

TEST this.

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More of the keynote is available at:
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INTRODUCTION

An Open Letter to the Participants

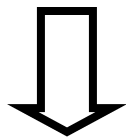
BIG IDEAS

Big Ideas = Perspectives = Schools of Thought =
Philosophies = Theories

TWO BIG IDEAS ON TEACHING AND LEARNING

Two Big Ideas: The Official and The Classical

What is the Official School of Thought?



Official, Traditional, Behaviorist, Positivist, Teacher-centered,
Top-down, Memorize, Parts-to-whole, Skills

Where did the Official School of Thought come from?

Industrial Revolution, Scientific Management, Measure/Quantify,
Factories/Railroads

What is the Classical School of Thoughts?



Classical, Progressivist, Organic/Naturalistic, Student-centered,
Bottom-up, Meaning, Holistic or Whole-to-Parts, Understanding

Where did the Classical come from?

The Sages of the Ages – Socrates/Plato/Aristotle (SPA)

S (dialogue)

P (speaking truth to power/writing)

A (categories/chunks)

Conversational and ACADEMIC Language

Why do we do this?

What can we do?

Summary – (see final page of handout)

TWO BIG IDEAS ON LITERACY

What is reading/literacy?

What are the two big ideas about reading?

Part-to-whole

Whole-to-part

Phonics

Making sense

Back to the basics

Integrated content

Skills

Language/Thought/Experience

Scripted reading

Figure out/interpret

Mandated curriculum

Choice

Controlled language

Language is filled with ambiguity.

Explicit/systematic

Prediction/holistic understandings

Why is learning to read important?

What can we do?

Create learning communities. Time to read/share.

Read. Be seen reading. Read to and with students.

Visit the library. Go again. Mandate library cards.

Write. Write. Write. Provide feedback. Respond meaningfully.

Free Voluntary Reading. FVR. Free Voluntary Surfing. FVS

An activity: How did you learn to read? What did you learn from your mom/dad?
Your grandparents?

Choice. Choice. Choice. Kids reading to their pets.

Focus on ACADEMIC LANGUAGE: activate prior knowledge, build background knowledge, scaffold learning.

Connections matter/engagement matters.

TWO BIG IDEAS ON TESTING/ASSESSMENT

Traditional

Authentic

Behaviorist

Organic/Holistic

Discrete point test

Performance Assessment

What a student can't do.

What a student can do

Single correct answer

Multiple correct answers

At the end of a unit.

Before/during/after unit

Teacher as tester

Teacher/students assess & self-assess

Some fail

Showcase of differing abilities/talents

Secret

Shared

What can we do?

Pre/during/after testing: Ongoing. KWL

Write. Kidwatching. Walk the room.

Rubrics. CREDE small group Instructional Conversation.

Portfolio Assessment. Thumbs up/Thumbs down

Games. Content Reading: Talking about content!

Make Big Books (student publications) in class.

Summary

Memorize

Meaning

Teacher-centered

Student-centered

Official

Classical

Traditional

Progressive

HOW DOES ALL OF THIS RELATE TO NCLB?

4 Pillars of NCLB and Unexpected Consequences

What's wrong with NCLB?

Only one approach to testing. First language discouraged. Teachers' expertise and professionalism devalued. Punitive measures imposed. Blames students and teachers. Privatized remedies. Loss of local control. Climate of fear. Mandated curriculum. Lack of deep, critical thinking. Privatized tutor programs. Reduces learning/teaching to only what is tested in math and language. Dumbs down the curriculum. Places learning in the hands of corporate America. Impossible for ALL to be above the norm by 2014.

WHAT CAN WE DO

Institute for Language and Education Policy

<http://www.elladvocates.org>

Recommends an accountability system which stresses a challenging curriculum and high expectations for all; strengthen professionalism of all teachers; overcome persistent achievement gaps between ~the haves and have nots.~

http://www.elladvocates.org/documents/nclb/ILEP_NCLB_Recommendations.pdf

Susan Ohanian

www.susanohanian.org

Educator Roundtable

<http://www.educatorroundtable.org>

NCTE, National Council of Teachers of English

<http://www.ncte.org/about/issues/action/126994.htm>

Your Own Professional Organizations

WHY DOES ALL OF THIS MATTER?

If you can control language, you can control thought.

Democracy matters. Kids matter. You matter.

