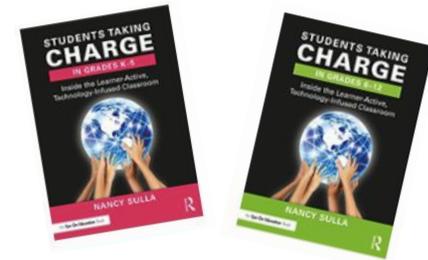


# *Students Taking Charge:* *Inside the Learner-Active, Technology-Infused Classroom* Discussion Questions



Book Chapters	Discussion Questions
<p><b>Chapter 1:</b> The Why for Your Instructional Design Journey</p>	<ul style="list-style-type: none"> <li>● Why is it important for students to become efficacious?</li> <li>● What aspects of the LATIC as described in this chapter exist in your current classroom?</li> <li>● Which of the stories or examples from this chapter most resonated with you?</li> <li>● How, if at all, did this chapter make you think differently about the year ahead?</li> <li>● What questions do you hope to have answered as you read the subsequent chapters?</li> </ul>
<p><b>Chapter 2:</b> Engaging Students Through a Core Problem to Solve</p>	<ul style="list-style-type: none"> <li>● What real-world problems/challenges do your students have a felt need to solve/overcome?</li> <li>● How do you foresee real-world problems or challenges engaging your students in grappling with content?</li> <li>● What makes a task both authentic and relevant to the lives of students?</li> <li>● How might schools take advantage of students' natural curiosity and desire to help others through real-world problems?</li> <li>● How does presenting a problem at the start of the unit, as opposed to as a culminating project, challenge our typical paradigms for teaching and learning?</li> </ul>
<p><b>Chapter 3:</b> Engaging Students Through Clearly Articulated Expectations</p>	<ul style="list-style-type: none"> <li>● How do rubrics empower students?</li> <li>● What differences did you note between how you've used or seen rubrics used versus how they are used in the <i>Learner-Active, Technology-Infused Classroom</i>?</li> <li>● How can students contribute to the creation of a rubric?</li> <li>● How can you use a rubric to support your struggling learners while challenging your most gifted</li> </ul>

	<p>learners?</p> <ul style="list-style-type: none"> <li>• What was a favorite quote or best advice you pulled from this chapter?</li> </ul>
<p><b>Chapter 4:</b> Engaging Students Through Differentiated Learning Activities</p>	<ul style="list-style-type: none"> <li>• What factors does a teacher need to consider when assessing a student's <i>Zone of Proximal Development</i>?</li> <li>• What is the impact of offering students choice in their learning activities?</li> <li>• How can homework be leveraged as a differentiation tool?</li> <li>• How as a faculty can we collaborate to develop differentiated resources for our students to access for learning?</li> <li>• How might you have students help in identifying and designing differentiated learning activities?</li> </ul>
<p><b>Chapter 5:</b> Empowering Students to Take Responsibility for Their Learning</p>	<ul style="list-style-type: none"> <li>• Reflect upon your own educational experiences. When have you felt the most empowered?</li> <li>• How can you create a sense of belonging, freedom, power and fun for students?</li> <li>• When designing your instructional plan, what might you take into consideration for your students with learning and behavioral challenges?</li> </ul>
<p><b>Chapter 6:</b> Promoting Efficacy Through Facilitation of Learning</p>	<ul style="list-style-type: none"> <li>• As a masterful facilitator, how can you ensure that your students are all engaging in meaningful learning opportunities?</li> <li>• How can a facilitator use the structures and strategies of LATIC to move through the three aspects of facilitation?</li> <li>• How does the <i>Learner-Active, Technology-Infused Classroom</i> promote high self-efficacy?</li> </ul>
<p><b>Chapter 7:</b> Physical Classroom Design</p>	<ul style="list-style-type: none"> <li>• How will you design a functional working space for your students?</li> <li>• What are the benefits of creating an environment with flexible seating in grades K through 5? 6 through 12?</li> <li>• How can students contribute to the design of a <i>Learner-Active, Technology-Infused Classroom</i>?</li> </ul>
<p><b>Chapter 8:</b> Principles and Paradigm Shifts</p>	<ul style="list-style-type: none"> <li>• How do you currently differentiate between high academic standards and rigor? How does this connect to the information in Chapter 8?</li> <li>• Which parts of this chapter do you need to explore further? Why?</li> </ul>

	<ul style="list-style-type: none"> <li>• What connections do you make between the chapter and your current philosophical beliefs?</li> </ul>
<p><b>Chapter 9:</b> Special Considerations</p>	<ul style="list-style-type: none"> <li>• Why do you think “priming” students is so important to a successful start? What ideas immediately resonated with you?</li> <li>• How does the LATIC model serve as a “backdrop” to other educational programs such as RTI, UDL, and MTSS in helping to address the academic, social and emotional needs of all students?</li> <li>• What are your biggest take-aways from the book?</li> </ul>