

LEARNING CONNECT QUICK START OPERATING MANUAL



ABOUT LEARNING CONNECT ▾ TEACHER MENU ▾ CONTACT

LEARNING CONNECT

An Instructional System For Raising Student Achievement



ENTICE



ENLIGHTEN



ENGAGE



EMBRACE

www.learningconnect.org

**“An Online Instructional System for Raising Student
Achievement”**

Learning Connect Operating Manual (Partial)

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Updated 08/13/2020

What is Learning Connect?

LEARNING CONNECT is a computerized, student-driven instructional system for raising student achievement. It provides a consistent, systematic process for embedding scientifically, researched-based practices immediately in the classroom on a daily basis. As teachers, we do not have time to find researched-based strategies, copy from the books, then recreate and retype for our own classroom use.

Each LC tool can be easily accessed, used immediately or quickly customized to meet teacher, student and/or classroom needs. By providing each tool in a word document format, change can be accomplished instantaneously. The LC site is intended to save time and effort in instructional planning due to the overwhelming schedule and duties of a teacher, plus the tremendous pressure for student success. Most of all, by targeting and using the many proven retention and comprehension tools available in Learning Connect, an increase in student achievement is assured.

Getting Started...

User Name

Password

How Do I Use the Learning Connect Search Bar Feature?

You can interact with the LEARNING CONNECT strategies by clicking on the main SEARCH BAR feature. The SEARCH BAR can lead you to decipher from over 100 different scientifically-researched student achievement tools for the classroom.

A LEARNING CONNECT search begins by identifying the main search bar and determining the SEQUENCE within the instructional lesson that you would like to enhance with retention and comprehension tools.

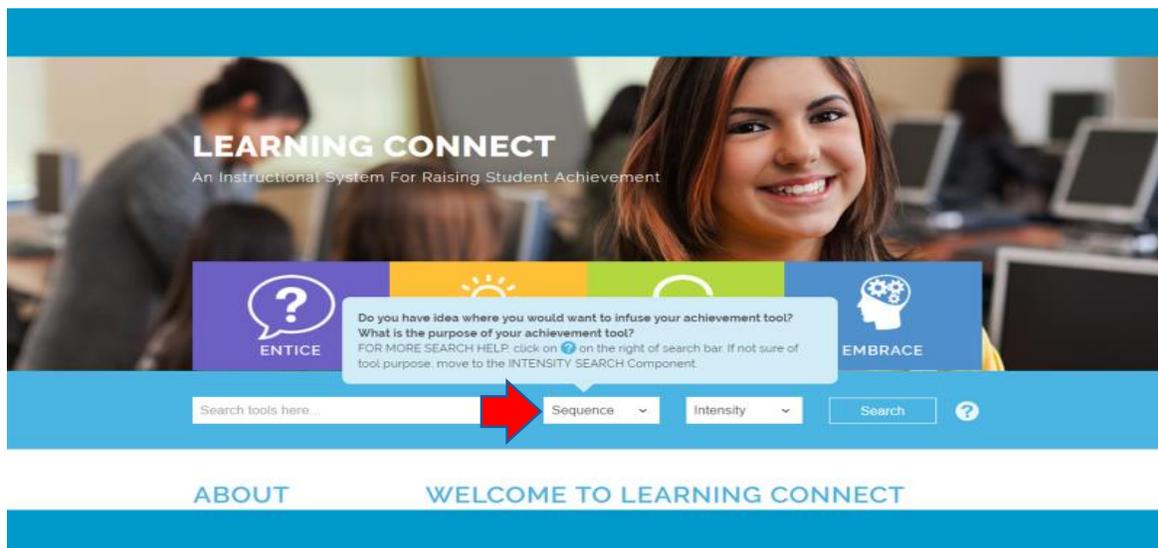
Lesson Sequence

ENTICE - Research contends that prior knowledge is the single most important resource in learning information. You can ENTICE your students with fun, interactive student tools to help them target and use their prior knowledge for today's lesson.

