How to Turn Around Your Classroom

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How to Turn Around Your Classroom

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Session Objectives

- Explore and create effective student response questions for use in class
- Determine potential uses for data to create a higher level of engagement in the classroom
- Determine how to use the data to enhance teaching
Explore and Create Effective Student Response Questions for Use in Class

**PART I**

**Part I Objectives**
- Participate in a simulation “reading assignment” activity.
- Participate in a classroom simulation question & answer session.
- Write a question you may use with your own content.
- Discuss the level of engagement the use of effective questions might bring to your students.

**Participant Activity Instructions**
- Read the *Cinderella Tales* selection that you have been provided. (5 minutes)
- Respond to the facilitator’s questions in the next slides.
- If you cannot access rwpoll through the internet, then use the response card available.
What is it about Cinderella tales? Why is it that your average person around the world knows the traditional story and could retell it without a book in front of them? There are well over 1500 versions that have been passed down for centuries from storyteller to storyteller, representing an abundance of cultures.

The earliest known rendition can be traced back to the T’ang dynasty (A.D. 618-907), retold throughout Asia quite some time before it spread to Europe. The oldest European version is thought to be from Italy, dating in the early 1600s. With Cinderella stories appearing on every continent, you could take a world tour of cultures just reading the modified versions of the original.

We have The Korean Cinderella, The Persian Cinderella, The Golden Sandal (Middle Eastern), Cendrillion (Caribbean), Baba Yaga and Vasilisa The Brave (Russian), Mufaro’s Beautiful Daughters (African), Fair, Brown … (Irish), Raisel’s Riddle (Poland), The Way Meat Loves Salt (Jewish), - to name just some of them.

Other names for Cinderella include “Princess Furball” from medieval England, “Demura” in The Gift of the Crocodile from the Spice Islands of Indonesia, “Domilita” from the Mexican tradition, “Rough-Face Girl” from an Algonquin version, “Smokey Mountain Rose” and “Ashpet” from Appalachian tales, and “Cinder Edna” from a version comparing a traditional and a modern Cinderella story. The list goes on and on.

Cinderella stories have also been adapted to a variety of animal and environmental cultures. For example: Dinorella (dinosaur culture), Cinderella Penguin, Bigfoot Cinderrrrrrella (NW United States Old Growth Forest), and Cinder Elly (NYC rap).

Common elements tie the Cinderella stories together: tiny feet and lost shoes or footwear; time limits on the enchantment, happily-ever-after endings; an orphaned or motherless girl raised by a mean jealous stepmother; a dad who is away, dead, or otherwise spineless, leaving the stepmother to mistreat the genuinely kind Cinderella; the Cinderella character is somehow rescued by royalty, with the intervention of a mysterious power.

Countless scholarly works have been written to provide theories for why the story of Cinderella has been so fascinating to listeners and readers of all times and places. If there isn’t one yet, there is bound to be a “Cinderella” story told for just about every culture you can imagine.
The earliest known Cinderella story is from what country?
1. Egypt
2. China
3. Russia
4. Africa

About how many versions of Cinderella are estimated to have been told?
1. Over 100
2. Over 1500
3. Over 10,000
4. Over 15,000

Which do you think originated first?
1. Cinder Elly
2. The Persian Cinderella
3. Ashpet
4. Princess Furball
Which two titles are both examples of a fractured tale?

1. Cinderella and Smokey Mountain Rose
2. Bigfoot Cinderrrrella and Yeh Shen
3. Dinorella and Bubba the Cowboy Prince
4. The Little Glass Slipper and Cinder Elly

What best accounts for the early appearance of Cinderella stories in many Asian countries?

1. People Traveling
2. Arabian Knights
3. Trade Routes
4. Storytellers

What do you think is the driving theme that has made Cinderella tales so popular?

