

# Setting Context, Effective Directions & E-Moments: Omega Conference - 2006

The purpose of this unit is to provide information needed to aid teacher educators in effectively demonstrating and teaching skills related to contextual sets/bridges, effective directions & E-Moments.

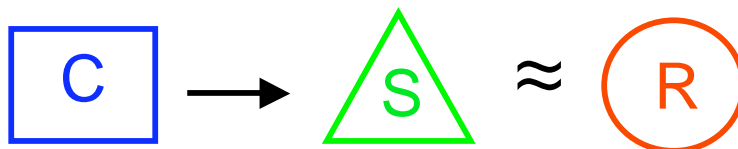
## Objectives:

Upon completion of this lesson, participants will be able to:

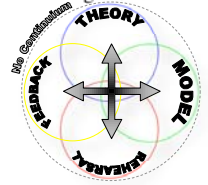
1. Through implementation in post-secondary courses, model contextual sets/bridges for preservice teachers;
2. Through implementation in post-secondary courses, model effective directions for preservice teachers;
3. Through implementation in post-secondary courses, model various E-Moments for preservice teachers; and
4. Evaluate preservice teachers' performance of contextual sets/bridges, effective directions and E-Moments.

### **Objective 1: Through implementation in post-secondary courses, model contextual sets/bridges for preservice teachers**

- Why context must be set: To achieve desired result context is set for each segment of a lesson.
  - Result
    - Objective/Outcome of the lesson.
    - What students will know how to do.
  - State of Mind
    - All learning is state dependent
    - Three parts of state of mind: (When you change one you change them all)
      - Thinking
      - Feeling
      - Doing with the Body
    - Effective teachers are able to manage student state of mind.
    - State of mind is the essence of most successful educational strategies/techniques.
  - Context
    - Rules that apply during a certain situation!
      - Your behavior at a sporting event vs. in church.
    - Agreements, Expectations, Policy, Direction, Mind-set
  - CONTEXT YIELDS STATE-OF-MIND WHICH APPROXIMATES A RESULT!



The entire presentation will be rooted in the following model:



Set context for the presentation and complete an interest approach. Math function I.A. – Pick favorite # between 1-10. Multiply by 2, add 10, divide by 2, Subtract original #.

Spend a few minutes at the flip-chart explain THEORY behind contextual sets. (C→S≈R)

