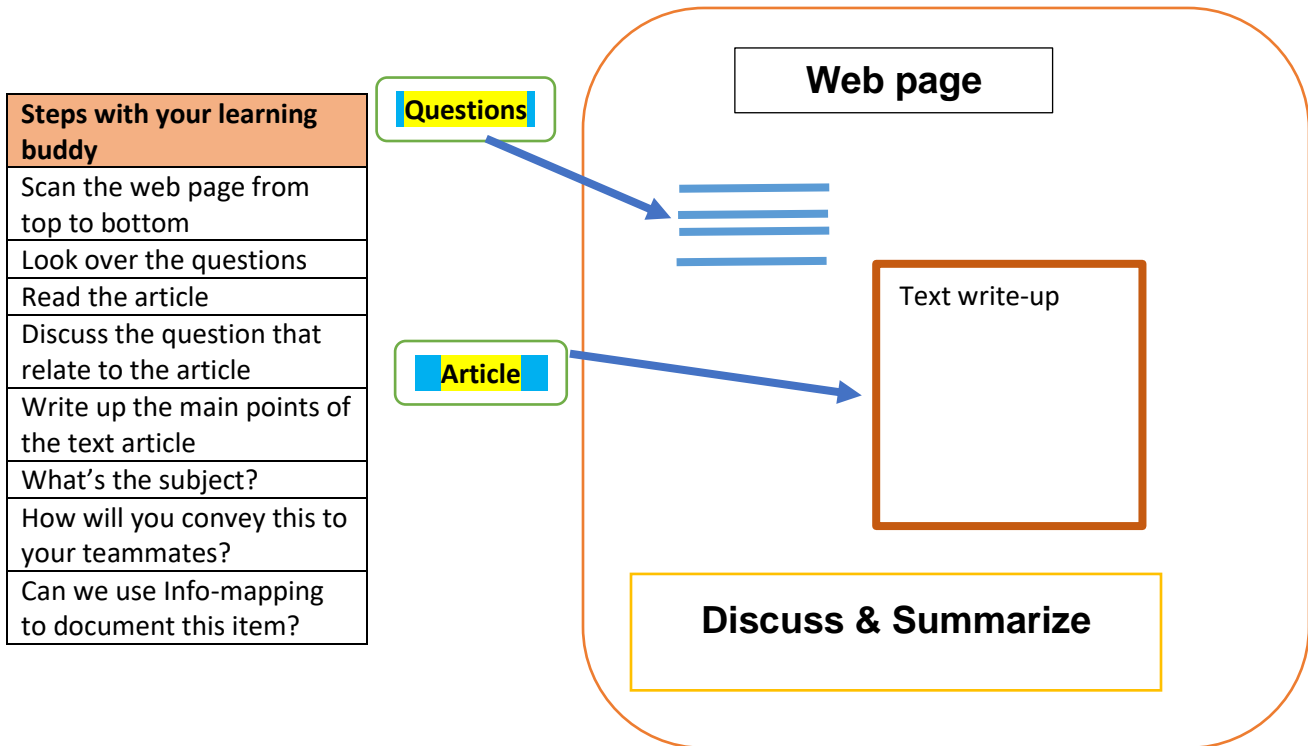



5/14/2022

The method I use where the students own their learning and do active projects to be part of the learning process.



Peer Learning Method

1. Read/Watch the Video
2. Question
3. Discuss
4. Reflect
5. Summarize / Document



The learning process is as follows:

- Learning about yourself—Work from your

- strength and build the concept of peer learning
- Forming a team—build the structure, character, culture to work together
- Analysis of what problem you want to solve--- what is the root cause of the problem
- Problem solving – understand the basics of problem solving
- Testing & Reflection – learning to make things better
- Presenting your solution – presenting the teams work to the community



- Job integration and follow-up

During this learning process, we infuse life skills into the learning.



My philosophy, which actually drove to flipping the classroom is: **Tell me and I forget; Teach me and I remember; Involve me and I learn,**” said Cumming. “I think that last one is very important. Involve me and I’ll learn.”

Practice your learning after the initial learning

- Retrieve
 - Compare & Contract
 - No-stakes testing
- Practice helps build your long-term memory