ENLIGHTEN - Bring your lesson alive and transform surface learning into deep, successful learning by using direct interventions during your lecture or during student reading of content.

ENGAGE - Allow students to activate all the learning and processing skills by generating, comparing and connecting new knowledge. Such engaging encounters are stimulating techniques that move learning from the surface level to a deep, insightful experience.

EMBRACE - Last, to ensure a meaningful connection, infuse energizing reflection strategies that consolidates knowledge and guarantees understanding, long-lasting connections and long-term retrieval.



Lesson Intensity

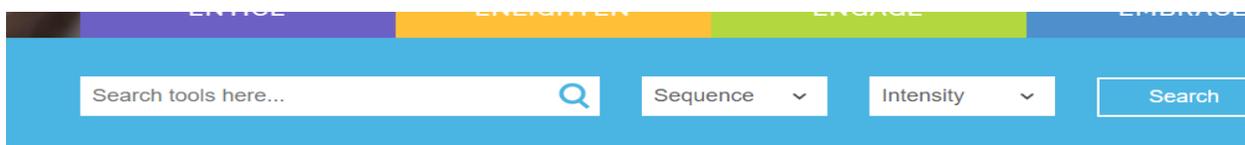
Next, select the intensity of enhancement desired for your retention tool – a 10-minute tool, 20-minute tool or 30-minute tool.



Corresponding Instructional Guides Per Tool

Each Student Learning Connect tool is stand alone. However, each tool does have a coinciding **Digital Power Point** or an **Alexa Guide** available to compliment the instruction. The instructor will just insert the aligning tool guidance code into the Classroom Management Tool bar. The corresponding instructional guidance tool will appear for download. Click on the Power Point or Alexa Guide provided to further enhance the selected tool.

Example: 💡 **Digital and Alexa Student Guidance Component 007 Available.** Go to Classroom Management Search Bar and enter GC007.



WELCOME TO LEARNING CONNECT

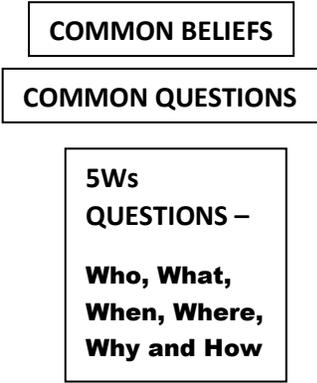
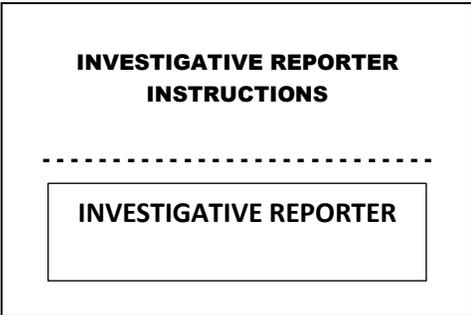
LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding scientifically, researched-based strategies into practice.

LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENTICE

ENTICE - Prior knowledge may be the single most important resource in learning information and is key to enticing students. "A large body of findings shows that **learning proceeds primarily from prior knowledge**, and only secondarily from the presented materials." (Roschelle, 2014). The purpose of Enticing strategies is to activate prior knowledge. We learn by overlaying a known pattern (prior knowledge) onto an unknown one to find similarities and differences. Looking for similarities and differences prompts the learner to consider, "What do I already know that will help me learn this new idea?" (Stahl & Fairbanks, 1986). Since "**prior knowledge is not always readily activated when you are trying to learn new information, sometimes help is needed to make the right connections.**" (McPherson, 2012).

