

2015 Pre-Conference Workshop: 9-11:30 a.m.

Using Multimedia Case Studies in Teacher Preparation

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Session Overview

- Welcome and Introductions
- Present design principles for content and pedagogy.
- Present a rationale for using multimedia case studies
- Engage in a series of activities that model how to use multimedia materials in teacher preparation to juxtapose theory with practice.
 - Who are our learners?
 - What can be learned through engagement with families?
 - What's our theory of teaching and learning?
 - What are starting points for coaching conversations?

Session Warm Up

- Briefly introduce yourselves
- Respond to this question:
 - How do you currently use multimedia materials in teacher preparation?
 - What do you think has worked well for you?
 - What challenges have you faced?

Quick Share in Triads:
Be prepared to share common responses, themes, or feelings.

My Multimedia History

- Challenged to develop a distance education ESL program for use with districts to increase the number of teachers who could be ESL certified.
- *ProfessorsPlus* Trainer of Trainer Model
 - Professors developed "frozen elements" of the curriculum, including learning activities, readings, & multimedia products (i.e., video segments, CD-ROMs of classroom practice)
 - District facilitators with master's degrees, ESL certification, and respected experience prepared to teach the courses.
 - Eight year development project
- Ongoing collection of multimedia artifacts of learners, families, teaching, and instructional coaching.

Design Principles in Content & Pedagogy (Teemant, 2005)

- 1. Pay attention to the adult learner**
Use dialogue and social interaction to reveal and build upon personal practical knowledge of teaching, which emerges out of who learners are and their current conceptions of teaching.
- 2. Develop learner autonomy**
Support teachers in questioning practice from multiple perspectives to develop flexibility and cognitive complexity.
- 3. Juxtapose the practical with the theoretical**
Systematically make visible to learners the theory of practice and the practice of theory through multiple and varied experience and exposure to diverse teaching events.
- 4. Ensure authenticity**
Capture and present classroom practices in such a way that the immediacy, imperfection, nonverbal, and visual aspects of teaching are intact.
- 5. Develop problem representation**
Use real classroom teaching events to support learners in formulating their own problem statements and solution paths, increasing their cognitive complexity.
- 6. Develop multiple perspectives**
Encourage varied theoretical explanation of teaching events to develop learner flexibility in attending to the content, context, pedagogy, and student layers of teaching.


Today we will try to experience multimedia learning as participants first in order to then reflect upon those experiences from the lens of "teacher educator."

The Rationale for Use

- **Brings the real world into the classroom**
 - - See people, places, & practices you would not normally see
 - - Gain distance from the people, places, & practices you do see
 - - Capture the inherent messiness of life & schooling
 - - Provide authenticity (not a staged performance) in the visual, nonverbal, physical, tactile, and verbal elements.
 - - Link language, cognition, and emotion in learning
- **Creates a shared context for dialogue à la Freire:**
 - - Name
 - - Reflection from Multiple Perspectives
 - - Take action

Desired Outcomes

- Develop a shared and authentic **language of practice**
- Freire's (1994) praxis: cycles of reflection (words) and action (work of teaching) **TOGETHER**.
- Confront teachers in the "moment of seeing a practice with theory that can challenge, explain, or expand their understandings" (Harris, Pinnegar, & Teemant, 2005, p. 147).



Instructional Backdrop

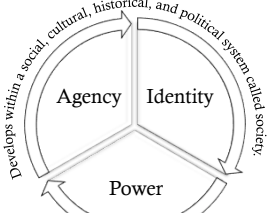
Critical Sociocultural Theory

Critical Sociocultural Theory

Sociocultural Theory	Critical Social Theory
<ul style="list-style-type: none"> • To be effective assistance must be within the zone of proximal development. • It should assist students in moving from needing assistance from others to being self-regulated as they progress to internalization and automaticity. • Increased student engagement and ownership for learning. 	<ul style="list-style-type: none"> • Recognition considers the social, political, historical, cultural, and economic context in which students and teachers interact with one another. • Examines how student and teacher identities, power relations, and agency play out in discourse communities.

