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# **Reading, Writing, and Research: Confessions of An Eduholic**

## **Part II**

### **Activities**

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# **CREDE Activity Centers**

## **Center for Research on Education, Diversity, and Excellence**

[crede.berkeley.edu/standards/standards.html](http://crede.berkeley.edu/standards/standards.html)

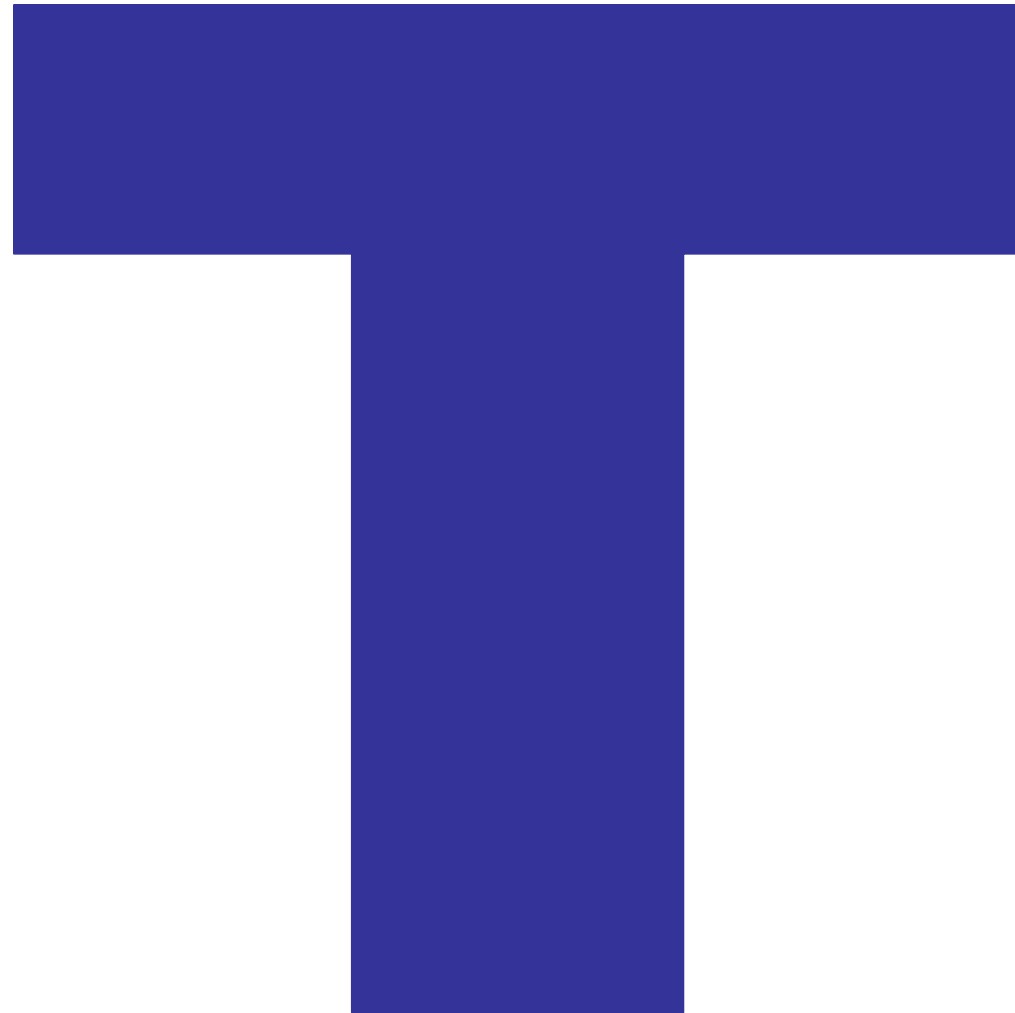
- **Joint Productive Activity**
- **Language and Literacy  
Development**
- **Contextualization/Making Meaning**
- **Challenging Activities**
- **Instructional Conversations**

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# Joint Productive Activity (JPA) Task Card

10 minutes

- *Focus question:*
  - What is research?
  - How do we do it?
- *Activity and Product:*
  - Generate and write multiple answers on stickies; put stickies on Learning T on pink paper included in your folder. At the end of this activity, give the pink Learning T, which has your stickies to Joan, who will write your thoughts on a large piece of paper.