1. Overbearing wife/mother
2. Jealousy and selfishness
3. Yearning for justice
4. Child abuse
5. Dead-beat, spineless dads
6. Other
Types of Effective Questions

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Think-Write-Pair-Share (5 min)

- Think (and write) a question that you could use in your classroom in the near future. (You may use a different type of question, if you think of one other than what were listed.)
- Share your questions with a partner.
- Discuss with a partner: If you incorporate effective questions into your interactive presentation, do you think the level of engagement by your audience would increase, and why?
- Feedback and discussion.

Determine Potential Uses for Data to Create a Higher Level of Engagement in the Classroom

PART II
Part II Objectives

- Observe real data collected from several class sessions.
- Explore with the facilitator how the data was used to create a higher level of engagement in the classroom.
- Apply scenarios of data results to the question you wrote.

Example #1(a)

2. How much time did you spend preparing questions for the speakers? (Round to the nearest hour) (Multiple Choice)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>62.5%</td>
<td>5</td>
</tr>
<tr>
<td>40 minutes</td>
<td>12.5%</td>
<td>1</td>
</tr>
<tr>
<td>1 hour</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>1.5 hours</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2 hours</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2.5 hours or more</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>8</td>
</tr>
</tbody>
</table>

Example #1(b)

4. Which statement best describes the relationship between how much time you spent preparing for the speakers, and the outcome of the discussion/teacher effectiveness with the speaker? (Multiple Choice)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of time I prepared informed the effectiveness of the discussion</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>I had taken more time/prepare, discussion could have been better</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>
Example #3(b) - Misconception

Example #3(c) - Lots of Misconception

Example #4(a) - Cinderella Tales

The earliest known Cinderella story is from what country?

1. Egypt
2. China
3. Russia
4. Africa
Example #4(b)- *Cinderella Tales*

Which two titles are both examples of a fractured tale?

1. Cinderella and Smokey Mountain Rose
2. Bigfoot Cinderrella and Yeh Shen
3. Dinorella and Bubba the Cowboy Prince
4. The Little Glass Slipper and Cinder Elly

Think-Write-Pair-Share

Using the questions that you prepared in Part I of the activity, assume the following scenarios:

A. 75% of your class got the question right and 25% of your class chose the same wrong answer.
B. 25% of your class got the question right, 35% of your class chose one wrong answer and 40% of your class chose another wrong answer.

For each scenario above, how might you use that data to create a higher level of engagement in the classroom?

Determine How to Use the Data to Enhance Teaching

PART III
Part III Objectives

- Explore with the facilitator how the data examples were used to enhance teaching at the lesson and course levels.
- Look at selected simulation activity questions and determine how we might change the instruction of the lesson immediately.
- Look at selected simulation activity questions and determine how we might modify the course for the future.

Modifications Made

Referring back to the real data examples, what modifications were made?
- Examples #1(a)-#1(b)
- Examples #2(a)-#2(b)
- Examples #3(a)-#3(b)-#3(c)
- Examples #4(a)-#4(b)

Modify Instruction at Lesson Level

Refer back to the first four Cinderella Tales questions.
- Notice that those questions were designed to check knowledge.
- Let’s look at the simulation results and determine how we might change the instruction of the lesson immediately.
Modify Instruction at Lesson Level

Refer back to the question #5 of Cinderella Tales.

- Notice that the question asks the reader to extrapolate their knowledge from the reading and apply it to a new set of considerations.
- Let’s look at the simulation results and determine how we might change the instruction of the lesson immediately.

Modify Instruction at Lesson Level

Refer back to the question #6 of Cinderella Tales.

- Notice that the question asks the reader to offer their opinion. There is no right answer. This question is designed to generate discussion.
- Let’s look at the simulation results and consider how we might direct the discussion during the lesson.

Modify the Course for Future

Considering the data results for the Cinderella Tales lesson:

- How might we modify the course for the future?
Modify the Course for Future

Which do you think originated first?

1. Cinder Elly
2. The Persian Cinderella
3. Ashpet
4. Princess Furball

3 Take Home Messages

- Use various types of questions to create effective student response presentations
- Use data to modify the immediate learning environment to create a higher level of engagement in the classroom
- Use the data to modify future course materials to enhance teaching
Questions?