Critical Social Theory

Explores Identity, Power, & Agency in the Community

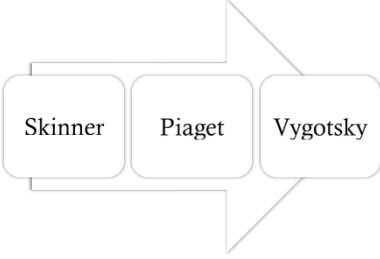



Interdependent Concepts Constrained by Social Contexts that Shape Our Discourse Communities* (*note plural)

Key Definitions

IDENTITY	POWER	AGENCY
<ul style="list-style-type: none"> • Definition: • who someone is : the name of a person • the qualities, beliefs, etc., that make a particular person or group different from others • Identity answers the question "Who am I?" 	<ul style="list-style-type: none"> • Definition: • ability to act or produce an effect • capacity for being acted upon or undergoing an effect • possession of control, authority, or influence over others • physical might • mental or moral efficacy • political control or influence • Power answers these questions: • "What knowledge do I have access to and control of?" • "Whose knowledge is valued and who decides?" • "How is power distributed in teacher-student relationships?" 	<ul style="list-style-type: none"> • Definition: • the capacity of an agent (a person or other entity, human or any living being in general) to act in a world. • Agency answers the question "How will I choose to make or remake myself, my activities, relationships, or histories? To what degree do we have the agency to be ourselves or to remake ourselves?"

Critical Theory Coupled Within Theories of Learning





Thinking About Learners

Examples of how I use multimedia materials in teacher preparation to juxtapose theory with practice.

What we do in the name of differentiation?

- What do you advocate for in the name of differentiation for SLLs?
- What has worked?
- What seems to resonate with non-SL colleagues?

- How do you differentiate your instruction for your university students?
- What challenges have you experienced?
- What has not worked as well as you hoped?

What do you think you need to learn to improve your differentiation practices?

Timed Sharing in Triads: 1 minute each; 1 minute debrief
Be prepared to share common responses, themes, or feelings.

Traditionally Differentiation is talked about in terms of...

- Content
- Product
- Process
- Environment

- Such frameworks appear objective with a technical approach to differentiation.
- At best, the student is represented by notions of their readiness, interests, or learning profiles.
- At worst, the student is a test score.
- That data can be used to label, segregate, or normalize some students while marginalizing others.
- Cognitive readiness is just one aspect of development.
- **Who gets to decide what or who is normal or how a learner's development is framed?**

For ELLs, differentiation is not

- Only about language...
- Only about accommodations...

Figure 291. CCR 200 Description for the Levels of English Language Proficiency, Page 12

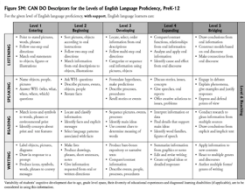
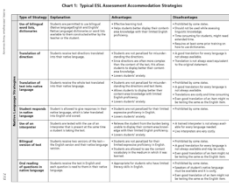


Chart 1: Special EL Assessment Accommodation Strategies



The Whole Person is Multidimensional

Cognitive (Academic)

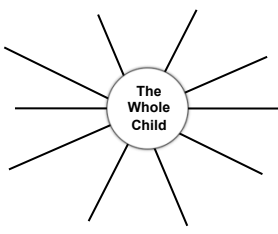
Language/Literacy (Linguistic)

Social/Affective (Inclusive)

Physical/Expression (Vital)

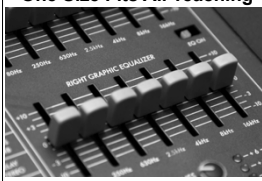
Sociopolitical (Empowerment)

Continuums of Development



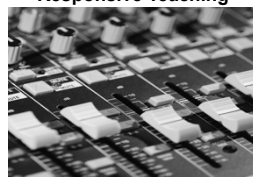
Whole Person Differentiation

One Size Fits All Teaching



Assimilationist

Responsive Teaching



Pluralist/Democratic

Recognizes every aspect of human development as a possible entry points for school learning.

