaker

Use a rubric in which students reflect on the effectiveness of their recount. Include elements such as: orientation, sequence of events, personal opinion, specific participants, past and present tense, mental and talking verbs and words communicating sequence.

Students annotate the recount in *Zoo*, identifying orientation, sequence of events and personal opinion. They also name specific participants, past and present tense, mental and talking verbs and words communicating sequence. Students can use sticky notes or label a transcription of the story on an A3 page.

Students also use word study to identify the spelling patterns in particular words, sound-symbol relationships, and syllables in words. These may be recorded on retrieval charts and in spelling journals. Include words and sounds which are relevant to students' skills.

Text user and Codebreaker

student side

KNOWING THINGS

Do you like the story so far?
Is your prediction right?
Do you want to change it? How?
Does the story remind you of anything else you have seen, read or heard?
What would you say when Mum asked what was the best bit of the day (on page where Dad is doing his King Kong impersonation)?

Assess your own recount on a rubric.

Name all the parts of a recount and label them on the linguistic text of *Zoo*.

Look at the spelling patterns and sound symbol relationships of tricky words. Record them in your spelling journals, identify their tricky parts and strategies to help you learn them. Do some partner testing. Also record lists of words and word families on retrieval charts. Examples:

ght	Silent letters	Double letters	Student choice
fight	wrestled	Teeth	
daylight	know	Jeered	
		gorillas	

Print, cut or tear up and *map* these activities to the LbyD Placemat...
Which knowledge processes are the focus of these activities?

Four

teacher side

KNOWLEDGE PROCESSES

Students draw out main issues about zoos/animal testing using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

Text Analyst

student side

KNOWING THINGS

Do a SWOT Analysis on the information you found out about zoos/animal testing.

Strengths of zoos/animal testing	Weaknesses of zoos/animal testing
Opportunities for zoos/animal testing	Threats of/on zoos/animal testing

Students work in groups of four to plan, rehearse and present a Readers Theatre of the original or the innovated text. See Readers Theatre at www.myread.org

Work in your group to plan, rehearse and present a Readers Theatre of your new text or the original text.

Students draw up a page with four columns. After reading through the text students list all the positive words in the first column and the negative words in the third column. Groups could be allocated different pages so all of the text is covered. Students identify antonyms for each of the words and record them in the second and fourth columns.

Draw up a page with four columns. Read through the text and list all the positive words in the first column and the negative words in the third column. Identify antonyms for each of the words and record them in the second and fourth columns.

Print, cut or tear up and *map* these activities to the LbyD Placemat...
Which knowledge processes are the focus of these activities?

Five

teacher side

KNOWLEDGE PROCESSES

student side

KNOWING THINGS

Then students look at the images on these pages. In fours they discuss the appropriateness of the images and alternative images to communicate a different meaning. Individually students select an image and sketch an image with an alternative meaning. They discuss in groups and write a journal reflection.

Now look at the images on these pages.

How do they contribute to or detract from the linguistic text?

Describe how a different image would communicate a different meaning.

Sketch your image. Discuss your sketches in your groups. Which one do you prefer? The new sketch or the Anthony Browne one? Why?

Write a short journal reflection about your image and your discussion.

Students work in pairs to rewrite the text using the antonyms. They can use sticky notes or photocopies of the linguistic text to write on. They then compare and contrast the new text with the original text using, eg a Venn diagram and/or a written reflection.

Create a new text with the antonyms you have recorded.

How is it the same? How is it different?

Students create a poster of a zoo using framing, colours, demands and offers to position the viewer positively or negatively.

Create your own poster of a zoo using framing, colours, demands and offers to make the viewer think positively or negatively about zoos.

APPROPRIATELY APPLYING

by doing things the right way

Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the 1... and requires that they have opportunities to demonstrate

What do the visuals do?

	Animals	Humans
Colour		
Framing		
Demands and Offers		
Line		
Focus on left and right sides of each double page spread		

applying appropriately? (maybe...)

by doing things in interesting ways
Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting - taking something out of its familiar context and making it work somewhere else.

Now *map* all of the activities to the LbyD Placemat...
Reflect on your decisions > note your thoughts and reflections in your journal...post to your blog

FUNCTIONALLY ANALYSING CRITICALLY

by thinking about what something does

Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?

by thinking about who benefits

Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?

Do a SWOT Analysis on the information you found out about zoos/animal testing.

Strengths of zoos/animal testing	Weaknesses of zoos/animal testing
Opportunities for zoos/animal testing	Threats of/on zoos/animal testing

analysing critically

(or maybe it's analysing functionally, what's the difference?)

ANALYSING CRITICALLY

what something does
 rationale of knowledge, action, an
 g. What is it for? What does it do?
 its structure, function or connections?
 What are its causes/effects?

by thinking about who benefits
 Interrogates human purposes, intentions and interests of
 knowledge, an action, an object or represented meaning.
 What are its individual, social, and environmental
 consequences? Who gains? Who loses?

Do a SWOT Analysis on the information you found out about *analysing critically*

Strengths of zoos/animal testing	Weaknesses of zoos/animal testing
Opportunities for zoos/animal testing	Threats of/on zoos/animal testing

(or maybe it's analysing functionally? what's the difference?)

Indicate with 'color and comment' each activity type - this will help in the sequencing process and will support further analysis...

teacher side

KNOWLEDGE PROCESSES

student side

KNOWING THINGS

Use a rubric in which students reflect on the effectiveness of their recount. Include elements such as: orientation, sequence of events, personal opinion, specific participants, past and present tense, mental and talking verbs and words communicating sequence.

Assess your own recount on a rubric.

