# Anchor Lessons

Applying our Learning

Munting Mungo

Learners would learn to (a) conduct a simple experiment, (b) make and record observations, and (c) describe their results. They will do this experiment as preparation for our lesson on seed germination and the effects of liquids on the process.

Working in groups was required. Please describe below the work that learners did together. At the beginning of the school year, learners choose a lab partner. All the experiments in our science lab are conducted with their partner. They submit one worksheet per pair – as they did in this experiment.

Knowledge Construction
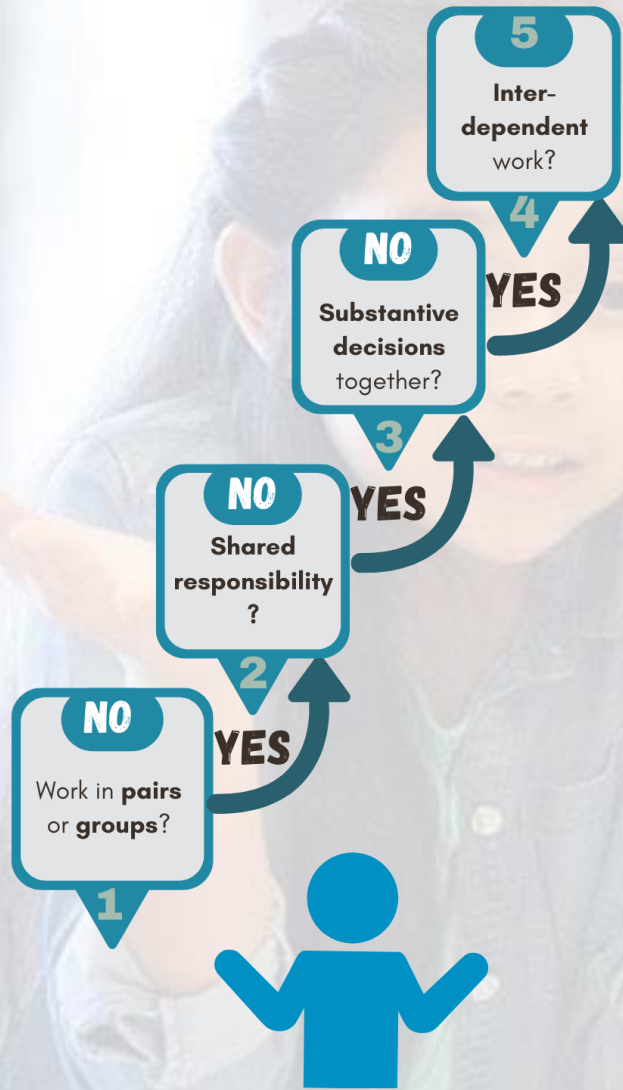
Collaboration

Real-World Problem-Solving

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Munting Mungo
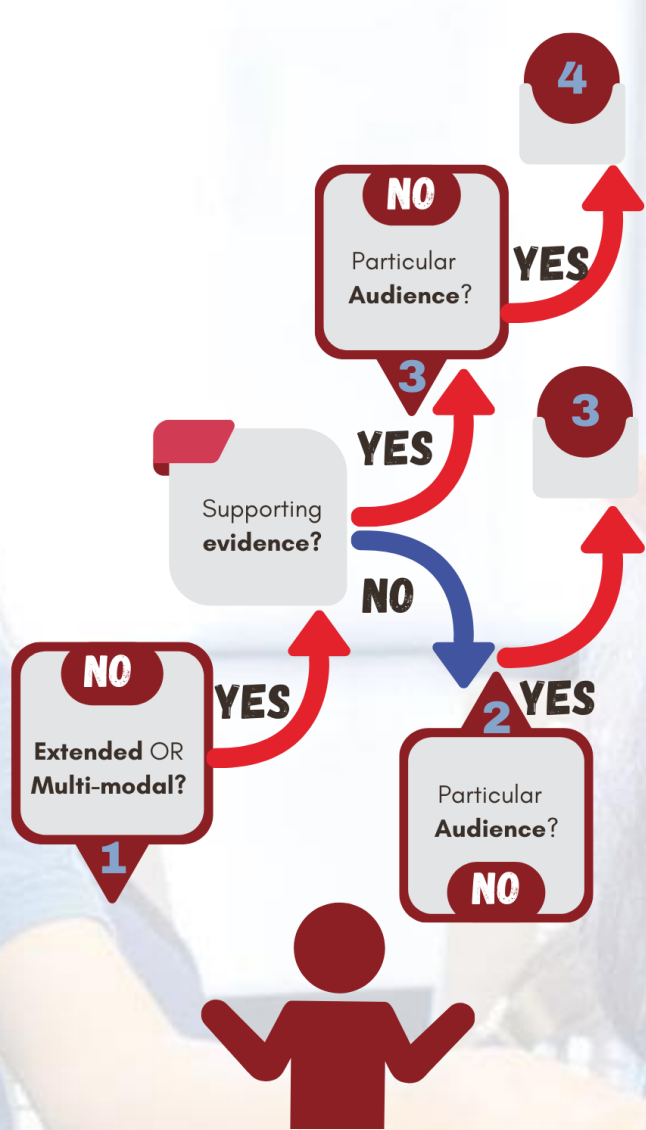# 21CLD Levels

