

Analyzing a Task or Project for Real-World Learning

Examine the scenario in the following table, and answer the questions. Then, compare your answers to the authors' responses.

<p>Scenario: A third-grade class has been learning about the roles and responsibilities of the three branches of the federal government. Divide the class into committees of four or five pupils. In each committee, brainstorm ideas for additional bills to add to the rules in your school or classroom. Each committee will create a new bill and prepare a technology presentation (of its choice) to persuade the class to pass its bill. One committee member will present the bill to the floor (other classmates) using the committee's presentation. The committee will listen to the questions and comments of classmates and revise its bill accordingly. The committee will present it to the floor again after revisions are made. Take a final vote to decide whether the class will adopt the bill. The majority rules! If the bill is accepted, the president (a pupil who was appointed beforehand) immediately signs it into action. The new law is added to the class or school rules.</p>	
<p>Level of Real-World Learning</p>	<p>What is the level of real-world learning of this task? Use the following questions to guide your decision.</p> <ol style="list-style-type: none"> How close to the real world does learning occur? <ul style="list-style-type: none"> ▲ If all learning is in the classroom and students are talking about the real world or pretending circumstances from the real world, then it can be classified as a simulation. This is level 3 (Investigating). ▲ If some or most of the learning occurs in the real world and through interacting with the real world (outside the classroom), then learning is more authentic. Are students having any impact on or changing something in the classroom, the school, the community, the nation, or the world? Why do you think so?
<p>Ways to Raise the Real-World Learning</p>	<p>What are some ways to increase the level of real-world learning for this task?</p>
<p>New Level of Real-World Learning</p>	<p>What is the new level of real-world learning?</p>

Authors' Responses

Compare your answers to the authors' responses to the scenario questions.

Level of Real-World Learning

This assignment is at level 3 (Investigating) in the real-world learning component because students are simulating the real world in the classroom.

Ways to Raise the Real-World Learning

The students could form a student government association (SGA) to represent the student body and function as the government for the students. The SGA could assist in forming school rules for all students, receive bill nominations from other students, and so on. The SGA could form a service-learning project for the school to assist with a local nursing home, clean up the local baseball park, or help with town Christmas decorations.

New Level of Real-World Learning

This new level of real-world learning is 4 (Integrating) because student learning emphasizes and impacts the community. This community involvement is interdisciplinary, involving many subject areas.