Am I attending to the whole person?	
Academic Commit to the cognitive development of their students by helping students develop academically as autonomous, strategic, self-aware, and self-directed learners.	How can I support students to recognize and participate in school culture and to succeed academically?
Literate Promote development of multiple literacies across the curriculum by purposefully integrating languages, texts, and diverse cultural ways of being.	How can I support the development of the multiple literacies students need in their lives?
Inclusive Promote students' social and affective development by creating inclusive and caring classroom communities that support positive interdependence.	How can I create and model an inclusive and caring classroom community to benefit learning?
Vital Recognize the importance of physical vitality in learning by valuing health, movement, maturation, and self-expression.	How can I incorporate physical vitality to increase the potential for learning?
Empowered Support students to develop self-efficacy and to become empowered, consciously engaged, lifelong learners.	How can I support students in becoming change agents in their own lives?

Differentiation Case Study

**What stands out:
Strengths?
Needs?
Questions?**


Cognitive (Academic)

Language/Literacy

Social/Affective (Inclusive)

Physical/Expression (Vital)

Sociopolitical (Empowerment)



**Alejandro arrived as a 7th grader.
Now he is in 8th grade.**

NEEDS:

Academic:
Commit to the cognitive development of students by helping them develop academically as autonomous, strategic, self-aware, and self-directed learners.

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Literate:
Promote development of multiple literacies across the curriculum by purposefully integrating languages, texts, and diverse cultural ways of being.

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Inclusive:
Promote students' social and affective development by creating inclusive and caring classroom communities that support positive interdependence.

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STRENGTHS:

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TEACHER QUESTIONS:

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What's your prediction?

How is Alejandro doing three years later in 11th grade?

Alejandro

- 17 years old and in the 11th grade at an alternative high school
- 5 years in the United States
- Enrolled in an English as a Second Language program

English	Nov 2001		Spanish	Nov 2001	
	Age	Grade		Age	Grade
Letter/Word Identification	9	3.7	Letter/Word Identification	32-89	16.9
Reading Fluency	<3	Pre-school	Text Comprehension	9.3	3.7
Story Recall	5-1	K.1	Word Analysis	29-98	16.9
Understanding Directions	7-2	1.5	Reading Vocabulary	10-10	5.4
Passage Comprehension	7-1	1.8			
Word Attack	8-11	3.6			
Picture Vocabulary	3-9	<K,0			
Oral Comprehension	5-2	<K,0			
Reading Vocabulary	7-11	2.3			

Woodcock Johnson III (English/Spanish)

Writing Sample

Dear Substitute teacher

I'm sorry about what happened the other day I will not do it again & apologize for what I did.

Alejandro
February 25


**A failure to academically thrive...
But whose failure?**



Thinking About Families

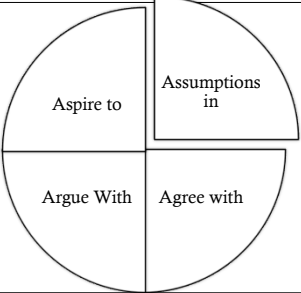
**Alejandro's Story Continues...
Four Years Later**

How do we think about and explain differential success?
Use the **Four A Video Protocol**



Let's listen first. We will have time to discuss with the transcript in hand too.

Explaining Differential Success
Teachers • Administrators • Student • Family



To understand Alejandro...

Behavior-Centered

Individual Capacity-Centered

The principal said to me, "He gets together with friends that are doing this: not attending classes, skipping class, arriving late, not turning in homework. He has bad friends." He didn't fulfill the goals that they had given him at Provo High, and he had to go to Independence, but he didn't fulfill them...at Independence, either.

Either Alejandro is idle by nature, or maybe he has a learning disability because if he has to repeat every year, then there is a problem. Another thought has crossed my mind: "Why doesn't he like to go to school? Why doesn't he like it? Is it because he likes to work and have money? Or is it because he can't understand the process of learning?" The truth is that he feels ashamed because he can't overcome the challenge of learning a language. That held him back...it held him back in everything.