References

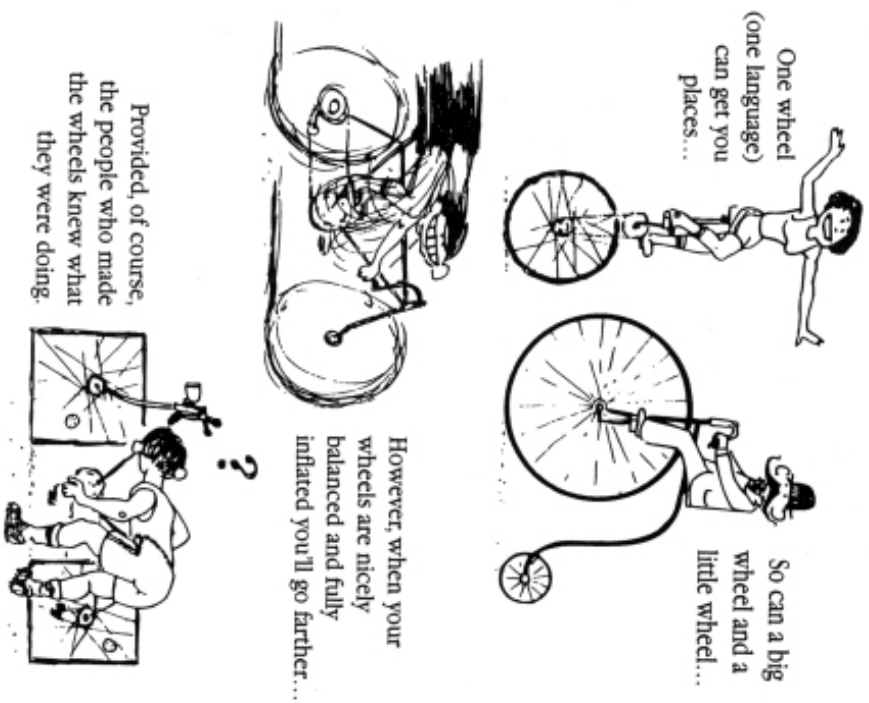
A complete list of references will be given to Rich Jones and Terry Albers. In addition, a complete list of references is available at

www.JoanWink.com

Click on Schedule on the left.

Scroll down to Pine Ridge, August 2007.

The Effects of Bilingualism



Cunminis, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (p. 171). Los Angeles, CA: California Association of Bilingual Education.

Official Theory of Learning (Smith, 1998)

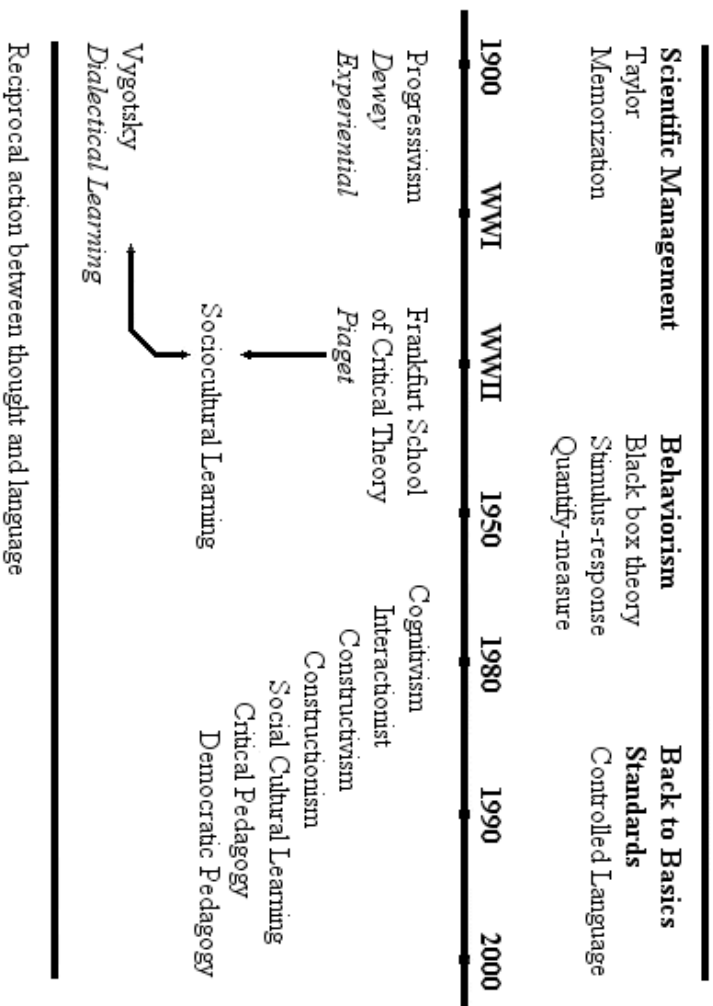


FIGURE 5 Official versus Classic Theories of Learning.

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 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

Quantitative vs. Qualitative

Types	Goals	Design	Data	Techniques	Relationships	Concepts
Survey Correlational Causal-comparative Experimental	Prediction Establishing Facts Show cause-effect	Structured Read numbers and charts	Statistics Control Groups Random Sample	Experiments Survey Research	Detachment	Variables Hypothesis Replication
Case Study Action Research Grounded Theory Historical Research	Description Multiple Realities Show Understanding	Evolving Reads like a story	People's words Theoretical Sample Purposive Sample	Observation Participant Observation	Empathy	Meaning Understanding No preconceived notions

perspectives

world views

semitized

Qualitative vs. Quantitative

Created by Jennifer Thompson in Joan Wink's class, EDMS 4100, Spring 2007

Reflections