Knowledge Construction – 2

- Learners do some knowledge construction when they compile their observations and present their summary, but the main effort is following a specified procedure.

Collaboration – 3

- Working in groups was required. Shared responsibility is evident as they submit one worksheet per pair.
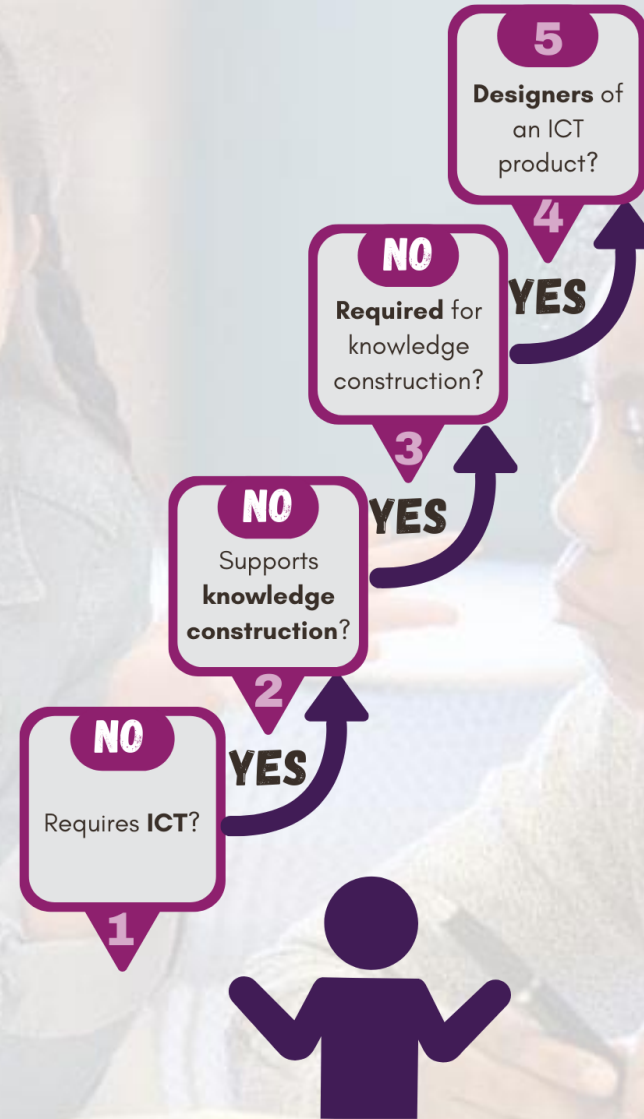
Real-World Problem-Solving – 1

- Although learners are asked to hypothesize about which will be the better environment for the beans to grow in, they are not solving any problem. Rather, they are doing a pre-assigned investigation with a single solution.

Skilled Communication

Self-Regulation

ICT for Learning

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Munting Mungo 21CLD Levels

Skilled Communication – 1

- Learners are only required to complete a worksheet; therefore, the communication is neither extended nor multi-modal.

Self–Regulation – 2

- The activity required one week or more to complete; however, the learners had no learning goals.

ICT for Learning – 2

- Learners typed the final worksheet they submitted, but the ICT was not used to construct knowledge.