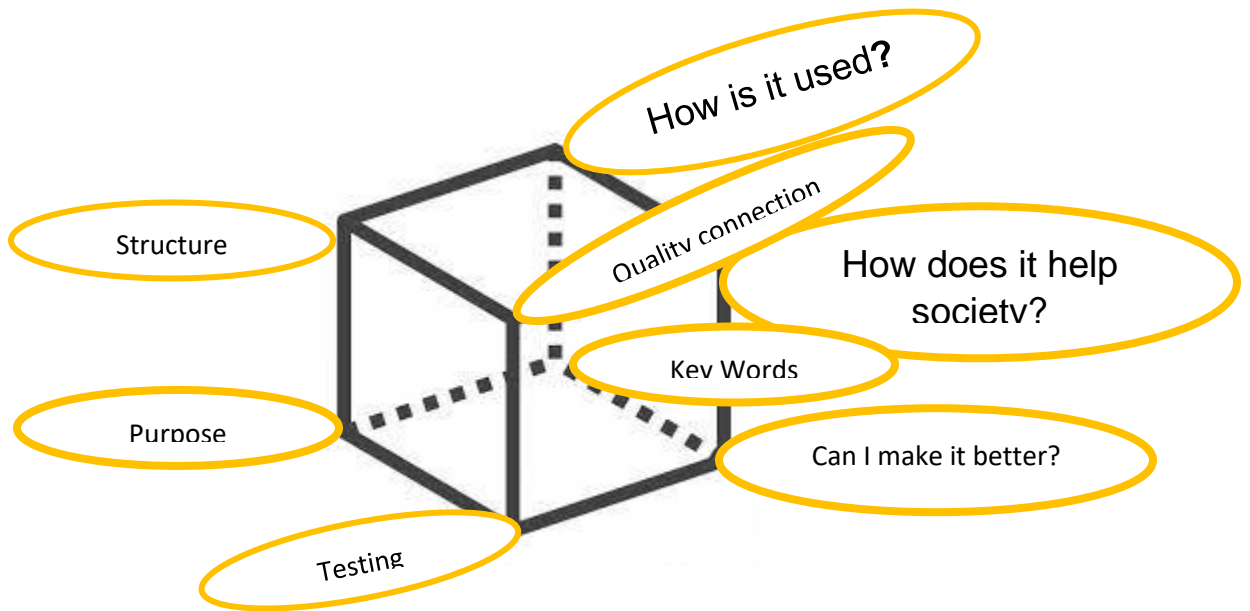
Background	Our project will use a term called peer learning . We want to describe it and give the students clues on how to use it to help them be better learners.
Purpose:	Helping student be part of their learning and making it fun.
Objectives	<ul style="list-style-type: none"> • Students will identify the specific skills they will learn and practice through the Overcoming Obstacles course. • Students will recognize how they will apply these skills to their everyday lives.





Materials Needed	<ul style="list-style-type: none"> • One copy of the “Table of Contents” activity sheet for each student (Parts I–III) • One copy of the “A Day in a Life” activity sheet for each student (Parts II and III) • Slips of paper with job titles students might hold in the future (Part III) • A hat (Part III)
Special Instructions	
Deliverables by the students	Practice sessions. Write -ups

Discuss after doing the learning: ... Try to cover as many as these topics as possible.



Recipe

Title	Description
Whats the Purpose?	
What's it Structure?	
Key Words?	
How is it used?	





How does it help society?	
Quality connection	
Can I make it better?	
Testing	

Ask students to comment on the effectiveness of this method of learning. Ask students how well they think they'd do when asked to perform without practicing first. (Students might respond: although you might learn some fundamentals, you can't learn just by watching; you need to practice to improve your technique; you need to know where your skills are weak so you know what to work on.)

Point out that for many of the most important skills we need in life, we don't always get sufficient practice before we're expected to demonstrate them. Often, they are skills we learn by watching others, which students have determined is not the best way to learn. Invite the class to suggest what some of these life skills might be. If students are unsure, explain that this lesson will help them identify these skills and how they apply to students' lives now and in the future.

Explain to students that the Project Academy course will give them an opportunity to learn and to practice skills they need to succeed in school, at home, in their communities, and on the job.

Question, Investigation, Video, Elaboration, Review, Summary Quiz.

The Qu.I.V.E.R.S. model can be an excellent way to bring some structure and dynamism to an online class session. Here's how it's done

- The class begins with a question – it should be a question that engages the students and points toward what the class session will be focused around.
- The investigation follows. It can be done many ways, but the point is to give the students an opportunity to start looking for the answer. That may be in research materials, it may be in activities, as long as the students are working to investigate and find the answers themselves.



- Next, the instructor introduces a video, either self-made or found from a third party, that teaches the concepts called into question at the beginning of class.
- Following the video, the teacher elaborates more into vague areas or points of confusion. Then the class reviews the material together – again many methods may be used for reviewing the lesson.
- Finally, when the instructor senses that students understand the material, a summary quiz is given to assess learning.

In a virtual learning setting, Qu.I.V.E.R.S. is an interesting, interactive and dynamic method of teaching.

How do we learn?

1. Exploring the item we want to learn.
 - a. Read about it
 - b. Talk to our learning buddy
2. Deconstruct to item. What elements make it up?
3. Understanding & Memorization
 - a. Learning what to do
 - b. Learning how to do it
4. Doing it ...Practice

