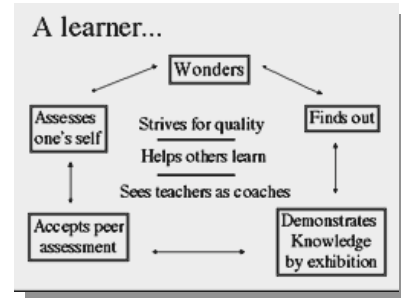


## **The Whaleboat Learning Model**

### **Wonder**

- Set objectives
  - Cognitive – what is the important information?
  - Behavioral – what skills will students gain?  
How will students behave?
  - Affective – how do students feel about subject area/self as learners/ world of learning?
- Ask questions
  - Essential Questions:
    - Are broad questions
    - Have no simple or obvious answer
    - Answered after sound research
    - Are not answered with one word or one sentence
  - Focus Questions
    - Used to guide research
    - These questions are more narrow than essential questions
    - Lead to definite answers
    - When answered, lead to an answer for the essential question
    - Three Types
      - What – get at the facts
      - So What – what do the facts tell us; how do the facts relate to the EQ?
      - Now What – what has been learned; what is the next step; what are the implications?



### **Find Out**

#### Good Research:

- Focused on finding answers to focus questions
- Requires many different kinds of sources
  - Books and periodicals
  - Internet sources
  - Primary sources — (materials created at the time of the event being studied)
  - Experiential — (student created work such as a science lab, painting, wood working project, interview...)
- Follows established criteria
- Requires that students use critical thinking skills to determine reliability
- Can be messy, confusing, time consuming

### **Exhibit**

- Makes learning authentic
- Requires a deep understanding of the subject
- Allows students to demonstrate and share the expertise they have acquired
- Encourages ownership; the knowledge becomes internalized
- Provides students an opportunity to receive immediate feedback
- Explores students' learning styles by having them share information in a format that reflects strength areas

### Assessment

*Assessment is the fuel that drives quality work. Well-defined assessment guides students' attempts toward producing superior work, describes accomplishments, and leads to further growth. Assessment is not the last step in the learning process but an important landmark in a continuing cycle of growth.*

Good assessment follows three steps:

- Describes student's work ("Your opening remark was a bit confusing")
- Evaluates strengths and needs ("You need to think through your audience's eyes")
- Provides pathways to growth ("Your next presentation will include a clearly defined opening statement")

Growth Oriented Assessment:

- Gives feedback on the process as well as the product
- Describes rather than judges
- Avoids flattery & criticism
- Is specific
- Encourages further improvement
- Evaluates authentic criteria
- Avoids *Gotchas*

Types of Assessment:

- Teacher based assessment
  - Provides a structure for student work. Based on a rubric.
  - Communicates a definition of quality work
  - Clearly describes expectations
  - Is given as part of the original assignment and re-evaluated at the end of the project
  - Allows teachers to be the authority in a class
- Peer Assessment
  - Is based on class goals and expectations. Based on a rubric.
  - Allows the student to see his/her work through others' eyes
  - Is designed to help guarantee the success of a project
  - Is given throughout the developmental states of a project
  - Can benefit the assessor as well as the recipient
- Self Assessment
  - Places responsibility for growth on the student
  - Allows students to understand their own strengths and needs
  - Teaches students to make accurate descriptions of their own work
  - Allows students a sense of ownership in their own work
  - Allows students to feel a sense of power over their own learning