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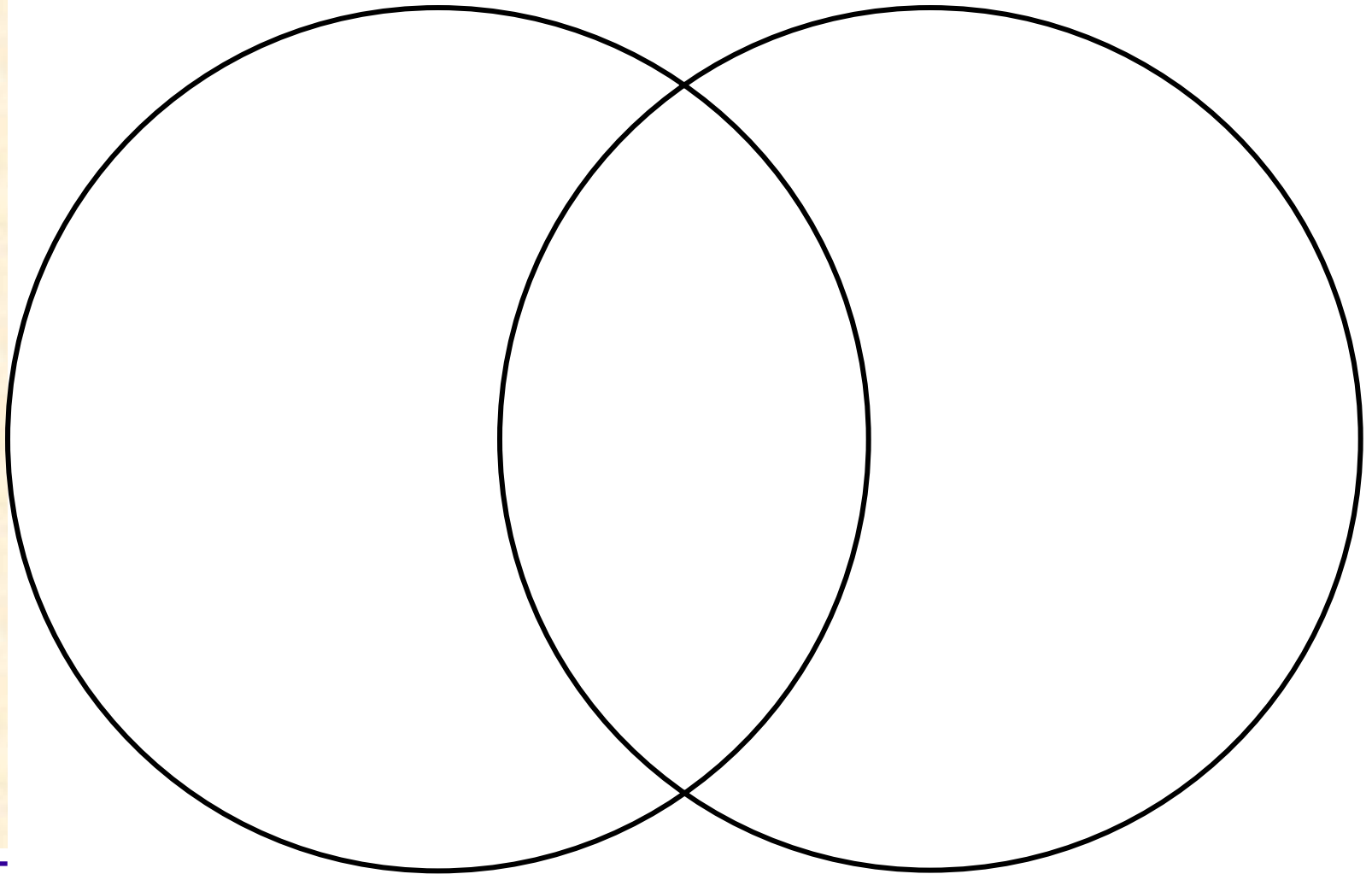
# Language and Literacy Development (LLD)

10 minutes

- *Materials Needed:*
  - The Venn Diagram
  - Qualitative/Quantitative comparison chart
- *Focus question:*
  - What are many different names related to Qualitative/Quantitative Research
  - List as many different names as possible on the Venn Diagram provided. In the center of the Venn diagram, list the language associated with both approaches to research. At the end of the time period, give the Venn Diagram, plus your contribution to Joan, who will post on a large piece of paper. When leaving this activity, you will be given an overview of the language, which Joan compiled.