To understand Alejandro...

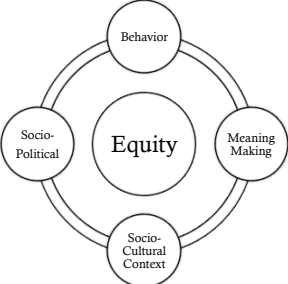
Sociocultural CONTEXT

Critical Sociocultural CONTEXT

He is very sociable, very sociable. When that part in him that wants to be sociable isn't expressed, he just falls apart. He told me that he has to take sides. "Either I'm with the Americans or I'm with the Latinos—the Mexicans—in high school because I can't just be in the middle. And if I go with the Americans, they don't understand me and the Latinos are going to turn against me. And if I have a problem, they aren't going to defend me." He has to take a position.

I'm thinking coldly, "Should we leave him on the streets to become a delinquent? For the North Americans, being idle is the same as being delinquent. For us "being idle" means that even if he doesn't want to do something today, he will do it tomorrow; it isn't bad. They told me at Provo High that they have a thousand students and they can't give a tutor to Alejandro. So what help is that? All of this is like a fruit. When it becomes ripe, it falls to the earth. I had to wait for my son to fall. He felt.

Whole Child Differentiation



Any evidence of differential learning outcomes requires an honest and respectful consideration of every aspect of human development as possible entry points for school learning.


Our goal is to affirm learners' identities, promote their agency, and use our authority to support not dictate their development.

Let's Reflect on Our Design Principles

(Teemant, 2005)

- 1. Pay attention to the adult learner**
Use dialogue and social interaction to reveal and build upon personal practical knowledge of teaching, which emerges out of who learners are and their current conceptions of teaching.
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5 Minute Stretch Break





Thinking About Teaching


(Find New Partners)

Living Educational Theory

Every act of teaching reveals our spoken or unspoken theory or beliefs about children & learning.

What do you believe about children and how children learn?

Watch to Discuss:



What is this teacher's theory of learning?
How are teachers and students positioned in the teaching-learning process?
What intended or unintended consequences seem obvious?

Fundamental Change In Theories of Learning


- **Behaviorists (Skinner)**
 - Observable and quantifiable behaviors.
- **Cognitivists (Piaget)**
 - Understanding consists of mental processes and structures that integrate information.
 - Learning is the construction of meaning from experience. Apply general knowledge to specific situations.
- **Socioculturalists (Vygotsky)**
 - Experts and novices work together through conversation to close the gap between what a child can do alone and what a child can do with assistance.

Theories of Learning

(Compare, Contrast, Define, Connect)


- **WITH A PARTNER**, compare and contrast the 3 theories of learning.
- Consider the following questions in your analysis:
 - - What is the unique contribution or critical characteristics of each theory?
 - - How does each theory position teachers and students in the teaching-learning relationship?
 - - What implications are important in defining student and teacher identity, how power is situated or distributed, and if and how agency or choice fits into identity in the teaching-learning process?
- Identify key words that distinguish sociocultural theory from the other two theories.
- **Be prepared to analyze video clips of practice using these theories.**

Watch to Discuss



Share with a partner what evidence you see of this teacher's theory of learning.


Watch to Discuss



Share with a partner, what evidence you see of this teacher's theory of learning.

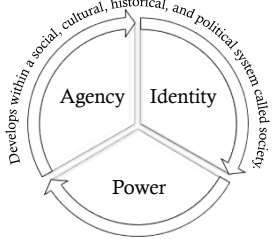
Vygotsky's Primary Assumptions

- Knowledge is cultural understanding and competent participation.
- Learning is social.
- Teaching is assisting.
- Performance is situative.



