

REFRACTIVE LEARNING

LEARNER - CENTERED

REFLECTION - DRIVEN

ACTION - ORIENTED

UNCOVERING

KNOWLEDGE
concepts
+ facts

SKILLS

INSIGHTS
connections
+ organization

ACTION GOALS
beyond
the
classroom

INTERDISCIPLINARY

True or False?

We can engage in Reflection in every single subject—even Math and Physical Education.

Insights should always be related to values, faith, or something spiritual.

Action is our solution to “intellectual constipation” because Action Goals are about important long-term applications of learning that we want our students to be able to do beyond their class and even after graduation.



True or False?

Reflection is best done at the end of every class session.

Insights (and the Reflection Questions) and Action Goals need not be included in the learning objectives.

For rigor, it is best to assess knowledge and skills and reserve understanding as a bonus question.

True or False?

If we want to assess our Action Goals, we should design a creative project ("Alternative Assessments"), where students are not limited to pencil-and-paper tests.

We don't have to wait for students to master the content before we ask them to apply what they are learning.



MASTERY OF
CONTENT
before
APPLICATION

APPLICATION
as a means of
+ aid to MASTERY
+ UNDERSTANDING



LESSON OR TOPIC:		GRADE LEVEL:
LEARNING OBJECTIVES		EVIDENCES OF LEARNING
KNOWLEDGE	Group into CLUSTERS and collaborate in formulating one exemplary INSIGHT and a corresponding REFLECTION QUESTION . * SCIENCE + MATH * LITERATURE + LANGUAGES + ART + MUSIC * RELIGIOUS & VALUES EDUCATION + HISTORY + CIVIC EDUCATION	
SKILLS		
ATTITUDE		
INSIGHT & REFLECTION QUESTION		
ACTION		Design the REFLECTION .