<ul style="list-style-type: none"> <li>○ Parts of a Contextual Set/Bridge: <ul style="list-style-type: none"> <li>○ Review what has been learned, where the learner has been.</li> <li>○ Remind the learner that this is in light of where we are going and our overall goals. <ul style="list-style-type: none"> <li>▪ This is a broad preview that answers the question, “Why are we learning this?”</li> </ul> </li> <li>○ Tell the learner what we are going to do right now/today.</li> <li>○ Remind the learner how they are to act and what cognitive tools they will use. Speak to the students’ best self!</li> </ul> </li> <li>○ Setting context at the beginning of a lesson <ul style="list-style-type: none"> <li>○ Global lesson preview before Interest Approach.</li> <li>○ Example: (Given before a lesson as an overview.) <ul style="list-style-type: none"> <li>▪ “(1) Class, during our last meeting we studied the skills required to create a standard lesson plan. (2) Keeping in mind that we are working toward molding you into effective instructional planners, (3) today will begin to learn about the art of incorporating activity into your lessons. (4) As we go through today’s lesson you will need to be creative and open to experimentation with new activities.”</li> </ul> </li> </ul> </li> <li>○ Setting context during a lesson <ul style="list-style-type: none"> <li>○ Between objectives and before activities</li> <li>○ These brief contextual sets help students differentiate the different sections of content you present.</li> <li>○ Used as a cognitive transition for “chunks” of content.</li> <li>○ Example: (Given between objectives/activities) <ul style="list-style-type: none"> <li>▪ “(1) Awesome! Now that we have learned how to effectively manage students utilizing the skill taught by the “Virtues Project,” (2) it is now time to place another tool in your classroom management toolbox. (3) The strategies we will utilize next are classroom procedures developed by Harry Wong. (4) As we study Dr. Wong’s techniques, keep structure in mind and how that structure will impact your students.”</li> </ul> </li> </ul> </li> <li>○ Setting context at the end of a lesson <ul style="list-style-type: none"> <li>○ Closure</li> <li>○ Just as with the beginning of the lesson, a contextual set looks back at what was learned.</li> <li>○ It also previews the next day’s lesson.</li> <li>○ Example: (Given at the end of a lesson) <ul style="list-style-type: none"> <li>▪ “(1) Today we ventured through the exciting world of advisory committees! (2) The information gained during today’s lesson will be one of the important puzzle pieces in making you an effective agricultural educator. (3) The next time we are together you will implement what you learned today through the development of mock advisory committees. (4) This means you will need to review what you learned today before you return and be willing to role-play with your classmates.”</li> </ul> </li> </ul> </li> <li>○ <b>Common Sense Notes:</b> <ul style="list-style-type: none"> <li>○ Contextual Sets/Bridges are simply transitions before/between/after sections of content/activity that allow students to place “cognitive punctuation marks” in their minds that separate distinct pieces of learning.</li> </ul> </li> </ul>	<p><b>Go-and-Get-It Moment:</b> Place the parts of a contextual set on separate sheets of paper hidden around the room. Break participants into equal groups. Model effective directions. Teams must put the steps in the correct order.</p> <p><b>MODEL:</b> Kyle will give a model contextual set @ the post-secondary level. Matt will give a model contextual set @ the secondary level. Following each, participants will identify the parts in the contextual sets.</p> <p>The examples in to the left are examples for the participants only. They may use these as a guide when formulating their own contextual sets.</p> <p><b>REHERSAL:</b> Participants will work with a partner to develop a contextual set of their own for a lesson they currently use. This can be impromptu.</p> <p>Model effective directions for the activity. Upon completion, ask for one to three volunteers to share.</p> <p>Wrap-up contextual sets with testimonials from Kyle &amp; Matt. Be sure to revisit multiple intelligences &amp; brain-based learning.</p>
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**Objective 2: Through implementation in post-secondary courses, model effective directions for preservice teachers**

- Components of Good Directions:
  - Signal Words/Statements -Or- Opening:
    - In about 60 seconds...
    - Please pause.
    - In a moment you'll have the opportunity to...
    - Stand up.
    - When the music starts...
    - When I say go...
    - Everyone look up, look down, look to the front and clap.
    - You have two minutes to...
    - Please wrap-up \_\_\_\_\_ and thank your partner.
    - You'll be interested to know the following:
    - There are three things to know for your success on this task.
  - Cognitive Tasks Performed:
    - This is the cognitive task to be performed.
    - An action verb should be used.
    - Much like the verbs used in behavioral objectives.
  - Logistical Directions:
    - This is what needs to be done.
    - Must use specific, succinct, and action-oriented language
  - Time:
    - This creates a sense of urgency and a time span for students.
    - Give less time than what is truly required. If you want to give a minute say they have 15-30 seconds.
  - Check for Understanding:
    - Gives students an opportunity to prove they understand the directions.
    - Allows the teacher to see if everyone is ready to proceed.
  - Signal Word:
    - Tells the students to begin the task.
- Example:
  - Signal Words/Statements -Or- Opening:
    - "Everyone please pause. When I say "Crops" you and a partner will need to..."
  - Cognitive Tasks Performed:
    - "...compare and contrast the two crops discussed today."
  - Logistical Directions:
    - "Fold a piece of paper "hotdog" style. This will create 2 columns on your paper. In each column you will make five comparisons and five contrasts for the two crops. When finished please sit quietly and await further directions."
  - Time:
    - "You have two minutes to complete this task."
  - Check for Understanding:
    - "Hold up one finger if you have questions, two fingers if you understand, or three fingers if you could teach the directions to a classmate."
  - Signal Word:
    - "CROPS!"