Critical Theory


- **Affirm** teacher & student identities
- **Encourage re-examination of power** in reproducing, sustain, or transforming teachers' and students' status and position learning communities
- **Expand** teacher and student agency
- **Through discourse** teachers and students reflect, unsettle perceptions, and interrogate experiences that make growth possible



Enduring Principles of Learning

Critical Sociocultural Practices:


- Collaboration
- Language Use
- Meaning Making
- Complex Thinking
- Dialogic Learning
- Civic Engagement



Target: Simultaneous use of at least 3 of the 6 standards in each activity to shelter instruction.

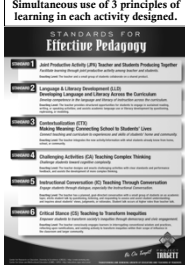
Instructional Coaching Targets:

Classroom Organization + Quality of Assistance in ZPD + Culture of Recognition




Teacher-Led Instructional Conversation Center:
The teacher engages in instructional conversations (IC) with two to seven homogeneously and flexibly grouped students (e.g., interests, assessed need, affinity, gender, ability).

Simultaneous use of 3 principles of learning in each activity designed.



Multiple, Independent Student-Led Centers: Students work productively and collaboratively in heterogeneous groupings, independent of teacher assistance, following directions on a task card or instruction sheet



Quality of Cultural Relevance:
Affirming students' identities, use of agency, and power to learn and grow in a classroom culture of recognition.

Sample Instructional Frame

- Overview of Day
- Expectations for Centers
- Reinforce Rules and Values for Center Work

- Discuss experience
- Highlight learning
- Praise successes
- Discuss and solve problems together

Standards Performance Continuum Plus (SPC Plus)

- A tested, validated, and peer reviewed classroom observation rubric
- Developed for self-assessment, use with teachers in coaching professional development, and evaluation of professional development
- Allows study of teacher pedagogy and student achievement patterns
- Five Point Rubric:
 - Not Observed 0
 - Emerging 1
 - Developing 2
 - Enacting 3
 - Integrating 4 (3 x 3 rule)
- Indicates levels of "least learning" to "most learning" particularly for culturally and linguistically diverse students

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STANDARDS PERFORMANCE CONTINUUM PLUS, REVISED 2009 VERSION 1.2
A Rubric for Observing Classroom Teachers and the Student in Effective Pedagogy (Copyright by Thomas L. Lantieri and James OHM, Jr. ©PVE from Deborah, Hilkey, and Thayer)

TEACHER BEHAVIOR	COGNITIVIST	CRITICAL SOCIOCULTURAL
<p>Observable Behaviorist to Increasingly Critical Sociocultural Practices</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p>	<p>Observable Behaviorist to Increasingly Critical Sociocultural Practices</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p>	<p>Observable Behaviorist to Increasingly Critical Sociocultural Practices</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p> <p>Teacher and Student Interaction Teacher asks questions of the student.</p>
Behaviorist	Cognitivist	Critical Sociocultural

(Not shown)


Expert Group Video Analysis

- How are critical sociocultural principles of learning made visible when sheltering instruction?
- Using the SPC Plus rubric for your assigned standards, we will be analyzing video clips in expert groups. Each group will only focus on only two standard.
- The process
 - View
 - Individually rate for your assigned standard
 - Discuss as a group your ratings and have a rationale
 - Debrief on all Six Standards as a class

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Video Clip One

- View
- Individually rate for your assigned standard
- Discuss as a group your rating & rationale
- Debrief on all Six Standards as a class



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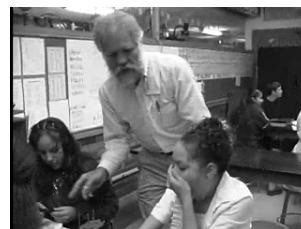
Video Clip Two

- View
- Individually rate for your assigned standard
- Discuss as a group your rating & rationale
- Debrief on all Six Standards as a class



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Video Clip Three



Let's Reflect on Our Design Principles

(Teemant, 2005)

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5 Minute Stretch Break



Thinking About Coaching

(Find New Partners)

Instructional Coaching is...

