

Project VOICE

Philosophy behind Project VOICE Lesson Plan Template

➤ Things to Consider in Creating Curriculum and Lesson Plans

- Blooms Taxonomy.
- Multiple Intelligences.
- Teaching and Learning with EFF Standards.
- Lesson Plan EFF checklist.
- Evaluation of Lesson.

➤ Lesson Plan Format: The Project VOICE lesson plan format will follow the **Into, Through, and Beyond** pattern.

A. Into

- Warm Up/Review which can include attention-getter and focuser.
- Assessment or checking of understanding.
- Statement of the objectives of the lesson, what the students will be able to do as a result of the lesson.

B. Through

- Presentation which can include a lecture, demo, explanation, instructions.
- Includes a variety of instructional methods.
- Guided Practice.
- Independent Practice.

C. Beyond

- Evaluation opportunities where students reflect & give feedback.
- Application of new knowledge to students' lives.

A major component of the lesson plan is the incorporation of EFF standards, activities, SCANS competencies and the language competencies of the “Communicating, Thinking and Reasoning Competencies.” (See the detailed lesson plan format and the two samples). In developing units, the instructor will be encouraged to integrate PBL and service learning.

➤ **Evaluation:** This section includes concrete examples on how to use reflection and application exercises to evaluate the students' learning.

➤ **Instructional Strategies to Consider**

- Reading Instruction
- Critical Thinking & Discussion
- Writing as a Process
- Integrating Technology into the classroom
- Work Sheets

- Bloom's Taxonomy

Web site: <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Great site: good links on Critical Thinking

http://www.lgc.edu/academic/educatn/Blooms/critical_thinking.htm

<http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm>

Critical Thinking: <http://www.utc.edu/Teaching-Resource-Center/critical.html>

- Benjamin Bloom created this taxonomy for categorizing levels of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.
- **Critical thinking theory** finds its roots primarily in the works of Benjamin Bloom as he classified learning behaviors in the cognitive domain. □ Bloom (1956) developed taxonomy of learning objectives for teachers which he clarified and expounded upon over the course of approximately two decades. □ His ideas continue to be widely accepted and taught in teacher education programs throughout the United States.

Bloom classifies learning behaviors according to six levels ranging from Knowledge, which focuses upon recitation of facts, to Evaluation, which requires complex valuing and weighing of information. □ Each level relates to a higher level of cognitive ability.

Bloom's Taxonomy and Critical Thinking

Contributed by Barbara Fowler, Longview. Community College.

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

Cognitive Domain (Bloom's Taxonomy)

Web site: <http://itc.utk.edu/~jklittle/edsmrt521/cognitive.html>

Taxonomy	Illustrations	Terms for Outcomes	Example Objectives
KNOWLEDGE	Knows common terms. Knows specific facts. Knows basic concepts. Knows principles.	Identifies, labels, lists, names, quotes, recalls, recognizes, states, etc.	Students will list the seasons in order.
COMPREHENSION Ability to grasp the meaning of material.	Understands facts. Interprets charts and graphs. Justifies methods and procedures. Estimates future consequences.	Describes, distinguishes, estimates, explains, extends, gives examples, interprets, rewrites, summarizes.	Students will define "justice" in their own words.
APPLICATION Ability to use learned material in new and concrete situations.	Applies concepts and principles to new situations. Solves mathematical problems. Constructs charts and graphs. Demonstrates correct usage of a method or procedure.	Completes, computes, demonstrates, modifies, practices, predicts, prepares, produces, shows, solves, uses.	Students will use a math formula to solve a problem.
ANALYSIS Ability to break down materials into its component parts so that its structure may be understood.	Recognizes the logical fallacies in reasoning Evaluates the relevancy of data.	Diagrams, differentiates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, separates.	Student will reorder the sentences to form a proper paragraph.
SYNTHESIS The ability to put parts together to form a new whole.	Writes a well organized theme Proposes a plan for an experiment. Formulates a new scheme for classifying objects.	Combines, composes, constructs, creates, designs, explains, generalizes, modifies, organizes, rearranges, rewrites, tells, writes.	Students will construct a hypothesis that explains the observed phenomenon.
EVALUATION Ability to judge value.	Judges the value of the work.	Concludes, contracts, criticizes, explains, grades, justifies, ranks, relates, supports.	Students will criticize a poem using accepted criteria.