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# VENN Diagram



**Comparing / Contrasting**

<b><u>Qualitative</u></b>	<b><u>Quantitative</u></b>
Naturalistic Paradigm Organic	Positivist Scientific
Descriptive	Experimental
Narrative	Statistical
Interpretive or Exploratory	Generalizable
<b>TYPES OF QUALITATIVE RESEARCH</b>	<b>TYPES OF QUATITATIVE RESEARCH</b>
Ethnography	Survey
Case Study	Correlational
Action Research	Causal-comparative
Historical Research	Experimental
<b>KEY CONCEPTS</b>	<b>KEY CONCEPTS</b>
Meaning/Understanding	Variables
Research Questions	Hypothesis
Focus on Phenomenon	Replication
<b>GOALS</b>	<b>GOALS</b>
Description	Prediction
Multiple Realities	Establishing facts
Show understanding	Show cause-effect
<b>DESIGN</b>	<b>DESIGN</b>
Evolving	Structured, predetermined
Reads like a story	Read numbers and charts
<b>DATA</b>	<b>DATA</b>
People's words	Statistics
Theoretical sample	Control groups
Purposive sample	Random sample
<b>TECHNIQUES / METHODS</b>	<b>TECHNIQUES / METHODS</b>
Observation	Experiments
Participant Observation	Survey Research
<b>RELATIONSHIP WITH SUBJECTS</b>	<b>RELATIONSHIP WITH SUBJECTS</b>
Empathy	Detachment

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# Contextualization and/or Meaning Making (CXT or MM)

10 minutes

- *Materials needed:*
  - 2 Perspectives
  - Reflective Cycle
  - Action Research
- *Focus question:*
  - Why do we do what we do?
  - How does my theoretical foundation affect how I teach?



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## CXT or MM

- *Activity and product:* The group discusses the 2 perspectives chart. Next, each individual focuses on how his/her philosophical/theoretical foundation affects teaching and learning in his/her own classes. At the top of the Reflective Cycle, near the word, CHOOSE, write: *Why do I do what I do?* Next follow the reflective cycle and write how your own theory affects your own teaching. All reflective cycles will be posted on a large sheet of paper, but participants may take them at the end of the session. Names are not required.

### Education

The Official Theory	The Classical Theory
Traditional Teacher-centered Memory	Progressive Student-centered Meaning

### Research

The Official Theory	The Classical Theory
Numbers Objective Reason Value-Free Cause/Effect Hypothesis Testing	Words Perspective Insight Value-Bound Emergent Design Hypothesis Generating

### Assessment

The Official Theory	The Classical Theory
What a Student Can't Do Grade Single Correct Answer Timed At End of Unit	What a Student Can Do Showing Multiple Correct Answers Unlimited Time Continual

### Literacy

The Official Theory	The Classical Theory
Memory Decode Scripted Replicable Levelized Instruction	Meaning Comprehend Constructing Contextualized Differentiated

# perspectives

world views

perspectives

Adapted 12/7/07 from graphic created by Jenny Thompson edms4100 Spring 2007  
Retrieved from [www.joanwink.com/newsletter/2007/perspective1.pdf](http://www.joanwink.com/newsletter/2007/perspective1.pdf)

Retrieved from [www.joanwink.com/scheditems/CSU-0312-part2.pdf](http://www.joanwink.com/scheditems/CSU-0312-part2.pdf)