- ...a specialty niche within educational coaching whose signature purpose is to **support teachers in implementing effective practices to improve student learning**. (Knight, 2004; Kowal & Steiner, 2007).
- ...a form of **inquiry-based learning characterized by collaboration** between individual, or groups of, teachers and more accomplished peers. (Poglinco, et. al., 2003)

The Instructional Coach...

- ...is a **learning partner**, collaborator, and at times, a teacher-mentor (*Knight, 2007; Lipton & Wellman, 2003*).
- ...mediates teachers' learning through **dialogue, reflective inquiry, and reciprocity** of learning between coach and teacher (*Costa & Garmston, 2002; Knight, 2007; Hilberg, Doherty & Reveles, 2004*).

Research on Coaching

- Coaching is one of the most promising methods in **helping teachers change, improve, and sustain new instructional behaviors over time** (*Teemant, 2011; Teemant, Wink & Tyra, 2011; Cornett & Knight, 2009; Knight, 2004, 2007; Joyce & Showers, 1995, 2002; Speck & Knipe, 2001; Sparks & Hirsch, 1997*).
- Coaching has a positive impact on **teacher attitudes; promotes implementation of newly learned skills; develops an improved sense of teacher self-efficacy; and improves student achievement** (*Cornett & Knight, 2009*).
- With one on one coaching support, teachers implement and sustain 80-90% of what they have learned.**

Critical Sociocultural Theory

Sociocultural Theory

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- It should assist students in moving from needing assistance from others to being self-regulated as they progress to internalization and automaticity.
- Increased student engagement and ownership for learning.



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Professional Development Model

STAGE 1: Intensive Workshop: 30 hours

5 Days The Six Standards for Effective Pedagogy Instructional Model

STAGE 2: Job-Embedded Coaching: 14 hours, Seven Sessions Across Year

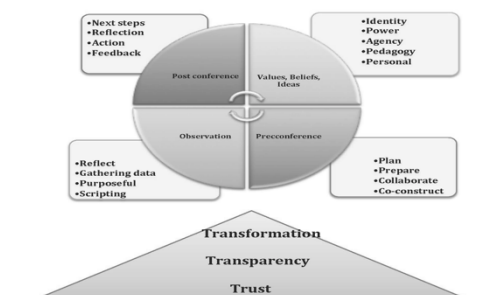
Phase 1: Joint Lesson Planning Conference (30 minutes)

Phase 2: Classroom Observation (45 minutes)

Phase 3: Post-Observation Conference (30 minutes)

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The Six Standards Instructional Coaching Cycle




Baseline Video



What is this teacher's theory of learning?
How are the students and teacher positioned in the teaching-learning process?

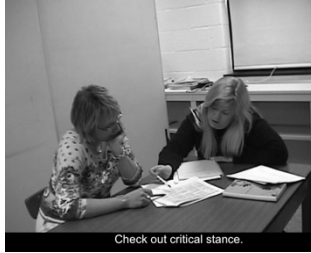
What intended or unintended consequences seem obvious?

Coaching Conversations: Intake Interview
Using the Six Standards




What do you learn about this teacher from her intake interview?

Coaching Conversations
Dialogic • Reflective • Transformative



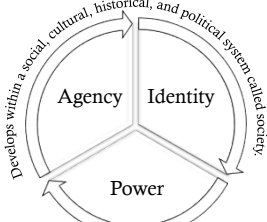
Check out critical stance.

Coaching Conversations
Post-Intervention Video



What stands out in this observation?
How would you begin the next coaching conversation?