Affective Domain (Krathwohl)

Web site: <http://itc.utk.edu/~jklittle/edsmt521/affective.html>

Major Categories	Illustrations	Terms for Outcomes	Example Objectives
<p style="text-align: center;">RECEIVING</p> <p>Student's willingness to attend to classroom activity. Getting, holding, and directing student's attention.</p>	<p>Listens attentively. Shows awareness of the importance of learning. Attends closely to the classroom activities.</p>	<p>Asks, chooses, describes, follows, holds, locates, selects, replies, uses.</p>	<p>The student will show awareness of class proceedings.</p>
<p style="text-align: center;">RESPONDING</p> <p>Active participation on the part of the student.</p>	<p>Completes assigned homework Participates in class discussion Volunteers for tasks Shows interest in subject Enjoys helping others.</p>	<p>An answer, assists, conforms, greets, discusses, helps, performs, presents, reads, recites, tells, writes.</p>	<p>The student will willingly answer questions.</p>
<p style="text-align: center;">VALUING</p> <p>The worth or value a student attaches to a particular object or behavior.</p>	<p>Demonstrates beliefs in the democratic process. Shows concern for the welfare of others. Demonstrates problem-solving attitude. Demonstrates commitment to social improvement.</p>	<p>Completes, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, shares, studies, works.</p>	<p>The student will express strong opinion on issues under discussions.</p>
<p style="text-align: center;">ORGANIZATION</p> <p>Brining together different values, resolving conflict between them and beginning the building of a consistent value system.</p>	<p>Recognizes the need for balance between freedom and responsibility in a democracy. Accepts responsibility for his or her own behavior. Understands and accepts own strengths and illustrations. Formulates a life plan in harmony with his abilities, interest, beliefs.</p>	<p>Adheres, alters, arranges, combines, compares, defines, explains, identifies, modifies, orders, prepares, relates, synthesizes.</p>	<p>The student will criticize arguments and positions presented in class.</p>
<p style="text-align: center;">VALUE OR VALUE COMPLEX</p> <p>The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to have developed a "life style".</p>	<p>Demonstrates self-reliance in working independently. Cooperation in group activities. Punctuality and self-discipline.</p>	<p>Acts, discriminates, displays, influences, listens, modifies, performs, practices, qualifies, questions, solves, uses, verifies.</p>	<p>The student will demonstrate a philosophy of life by the consistency of his or her actions.</p>

Multiple Intelligences: Theory and Practice in Adult ESL

From: by Mary Ann Christison, University of Utah Deborah Kennedy, Key Resources

Web site: <http://www.cal.org/nclle/digests/MI.htm>

The theory of multiple intelligences (MI) broadens the traditional view of intelligence as solely composed of verbal/linguistic and logical/mathematical abilities. MI theory maintains that all humans possess at least eight different intelligences that represent a variety of ways to learn and demonstrate understanding. This digest outlines the basic tenets of MI theory and describes how it has been applied in teaching English as a second language (ESL) to adults.

The Theory of Multiple Intelligences

Intelligence has traditionally been defined in terms of intelligence quotient (IQ), which measures a narrow range of verbal/linguistic and logical/mathematical abilities. Howard Gardner (1993) argues that humans possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things. Intelligence, according to MI theory, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. The current MI model outlines eight intelligences, although Gardner (1999) continues to explore additional possibilities.

- * **Linguistic Intelligence:** The ability to use language effectively both orally and in writing.
- * **Logical/Mathematical Intelligence:** The ability to use numbers effectively and reason well.
- * **Visual/Spatial Intelligence:** The ability to recognize form, space, color, line, and shape and to graphically represent visual and spatial ideas.
- * **Bodily/Kinesthetic Intelligence:** The ability to use the body to express ideas and feelings and to solve problems.
- * **Musical Intelligence:** The ability to recognize rhythm, pitch, and melody.
- * **Naturalist Intelligence:** The ability to recognize and classify plants, minerals, and animals.
- * **Interpersonal Intelligence:** The ability to understand another person's feelings, motivations, and intentions and to respond effectively.
- * **Intrapersonal Intelligence:** The ability to know about and understand oneself and recognize one's similarities to and differences from others.

Application of MI Theory with Adult ESL Learners

Rather than functioning as a prescribed teaching method, curriculum, or technique, MI theory provides a way of understanding intelligence, which teachers can use as a guide for developing classroom activities that address multiple ways of learning and knowing

(Christison, 1999b). Teaching strategies informed by MI theory can transfer some control from teacher to learners by giving students choices in the ways they will learn and demonstrate their learning. By focusing on problem-solving activities that draw on multiple intelligences, these teaching strategies encourage learners to build on existing strengths and knowledge to learn new content and skills (Kallenbach, 1999). It may also mean the adult learners who have had little success in traditional classrooms where only linguistic and mathematics skills are valued may experience more success when other intelligences are tapped. Likewise, adult ESL learners from cultures where other intelligences-such as interpersonal or musical-are highly valued may find the MI classroom a productive learning environment.

Broadly speaking, teachers have developed four ways of using MI theory in the classroom.

