Guiding Questions

1. How can Phenomenon-Based Learning ideologies be integrated into an English Language Development curriculum?

2. What supplemental content would need to be added to daily instruction to make language learning the most effective for English Language Learners?
Phenomenon

Merriam Webster

explanation

susceptible to scientific description and

a fact or event of scientific interest
Phenomenon-Based Learning Expedition

“is a learner-centered, collaborative, multidisciplinary instructional approach that is based on student inquiry and problem solving through observation and study of a cultural and personal phenomena in the local context, where the learner investigates and solves their own questions by applying curriculum subjects that are relevant to the problem.”

Outlife Phenomenon Based Learning Expedition
Involves the student Phenomena can be anything that
1. Holisticity
2. Authenticity
3. Contextuality
4. Problem-based Inquiry
5. Open-ended Learning Processes.

Dimensions of PhenoBL (Symeoniidis, 2016)
Elements of a Phenomenon Based Learning Project

1. Enquiry Question
2. Mini-Lessons
3. Research and Collaborative Work
4. Public Presentation
5. Reflection on Learning

(Fields, 2020)
Enquiry Questions

- Engage students' curiosity
- May have multiple possible answers
- Thought-provoking and reflective
- Connected to the real world
- Engage students' curiosity

(Fields, 2020)
Examples

- How would you respond to loss of electricity?
- How can one individual's experience reflect the struggles of an entire nation?
- How can we use story writing and storytelling to help solve child malnutrition in our communities?
- How could we use mathematics to create a better community?
- Why is it important that we recognize universal weather patterns existing within our world, and how could these patterns be utilized to predict what will happen next?
- What if you were a lawyer trying to make a convincing case to provide local housing aid to your community after a flood, how would you make a convincing case to provide local aid next?
- How could we use story writing and storytelling to help solve child malnutrition in our communities?
Mini-Lessons

Scaffolding
Direct Teaching
Formative Assessment
Research and Collaboration/
Public Presentation

Students work in groups alongside their peers to construct a project to present to the class.
Reflection on Learning

What have we done?
How have I evolved through this work?
How can I use what I've learnt?
Who can I tell this to?
How would I change the process next time?
Day 2: Cooperative Learning, Responsive Teaching, and Culturally Responsive Teaching
1. Positive Interdependence
2. Face-to-Face Interaction
3. Individual and Group Accountability
4. Interpersonal and Small-Group Skills
5. Group Processing

5 Elements of a Phenomenon Based Learning Project

(Sahlberg & Boce, 2010)
Possible Student Roles

- **Organizer**—provides the group with the overall process structure
- **Recorder**—writes down important information (directions or group work)
- **Checker**—makes sure that all team members understand the concepts and the team’s conclusions.
- **Questioner**—generates questions and involves all students
- **Assessor**—evaluates the progress of each work session and involves all students
- **Encourager**—models and reinforces appropriate social skills
- **Elaborator**—Relates the discussion with prior concepts
- **Team Facilitator**—Moderates discussions and keeps the team on schedule
- **Timekeeper**—keeps group on task and on time
- **Spokesperson**—represents the group and presents group work
- **Summarizer**—Restates the team’s conclusions or answers
- **Research runner**—gets needed materials and is the liaison and knowledge in discussion with prior concepts
- **Elaborator**—Relates the discussion with prior concepts
- **Research runner**—gets needed materials and is the liaison and knowledge in discussion with prior concepts

(Symeonidis, 2016)
Class Activities that Use Cooperative Learning

- Jigsaw
- Round Robin
- Interview
- Three-Step
- Think-Pair-Share
- Brainstorming
- Team Pair Solo
- Circle the Sage
- Heads together
- Numbered
- Review
- Three-minute Review
5 Characteristics of Culturally Responsive Teaching

1. Socially Conscious
2. Affirming Students' Beliefs
3. Bringer of Change
4. Understanding and Connecting to Students' Lives
5. Building a Bridge
What are three ways you plan on increasing student engagement by using a culturally responsive curriculum in your classroom?

https://www.youtube.com/watch?v=C0V2PMTCQ
Day 3:

Creation Practice in Groups

Incorporation and Project

WIDA Language Domain

Day 3
Speaking

Voicethread: https://www.youtube.com/watch?v=9PuJJ3purvw
Provide a culturally responsive text/audio recording to students, and have them answer comprehension questions.
Write an informative email to members of community that the phenomenon affects.
Climate Change

Language Arts

Science

Math

Geography
Phenomenon: Climate Change Affecting Food Supply

Reading
Listening
Speaking
Writing
What are three ways that you believe this is a great idea and/or achievable in your classroom this year?
Day 4

Follow-Up
How has Phenomenon Based Learning been going in your class?

What have you been struggling with most?
Examples to share?
Post-Assessment:

1. What was your favorite project example she shared? How could you transform that to fit your classroom needs?

2. What are three of the most substantial takeaways that you learned during her speech?

3. What was your favorite project example she shared? How could you transform that to fit your classroom needs?

We will reconvene in 1 hour. Start at the 8 minute mark.

https://www.youtube.com/watch?v=n0exDZ5g-cc
The rest of the workshop today will be spent making unit projects with one another.

When finished, post to this folder so everyone can refer to each other's work. 

 Spend time collaboratively building a unit plan for one of the phenomena given.

4 groups

Group Time
Phenomenon Anchors

Head to head collision of two football players

Press from generation to generation. This is a phenomenon to illustrate the randomness of how traits are passed from parent to child. The seemingly unrelated facts in this image are not just related but are connected through this anchoring phenomenon.

Heredity and Genetics
Phenomenon Anchors

That lack these traits... in a specific environment. In comparison to plants that live... students can make a connection to how the plants' specific traits allow them to be successful in a specific environment. In comparison to plants that are adapted to live... Students need to understand that these plants survive due to their specific traits and their environment influences the environment/system in which they... There is little natural competition from other shrubs and vegetation. A lot of chaparral plants occupy the southern California region. They are given environment... a large population of drought-tolerant plants in a...
Reflection on First Semester

Day 5
What have you been struggling with most?

Phenol that you have experienced this semester?

What has been the most enriching aspect of teaching?
Presentation Time!
Inquiry Question: How would the reintroduction of gray wolves in Colorado change life in wildlife areas?
What are three action steps that you will take next semester to embed this pedagogy into your daily instruction?

How will I collaborate with my fellow teachers more to make these goals happen?
Works Cited


Phenomenon Based Learning Expedition - Certification for Schools, Teachers and Educators. Outbound Training, Behavioural Skills, Experiential Learning, Team Building.


https://www.outlife.in/phenomenon-based-learning-certification.html


https://www.outlife.in/phenomenon-based-learning-certification.html
Discussion Question:
What aspects of PhenoBL could you bring into your daily instruction?