Begin Objective 2 with a contextual bridge in order to set-up the learning and activity.

**THEORY / KNOWLEDGE**  
Little Professor E-Moment: Teach the components of effective directions. Break participants into two groups. Model effective directions. Teach one group the first three components and the other the final three. Have them rejoin and teach one another.

**MODEL**: Kyle will give a model set of effective directions @ the post-secondary level. Matt will give a model set of effective directions @ the secondary level. Following each, participants will identify the parts.

**REHEARSAL**: Buzz Session! Model effective directions. Participants will be broken into six groups of five. Each group will develop a hypothetical lesson title. Each group member will create a set of effective directions for a part of the sample lesson.

Groups will come back together and report on their results.

**Objective 3: Through implementation in post-secondary courses, model various E-Moments for preservice teachers**

- E-Moments and Learning:

$$E\text{-Moments} = [C + R(Rr + Er) + P + Em]^T$$

Where T = Theory = (B.B. + M.I. + V.A.K. + E.I. + Con. + H.O.T.)

- C = Chunking
- R = Rehearsal
  - Rote Rehearsal
  - Elaborative Rehearsal
- P = Pattern Recognition
- Em = Emotional Involvement
- T = Theory
  - B.B. = Brain-Based Learning
  - M.I. = Multiple Intelligences
  - V.A.K. = Multiple Modalities
  - E.I. = Elements of Effective Instruction
  - Con. = Constructivism
  - H.O.T = Higher Order Thinking
- Presentation of Selected E-Moments:
  - Eye-Witness News
  - Choral Response
  - Motion
  - Hieroglyphics
  - Jeopardy
  - Voice Modulator
  - Party Host
  - Others?

**Objective 4: Evaluate preservice teachers' performance of contextual sets/bridges, effective directions and E-Moments**

- Show the un-edited version of the Kurt Dillion video.
- Participants will use a rubric to identify and evaluate the use of contextual sets/bridges, effective directions and E-Moments
- References:
  - DePorter, Reardon, & Singer-Nourie. (1999). Quantum Teaching
  - Duerner & Reardon. (2004). Strategies for Great Teaching
  - National FFA Delta Conference – 2005 & 2006 (Mark Reardon – Centre Pointe Education)
  - National FFA. (2006). LifeKnowledge 2.0.1

Offer a contextual set into E-Moments.

**THEORY:** We will present the theory using an actual E-Moment. I am thinking that Jeopardy, Einstein, or Me-You-Us may work. I would love suggestions here!

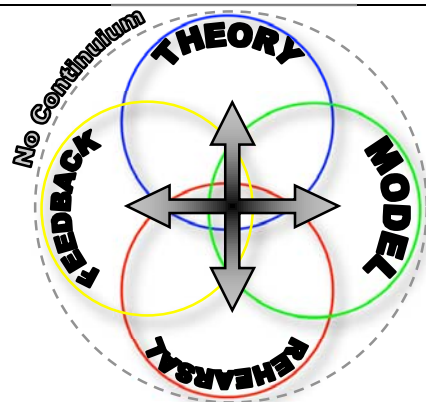
**MODEL:** Models should be quick and practical. Matt, tell me which ones you would like to use.

**REHEARSAL:** Participants have experienced many E-Moments throughout the presentation. \$10,000 Pyramid E-Moment: This E-Moment will be used to review all of those presented while exposing them to another E-Moment.

Video on CD, Laptop, Projection and audio will be required.

I am still working on a time-frame for this activity.

Closure Contextual Set



Review what has been  
learned, where the  
learner has been.

Reminded the learner  
that this is in light of  
where we are going  
and our overall goals.

Tell the learner what  
we are going to do  
right now/today.

Remind the learner  
how they are to act  
and what cognitive  
tools they will use.

Speak to the students'  
best self!