Doing Business in Birmingham

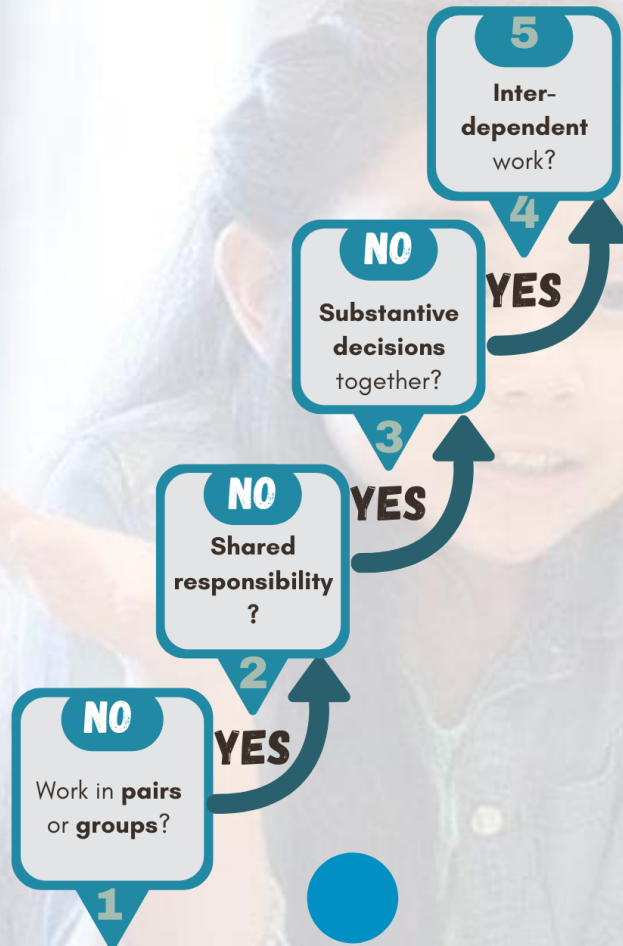*A challenge to increase awareness about sustainability in our community*

Learners will learn:

- about sustainable practices and how to effect change within their community
- how technology tools can enable them to make authentic connections beyond the classroom
- to synthesize their learning and generate creative solutions to real-world problems

Learners will also create a wiki as public evidence of what they learned and their contributions to the community.

Knowledge Construction

1 Requires **Knowledge Construction**? — NO / YES
2 **Main** Requirement? — NO / YES
3 Apply knowledge in **new context**? — NO / YES
4 Inter-disciplinary activity? — 5

Collaboration

1 Work in **pairs** or **groups**? — NO / YES
2 Shared responsibility? — NO / YES
3 Substantive decisions together? — NO / YES
4 Inter-dependent work? — 5

Real-World Problem-Solving

1 Main Requirement? — NO / YES
2 Real-world problem? — NO / YES
3 Requires innovation? — 4

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Doing Business in Birmingham
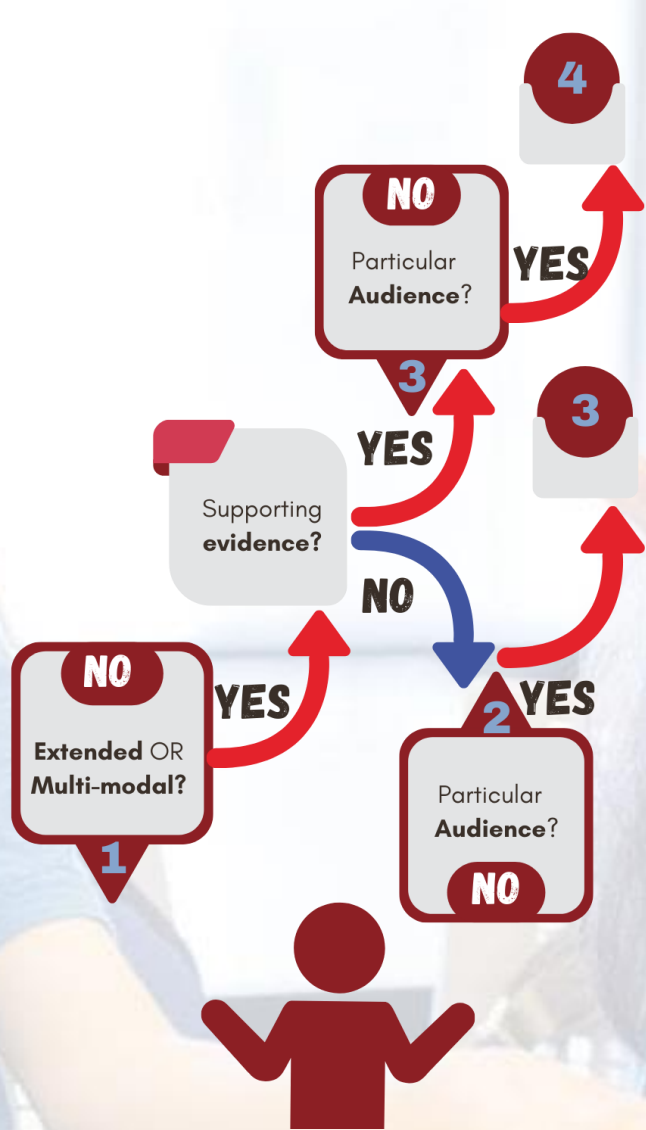# 21CLD Levels

Knowledge Construction – 5

- Learners' main activity was constructing knowledge about sustainable practices, which they applied to the materials and wiki they created for businesses and the community. Learners' work was conceptually accurate for age 11. The learners' work includes learning goals in multiple subjects, including social studies, language arts, and environmental science.

