

Engaging the Learner in the Catholic School

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Steve Johnson
Markkula Center for Applied Ethics
Santa Clara University

sjohnson@scu.edu
www.scu.edu/character



**home in the ordinary
world the journey begins**



**the
call
to
adventure
comes**

**but the call is
often rejected -
we are reluctant heroes**





**the heroic journey begins on an
often twisted and curving road**



**an often scary road where we
confront what we most dread**




**but we confront it and with
companions move on and prove
ourselves**



heroic



**but what did you learn?
did you change?**

A close-up photograph of a single white computer keyboard key. The key is rectangular with rounded corners and a slightly raised, textured surface. The word "Home" is printed in a dark, sans-serif font in the center of the key. The key is set against a plain white background, and a soft shadow is cast to its left.

Home



1

What outcomes do we hope to achieve?



Knowledge:

increase what students know
[consider factual].



Skill:

increase what students are able to do.



Attitude:

Move the dispositions or habits of mind of the student.



Belief:

stimulate the reflection and expression of convictions.



Character:

good habits and bad habits,
becoming and overcoming,



a confluence of values, thought processes and the skills of coping and cooperation.



2

What does a lesson depend on to reach these outcomes?




Support from routine-
to give students a sense of safety
and security, and respect time.



Novelty-

to keep things interesting,
and to bring content to life.

- 
- too much routine is boring, too little is threatening to kids
 - routine is for **transitions**: move, change, start, stop, get or return materials
 - large to small group transition: kids need something to **continue, get or find**
 - too much novelty scares, too little loses kids
 - novelty is for the activities, enlivens content



3

How can we engage kids in lessons we teach?



Interest

in a lesson can be boosted through



content,
tasks, or
reinforcers



4

Relevance

of a lesson can be increased by



a problem to solve, an issue to decide, an operation to perform, or a mystery to resolve.



interest and relevance start
where the kids are



- boost interest by adapting the
 - **content, tasks or reinforcers**
- boost relevance by providing a
 - **problem to solve, an**
 - **issue to decide ,**
 - **operation to perform, or a**
 - **mystery to resolve**



5

How do people learn and how should we teach?



Watching:

learning by observing, listening and taking it all in.



Doing:

learning through experimentation,
and trying it out yourself.



Thinking:

understanding whether/why it is true, important or worth knowing.



Feeling:

learning through story, sharing,
and social experience.



- **watching**: something to observe or listen to
- **doing**: something to do, make or create
- **thinking**: something to ponder, explain, understand, justify
- **feeling**: something with other people, stories, characters