Students work in pairs to rewrite the text using the antonyms. They can use sticky notes or photocopies of the linguistic text to write on. They then compare and contrast the new text with the original text using, eg a Venn diagram and/or a written reflection.

Create a new text with the antonyms you have recorded.
How is it the same? How is it different?

Now turn the Placemat over and sequence all the activities, which comes first, which comes next, why this activity now?

Do the activities build on each other?

Think about coherence and creating a 'through-line'.

Will this sequence make sense to the learners?

Let's consider the designer's knowledge objectives. What kind of knowledge objectives are these?

Discuss or think about...

Identify & label them...

Experiential? Applied?

Conceptual? Analytical?

KNOWLEDGE OBJECTIVES

As a result of completing this Learning Element, students will be able to:

- Identify the features of a recount
- Use word study to develop codebreaking skills
- Identify positive and negative images and words in a text
- Identify visual grammar, eg framing, colour, demand, offer and focus

objectives

- Perform a Readers Theatre presentation of Zoo
- Perform a Readers Theatre of a text innovation on Zoo
- Research and participate in a debate
- Design a poster of a zoo
- Write a recount of an outing

objective

Analyse images and linguistic text in Zoo to explore how zoos impact on animals and humans

objectives

- Read a variety of multimodal texts about zoos
- Contribute to group effectiveness

FINDING OUT

As a result of completing this Learning Element, you will be able to:

- Learn how to write a recount
- Improve your reading skills
- Identify positive and negative pictures and words in Zoo
- Learn about visual features in texts

objectives

- Perform a Readers Theatre presentation of Zoo
- Perform a Readers Theatre of a new version of Zoo
- Research and participate in a debate
- Design a poster of a zoo
- Write a recount of an outing

objective

Look at how images and words in Zoo are used to make you think about how zoos affect animals and humans

objectives

- Read books and websites about zoos
- Participate in group work

objectives

KNOWLEDGE OBJECTIVES

As a result of completing this Learning Element, students will be able to:

- objectives
- Identify the features of a recount
- Use word study to develop codebreaking skills
- Identify positive and negative images and words in a text
- Identify visual grammar, eg framing, colour, demand, offer and focus

- objectives
- Perform a Readers Theatre presentation of Zoo
- Perform a Readers Theatre of a text innovation on Zoo
- Research and participate in a debate
- Design a poster of a zoo
- Write a recount of an outing

- objective
- Analyse images and linguistic text in Zoo to explore how zoos impact on animals and humans

- objectives
- Read a variety of multimodal texts about zoos
- Contribute to group effectiveness

FINDING OUT

As a result of completing this Learning Element, you will be able to:

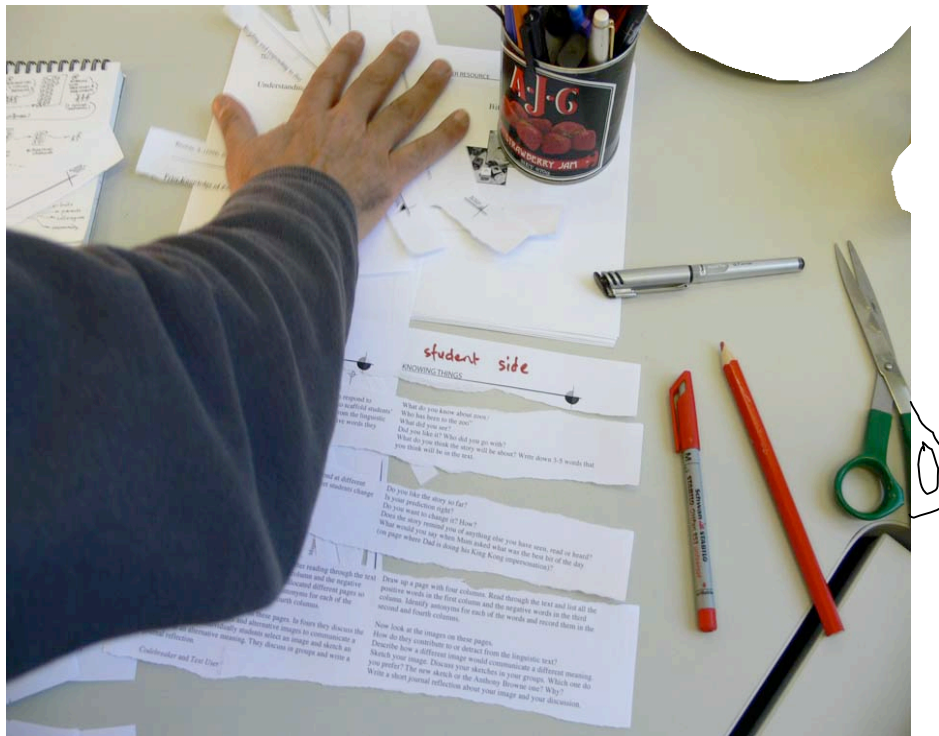
- Learn how to write a recount
- Improve your reading skills
- Identify positive and negative pictures and words in Zoo
- Learn about visual features in texts

- Perform a Readers Theatre presentation of Zoo
- Perform a Readers Theatre of a new version of Zoo
- Research and participate in a debate
- Design a poster of a zoo
- Write a recount of an outing

- Look at how images and words in Zoo are used to make you think about how zoos affect animals and humans

- Read books and websites about zoos
- Participate in group work

Cut, map and analyze the *objectives* to the *activities*...thinking about the degree of match or connection between them. Do the activities address the objectives? How?



What have you learned from this exercise?

What is significant here for you?

*How might designing like this affect you?
Your students? What might it mean for
your colleagues?*

Post your reflections to your blog...