Collaboration – 5

- Learners work together in groups and share responsibility for their work. Throughout the project, the learners make substantive decisions (e.g., to plan their visit to the businesses or negotiate which of the evidence collected can best illustrate key ideas about sustainability on the class wiki). Each learner also assumes a specific role (e.g., photographer, communications manager) essential for the team to complete its work together.

Real-World Problem-Solving – 4

- Learners work on a complex project to develop a solution for increasing awareness about sustainability in the community. This is a real issue in their community. They put their solutions into practise by educating the businesses about recommended practices for sustainability and conveying their solutions to the broader community through the wiki.

Skilled Communication

Self-Regulation
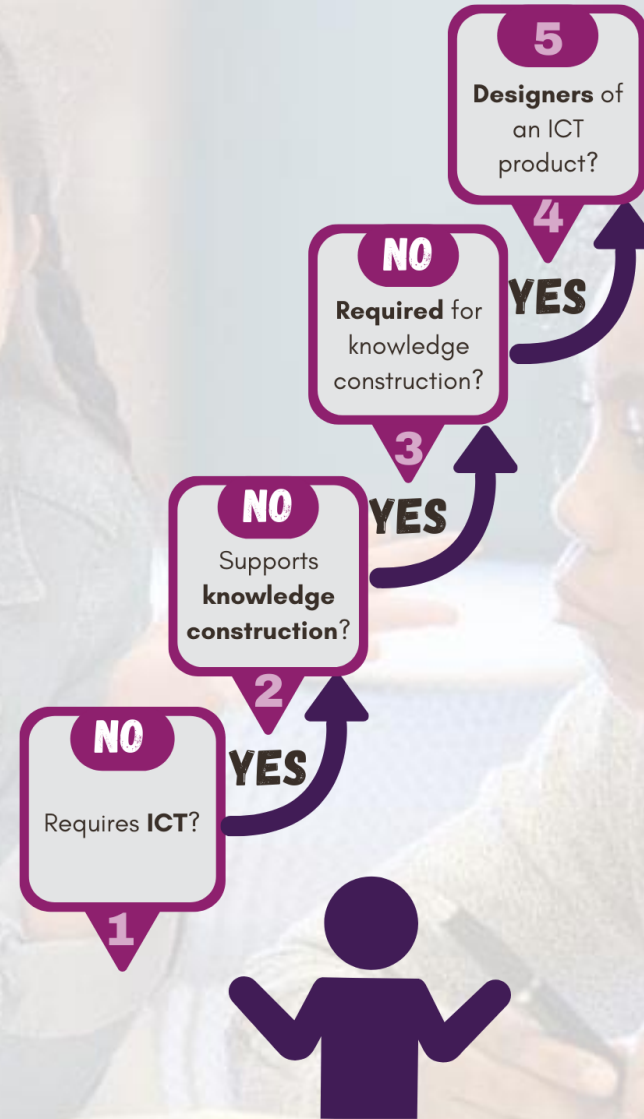
ICT for Learning

Doing Business in Birmingham
21CLD Levels

Skilled Communication – 4

- Learners develop extended, multi-modal communication for two purposes. They first create print brochures about sustainable practices to distribute to local businesses to solicit their participation. Learners then collect evidence on sustainability practices among local businesses and develop a wiki with audio-visual content to inform the broader local community.

Self-Regulation – 4

- On day 1, the educator discusses the learning goals and leads a discussion with the class to create success criteria for their work. The educator provides an outline of tasks to complete, but learners plan the work of their group and assign roles amongst themselves. On days 7-8, groups give each other feedback on their plans and integrate feedback into their flyer, brochure and plans to visit businesses.

ICT For Learning – 5

- Learners used ICT to support many of their knowledge construction tasks. It would be difficult to synthesize as rich a description of the business environments without using ICT. Learners designed an ICT product (wiki) that was intended to communicate their recommendations to the community, and the learning activity shows that learners deliberately designed their site to enable interaction with their audience.