1. As a tool to help students develop a better understanding and appreciation of their own strengths and learning preferences. Christison (1999a) has developed an inventory to identify the preferred intelligences of adult English language learners. Learners are asked to respond to six statements about each of eight intelligences. An excerpt follows.

Multiple Intelligences Inventory for ESL/EFL Adults

Directions: Rate each statement 2, 1, or 0. 2 means you strongly agree. 1 means you are in the middle. 0 means you disagree. Total the points for each intelligence. Compare your scores on the different intelligences.

➤ **Verbal/Linguistic Intelligence**

1. _____ I like to read books, magazines, or newspapers.
2. _____ I often write notes and letters to my friends and family.
3. _____ I like to talk to people at parties.
4. _____ I like to tell jokes.
5. _____ I like to talk to my friends on the phone.
6. _____ I like to talk about things I read.

➤ **Logical/Mathematical Intelligence**

1. _____ I can do arithmetic easily in my head.
2. _____ I am good at doing a budget.
3. _____ I am good at chess, checkers, or number games.
4. _____ I am good at solving problems.
5. _____ I like to analyze things.
6. _____ I like to organize things.
7. _____ I like crossword puzzles.

➤ **Naturalist Intelligence**

1. _____ I like houseplants.
2. _____ I have or would like to have a pet.
3. _____ I know the names of many different flowers.
4. _____ I know the names of many different wild animals.
5. _____ I like to hike and to be outdoors.
6. _____ I notice the trees and plants in my neighborhood.

(See Appendix for student worksheet)

Teachers may adapt the language and accompanying activities to suit the needs of the language learners in their classes. Word finds, pair dictations, dictionary and spelling work, focused listening, and grammar activities can help learners become comfortable with the inventory language even while they are engaged in skills work. Teachers may choose to let the students decide whether or not to score the inventory. Other activities, such as dialog journals, murals or bulletin boards, and small group conversations also offer adult ESL learners opportunities to reflect on their own strengths. The ideas and information that come from these activities can inform learner needs assessment and goal-setting processes.

2. As a tool to develop a better understanding of learners' intelligences. An understanding of MI theory broadens teachers' awareness of their students' knowledge and skills and enables them to look at each student from the perspective of strengths and potential. Teachers also become aware of the different ways in which students may demonstrate their understanding of material. MI theory provides a structured way of understanding and addressing the diversity that ESL instructors often encounter in the classroom (Christison, 1996). On a given topic or skill, teachers can brainstorm with learners a list of activities to practice. For instance, beginners can learn about consumerism by making and labeling collages of merchandise, reading newspaper ads, developing dialogues, or going on a scavenger hunt to the store. In this way, each learner can acquire language skills by employing individual strengths or preferences.

3. As a guide to provide a greater variety of ways for students to learn and to demonstrate their learning. Identification of personal strengths can make students more receptive to nontraditional learning activities and can give students a successful experience that builds their confidence as learners. As learners and teachers work together, intelligences can emerge naturally through partner interviews, preference grids (I can..., I like to...), and needs assessments. However, some teachers have encountered at least initial resistance to this process of describing intelligences among students whose cultural or educational backgrounds emphasize more traditional modes of teaching and learning (Costanzo & Paxton, 1999). In this case, teachers may choose to focus learners' attention on the language they are practicing through these activities rather than on the theory. (More challenges to using MI-based activities in the adult ESL classroom are described in the upcoming study on MI from the National Center for the Study of Adult Learning and Literacy [Viens & Kallenbach, in press]).

Teachers have noted other positive effects of applying MI theory. A curriculum informed by MI theory provides a way of handling differing language skill levels within one class—a very common situation in adult ESL classes (Costanzo & Paxton, 1999). When multiple activities are available, more students can find ways to participate and take advantage of language acquisition opportunities. With an MI curriculum, students become aware that different people have different strengths and that each person has a substantive contribution to make (Kallenbach, 1999). This fits in well with project-based learning where students in a group can divide tasks based on individual strengths. For example, one learner might feel confident about planning, another might prefer to do the writing, and a third might feel able to present the project to the whole class.

4. As a guide to develop lesson plans that address the full range of learner needs. An MI-informed reading lesson may begin with typical prereading activities (reviewing earlier material, predicting what will happen next), followed by silent reading or reading aloud with discussion of vocabulary and text meaning. Learners can then complete a project, individually or in groups, to demonstrate their understanding of the text. The teacher offers a choice of projects, such as descriptive writing, map drawing, illustration, creation of a dialogue or skit, making a timeline, song writing, and retelling. The objective is not to teach to specific intelligences or to correlate intelligences with specific activities, but rather to allow learners to employ their preferred ways of processing and communicating new information (Coustan & Rocka, 1999). Teachers using this type of lesson report that students become more engaged in and enthusiastic about reading; the students gain greater understanding of material when they express what they have read in ways that are comfortable for them; and their reading strategies improve as reading becomes a tool for completion of projects they are interested in (Coustan & Rocka, 1999).