Critical Theory
Explores Identity, Power, & Agency in the Community



Interdependent Concepts Constrained by Social Contexts that
Shape Our Discourse Communities* (*note plural)

Key Definitions

IDENTITY	POWER	AGENCY
<p>Definition:</p> <ul style="list-style-type: none"> • who someone is : the name of a person • the qualities, beliefs, etc., that make a particular person or group different from others • <i>Identity answers the question "Who am I?"</i> 	<p>Definition:</p> <ul style="list-style-type: none"> • ability to act or produce an effect • capacity for being acted upon or undergoing an effect • possession of control, authority, or influence over others • physical might • mental or moral efficacy • political control or influence <p>Power answers these questions:</p> <ul style="list-style-type: none"> • "What knowledge do I have access to and control of?" • "Whose knowledge is valued and who decides?" • "How is power distributed in teacher-student relationships?" 	<p>Definition:</p> <p>the capacity of an agent (a person or other entity, human or any living being in general) to act in a world.</p> <p>Agency answers the question "How will I choose to make or remake myself, my activities, relationships, or histories? To what degree do we have the agency to be ourselves or to remake ourselves?"</p>

Reflecting on Case Study Teachers

<ul style="list-style-type: none"> • Identity "One learns to take on new identities along with new forms of knowledge and participation... For example, ...learning to think and act like a scientist" (Moje & Lewis, 2007, p. 15). • Agency "...learners have the opportunities to make and remake themselves, their identities, their discursive toolkits, and their relationships on the basis of new ideas, practices, or discourses learned through their participation in a learning activity" (Moje & Lewis, 2007, p. 20). • Power "Learning is always... about gaining access to communities" and "access to and control of resources, tools, identities" (Moje & Lewis, 2007 p. 17). It examines the network of social relations (interactions and relationships) in play (both relations and dominance) as individuals participate in and reproduce larger systems of power (Lewis, Enciso, & Moje, p. 4). A concern for how performances reproduce, sustain, or transform participant statuses and texts" (p. 7). 	<ul style="list-style-type: none"> ➤ With a partner, read the teacher interview extracts. ➤ What, if any, evidence do you see that critical sociocultural instructional coaching <ul style="list-style-type: none"> ➤ Affirmed teacher or student identities ➤ Expanded their agency ➤ Liberated them to act more freely in their sphere of influence/relationships ➤ Led to learning, relearning, or unlearning ➤ How do these comments include or go beyond traditional concerns of classroom management, content, instruction, or assessment issues?
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Now she is a coach...

- AT: How is that, having this role now... How is it changing how you saw what you did, yourself, as a teacher and now...?
- RL: I wasn't do it right (*giggles*).
- AT: Tell us more. (*giggles*)
- RL: Well, my IC's were good. I always had a good IC planned, but then my other centers were a lot of skill-based and...
- AT: They were (*giggles*).
- RL: They were. And they weren't collaborative. So, now it's like, I'm looking at it going I didn't really know how do it this either (*giggles*) so now it forces me to... as we're planning, but that's not collaborative, but that's, that's, that's not a joint product, and that's not higher-level thinking, and that's not questioning. So... that's where, 'cause that's where we started is where I was (MH: *Mm, hmm*) and now, I'm like, we're working ourselves to *death* and we're really not doing CREDE, so we need to back up and do a reading center, and make it collaborative, and *have* them ask each other questions, and *have* them have a joint product at the end and we need to have a writing center and have them work together to create something and, you know, not do all of the skill things teachers do...

Let's Reflect on Our Design Principles

(Teemant, 2005)

1. Pay attention to the adult learner

Use dialogue and social interaction to reveal and build upon personal practical knowledge of teaching, which emerges out of who learners are and their current conceptions of teaching.

2. Develop learner autonomy

Support teachers in questioning practice from multiple perspectives to develop flexibility and cognitive complexity.

3. Juxtapose the practical with the theoretical

Systematically make visible to learners the theory of practice and the practice of theory through multiple and varied experience and exposure to diverse teaching events.

4. Ensure authenticity

Capture and present classroom practices in such a way that the immediacy, imperfection, nonverbal, and visual aspects of teaching are intact.

5. Develop problem representation

Use real classroom teaching events to support learners in formulating their own problem statements and solution paths, increasing their cognitive complexity.

6. Develop multiple perspectives

Encourage varied theoretical explanation of teaching events to develop learner flexibility in attending to the content, context, pedagogy, and student layers of teaching.

Questions & Comments

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