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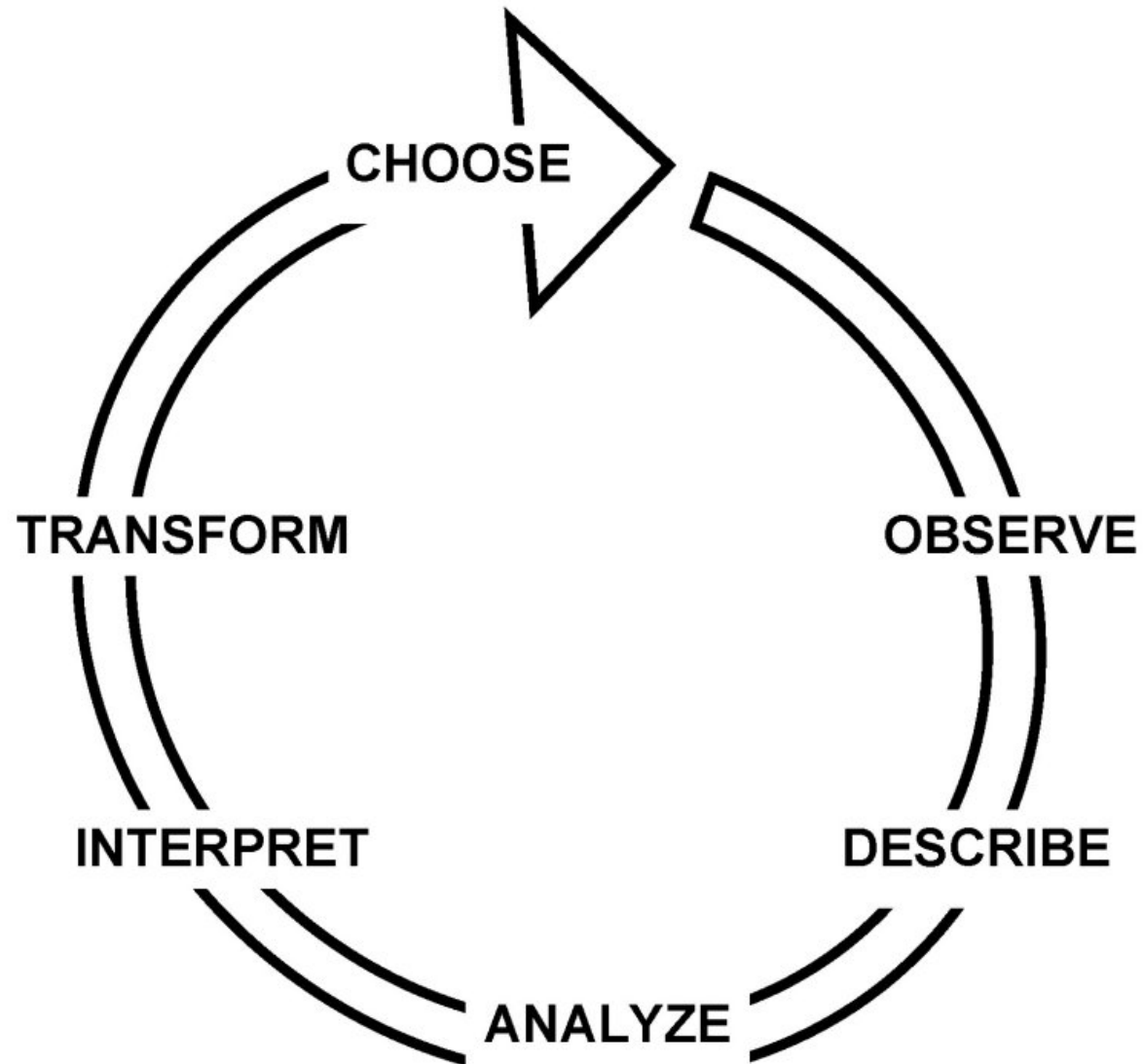
perspectives