Conclusion

Teachers who use MI theory in their curriculum development find that they gain a deeper understanding of students' learning preferences and a greater appreciation of their strengths. Students are likely to become more engaged in learning as they use learning modes that match their intelligence strengths. In addition, students' regular reflection on their learning broadens their definitions of effective and acceptable teaching and learning practices. Students' increased engagement and success in learning stimulates teachers to raise their expectations, initiating a powerful expectation-response cycle that can lead to greater achievement levels for all.

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Beyond Chalk and Talk: Student-Centered Classroom Strategies

Rosemary Caffarella's *Planning Programs for Adult Learners* provides a variety of activities that instructors can use to engage their students in working with course content. These strategies shift the focus from teacher to student.

➤ **For lessons with cognitive (thinking) objectives**

- **Lectures**
- **Panel:** a group of three to eight people present their views on a particular topic or problem.
- **Group Discussion:** a group of five to twenty people have a regularly unstructured exchange of ideas about a specific problem or issue.
- **Buzz Group:** a large group is divided into small “huddle” groups for the purpose of discussing a problem or subject.
- **Reaction panel:** A panel of three or four students reacts to a presentation by an individual or group of individuals.

- **Screened speech:** small groups of students develop questions they wish resource persons to respond to extemporaneously.
- **Symposium:** a series of related presentations are offered by persons qualified to speak on different phases of a subject or problems.
- **Case Study:** a small group of analyzes and solves an event, incident, or situation presented orally or in writing.
- **Game:** structured competition that provides the opportunity to practice specific thinking skills and actions (such as decision making).
- **In-basket exercise:** a form of simulation that focuses on the paper symptoms of a job. Students respond to material people have in their in-baskets.
- **Critical incident:** students are asked to describe an important incident related to a specific aspect of their lives. This is then used as a basis for analysis.
- **Debate:** presentation of conflicting views by two people or two groups. The groups meet beforehand to prepare their arguments.
- **Reflective practice:** thoughtfully reflecting on one's actions, assumptions, feelings, or the issue at hand. It can be done in writing, individually, or as part of a small group discussion.
- **Observation:** an individual or group observes and records an event using a specific focus and then analyzes the finding.
- **Journal Writing:** the students keep a daily of what they are learning and weave in the information from readings, discussions, etc.

➤ **For lessons with psychomotor (doing) objectives**

- **Demonstration with return demonstration:** the instructor performs a task, showing students how to do it. They then practice the same task.
- **Simulation:** students practice skills in a learning environment that simulates the real setting in which those skills are required.
- **Trail and error:** students are encouraged to figure out (inductively).
- **Behavior modeling:** a model or ideal enactment of a desired behavior presented via an instructor, videotape, or film, usually followed by student practice.

➤ **For lessons with affective (feeling) objectives:**

- **Role playing:** the dramatization of a situation or problem is followed by a group discussion.
- **Group Discussion:** a group of five to twelve people have a relatively unstructured exchange of ideas focused on the attitudes and values they hold about a specific issue or problem.
- **Metaphor analysis:** students construct metaphors—concrete images—that describe, in a parallel yet more meaningful way, a phenomenon being discussed.
- **Game:** structured competition that provides insights into attitudes, values, and interests.
- **Structured experience exercise:** students participate in planned exercises or experiences, usually using some instrument or guide, then discuss the experience.
- **Reflective practice:** thoughtfully reflecting on one's attitudes on the changes they are experiencing and on why they have heard, seen, and read.

Evaluation of Lesson: Things to Consider

“Perception is strong and sight weak. In strategy it is important to see distant things as if they were close and to take a distanced view of close things.”

-Miyamoto Musashi

Successes: (e.g., Positive comments from students, observed student involvement, quality of student work, retention, transfer of skills).

Problems: (e.g., Too difficult, insufficient time, lack of interest, inappropriate or insufficient resources, etc.).

Recommendations for Altering or Adapting the Lesson: (e.g. reorganizing, omitting portions, altering difficulty levels, using with other students, etc.).

EFF Checklist for the Instructor

➤ **Are your lessons...?:**

_____ Purposeful

_____ Contextual

_____ Constructivist

➤ **Do your class activities promote...?**

_____ Access

_____ Voice

_____ Independent Action

_____ Activities that bridge to the Future

➤ **Are you using any of the following common activities?**

_____ Gather, analyze and use information

_____ Manage resources

_____ Work within the big picture

_____ Work together

_____ Provide leadership

_____ Guide and support others

_____ Seek guidance and support others

(See Appendix for the worksheet)