Concrete Experience



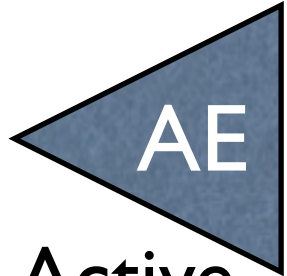
FEELING

Reflective
Observation



WATCHING

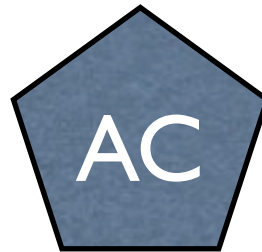
DOING



Active

Experimentation

THINKING



Abstract Conceptualization

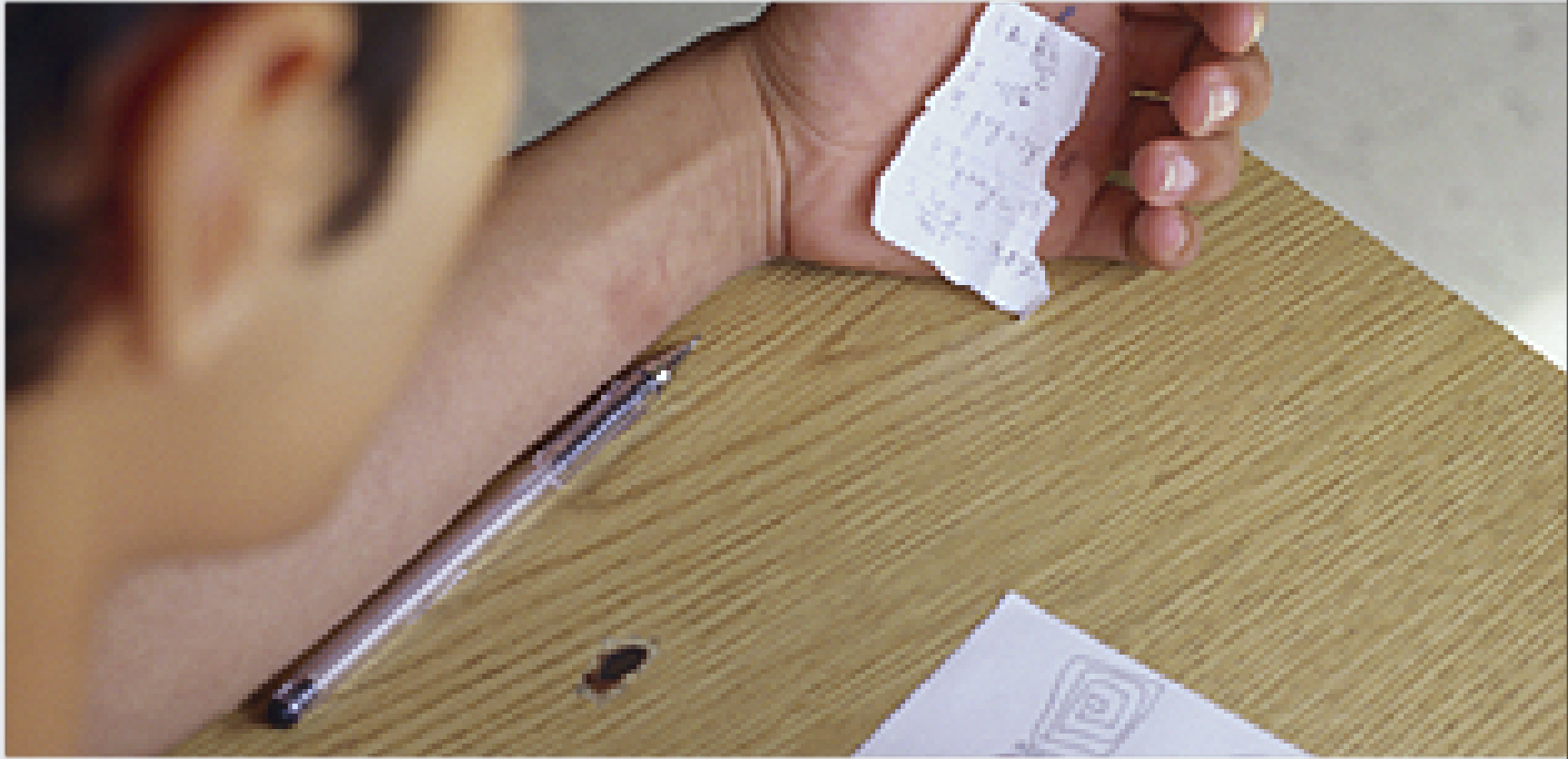


6

How can we take a group into, through and beyond a text or narrative?



Identify the outcomes, text and group.



Prepare:

build background knowledge
and vocabulary.



Read:

Shared? Guided? Silent?

Choral? Partner? Tape? Media?



Respond:

Fix the facts and get into the text.




Explore:

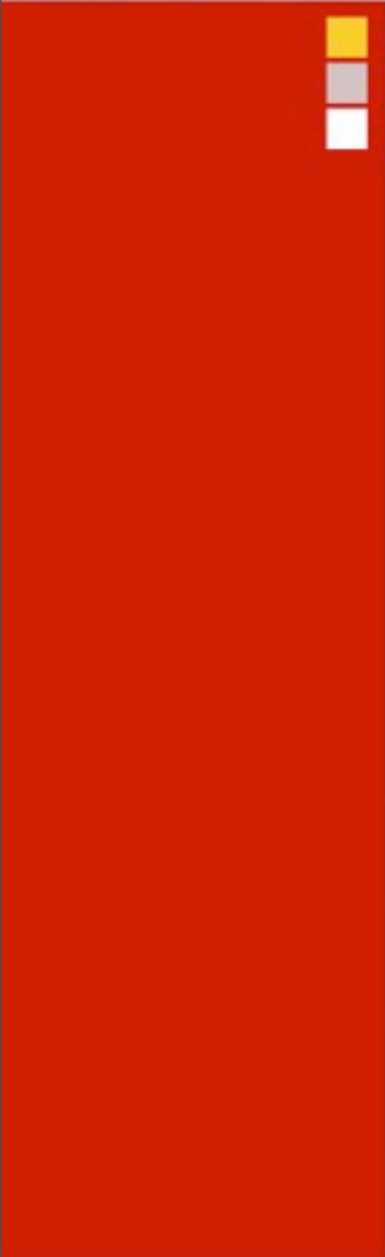
Go deeper and get creative.



Extend:

take it to the world and kid's lives.

- 
- **Prepare:** background knowledge, key concepts, vocabulary
 - **Read:** shared reading, Read, React, Predict
 - reaction and prediction questions after each chunk

- 
- **Respond:** fix the facts and get the chronology and locations down
 - who, what, when, where, how
 - **Explore:** go deeper, use activities, act it out, take it apart, make something new
 - **Extend:** apply to my life, the world, closure