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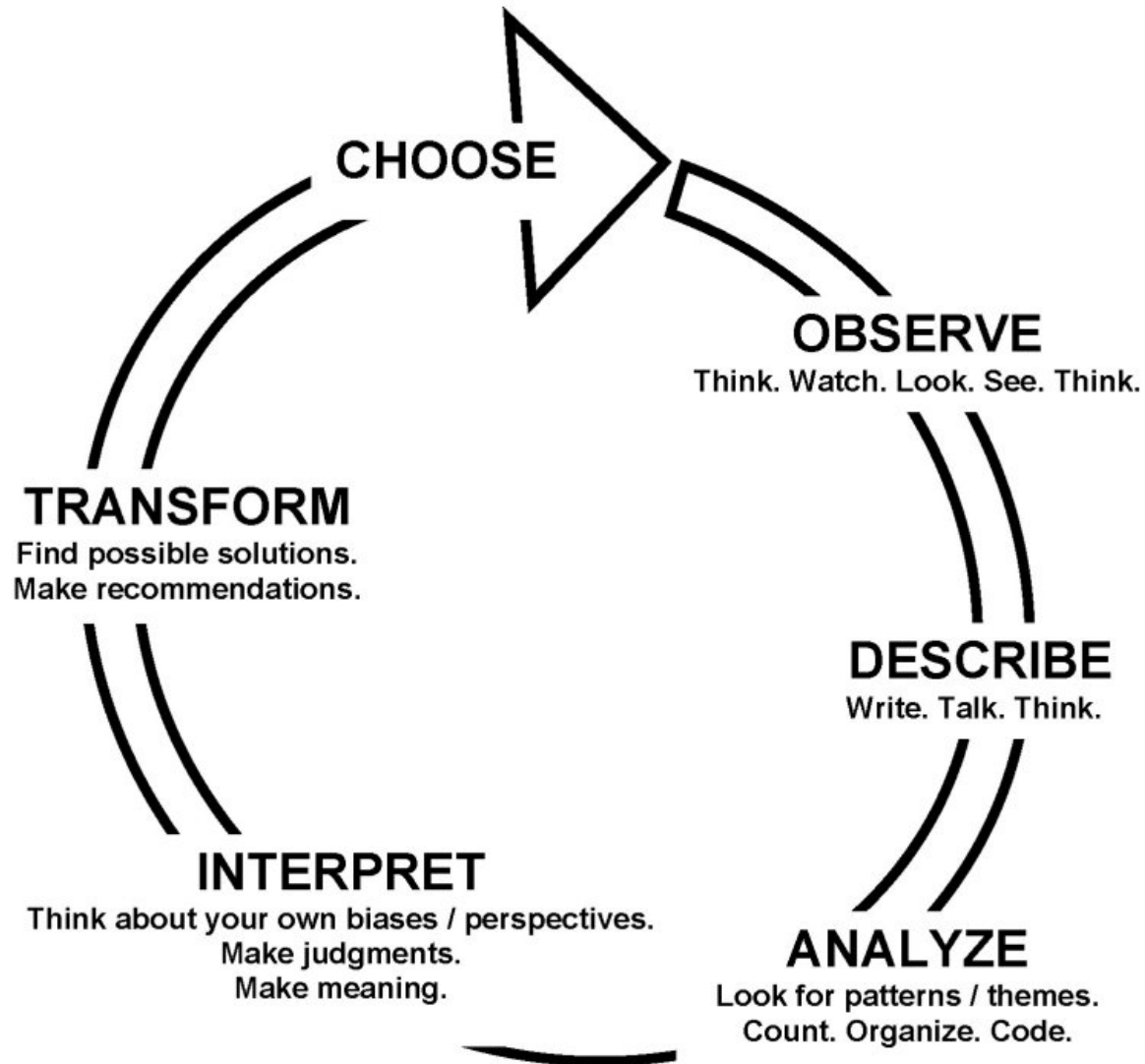
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## Reflective Cycle



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# Action Research



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# Challenging Activity (CA)

10 minutes

- *Focus Question:*
  - *Are you right brain or left brain?*
- *Activity and product:* We come from a long history of learning which values left brain processes: logical, sequential, analytical, emphasis on accuracy, emphasis on the parts of a whole. However, many people prefer to use more of their right brain processes: creativity, feelings, aesthetics, intuition, holistic understandings.

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# CA

*Which are you?*

After looking at the dancing woman, which way do you think she is turning? If she is turning clock-wise, you tend to be right brain; if she is turning counter-clockwise, you have a left brain learning preference. Can you make her go the opposite way? Most people only see her going one way, but some can turn her and use the other side of the brain, too. Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking.

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# CA

Most individuals have a distinct preference for one of these styles of thinking. Some, however, are more whole-brained and equally adept at both modes. In general, schools tend to favor left-brain modes of thinking, while downplaying the right-brain ones.

Retrieved March 3, 2008 from,  
<http://www.theness.com/neurologicablog/index.php?p=27>

And/or

<http://science-community.sciam.com/blog-entry/Editors-Blog/Left-Brain-Right-Brain-Naked/300001077?start=15&>



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# Challenging Activity and/or Cognitively Demanding

10 minutes

- *Focus of the Activity:*
  - Brain Gym activities are effective in getting the two sides of your brain talking with each other. These activities can be used with young children or with adults within any classroom.
- **Specific Activities**
  - [http://www.sycd.co.uk/only\\_connect/pdf/explore/fun-size/8braingym.pdf](http://www.sycd.co.uk/only_connect/pdf/explore/fun-size/8braingym.pdf)
- Brain Gym. <http://www.braingym.org/>
  - <http://esl.about.com/od/englishlessonplans/a/braingym.htm>
- Hannaford, C. (1995). *Smart moves: Why learning is not all in your head*. NY: Great Ocean Publishers, US.

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# **Gallery Walk: Enjoying the Whole**

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## Resources/References

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- Bruner, J.S. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University Press
- CREDE, Center for Research on Education, Diversity & Excellence, <http://www.cal.org/crede/pubs/>
  - Wink, J., & Putney, L. (2008). *CREDE: An Overview and One Approach*. Retrieved February 27, 2008, from [www.joanwink.com/scheditems/CREDE08.pdf](http://www.joanwink.com/scheditems/CREDE08.pdf)
- Dale, E. (1946). *Audio-visual methods in teaching*. New York: The Dryden Press.
- Dale, E. (1954, 2/e). *Audio-visual methods in teaching, revised edition*. New York: A Holt-Dryden Book, Henry Holt and Company.
- Dale, E. (1969, 3/e) *Audiovisual methods in teaching, third edition*. New York: The Dryden Press of Holt, Rinehart and Winston.

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## Resources/References

- Learning Pyramid Homepages
  - <http://homepages.gold.ac.uk/polovina/learnpyramid/about.htm>
  - Learning Pyramid
    - <http://www.vq.com/>
  - Learning Pyramid
    - [http://www.indiana.edu/~molpage/Cone%20of%20Experience\\_text.pdf](http://www.indiana.edu/~molpage/Cone%20of%20Experience_text.pdf)
- Pink, D. ( 2005, 2006) *A whole new mind: Why right-brainers will rule the future*. New York: The Berkley Publishing Group of Penguin Group.
  - ISBN-10: 1594481717
  - The second half of the book details the six "senses" Pink identifies as crucial to success in the new economy: design, story, symphony, empathy, play and meaning. The "portfolio" sections offer practical (and sometimes whimsical) advice on how to cultivate these skills within oneself.

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## Resources/References

Wink, J. citations used:

- Closed whirlwind/Open whirlwind. Spirals. (2002, pp. 44-45). *A Vision of Vygotsky*.
- “Kids, Cows, and Computers” from (2005, pp. 1-3). *Critical Pedagogy: Notes from the Real World*.
- “What’s it like to write a book?” (2000, pp. 1-2). *Critical Pedagogy: Notes from the Real World*.
- “In an Evil State, Far, Far Away.” (2004, p. 96). *Teaching Passionately: What’s Love Got To Do With It?*
- Perspectives. Retrieved March 4, 2008, from
- [www.joanwink.com/newsletter/2007/perspective1.pdf](http://www.joanwink.com/newsletter/2007/perspective1.pdf)  
Qualitative/Quantitative comparison. Retrieved March, 4, 2008, from
- [www.joanwink.com/scheditems/qlqt-compare.pdf](http://www.joanwink.com/scheditems/qlqt-compare.pdf)
- Dialogue Journal Activity. (2005, p. 133). *Critical Pedagogy: Notes from The Real World*.