**ENTICE -
ANTICIPATED READING GUIDE –
INVESTIGATIVE REPORTERS DRAW
CARDS AND ENVELOPE**

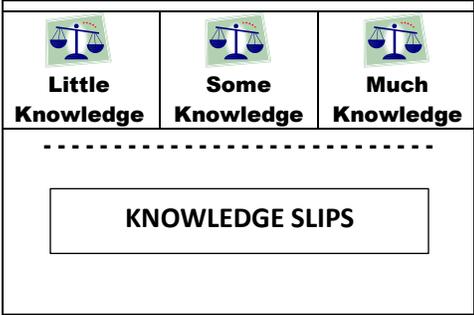
Pre-Reading – Alexa or instructor will guide students to **write questions and beliefs before reading**. After reading, students will be guided to draw and answer T/F and belief questions, etc.



(Fold in half and staple down both sides to create a container/envelope for drawing)

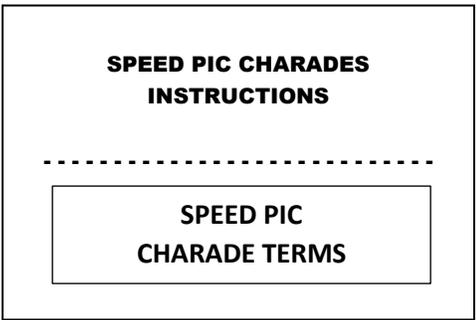
**ENTICE -
CHANGING PERCEPTIONS - IS IT A
MYTH?**

Alexa or instructor will direct each student to **create a Knowledge List of their current knowledge**. A student will then select an item from their list and insert onto a Knowledge Slip. The slip will be inserted into the Knowledge Container, to be drawn and **identified** by the class as **a myth, an example, an application or an analogy/comparison based upon the knowledge rate scale** provided.



**ENTICE -
WORDTECH – SPEED PIC CHARADES**

Opposing teams will be created. Alexa or instructor will direct a team member to draw or do a pantomime within a three-minute time period. Next, team members will **attempt to guess the term in play**.

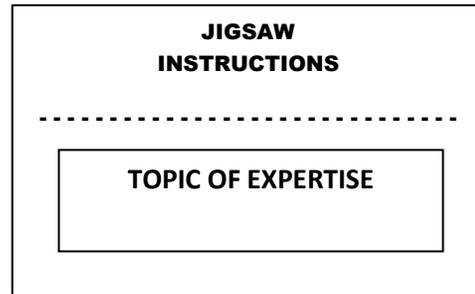


LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENLIGHTEN

ENLIGHTEN - After effectively getting their attention, the next step of presenting the lesson is to enlighten students with content knowledge. There is a place for both lecture and reading during the enlightening process. However, research clearly shows us that **without intervention during lecture or reading, only minimal results and surface learning is generated.** As previously mentioned, multiple sources claim that lecture is only the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either. Studies also have proven that a **significant amount of information is even forgotten within twenty minutes of learning.** (Ebbinghaus - Forgetting Curve) (Jasp, Murre' & Dros, 2015). Some studies even claim that the amount forgotten within minutes may be as high as fifty percent. The problem is further compounded due to the **studies stating the 60 percent of all high school students do not have the skills to comprehend content-area textbooks.** (Hock and Deschler). Therefore, the purpose of LC enlighten strategies is to intervene during lecture/reading, and **transform surface learning into a deep, successful learning event.**

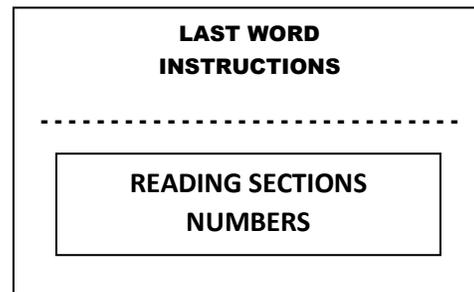
ENLIGHTEN TOOL - EXPERT QUEST – JIGSAW STYLE EXPERTISE DRAW CARDS AND ENVELOPE

Alexa or instructor will guide students to create Base Groups of 3 or more students. Then, direct each **Base Member will join a Topic Expert Group and return to teach his/her base group** an area of expertise.



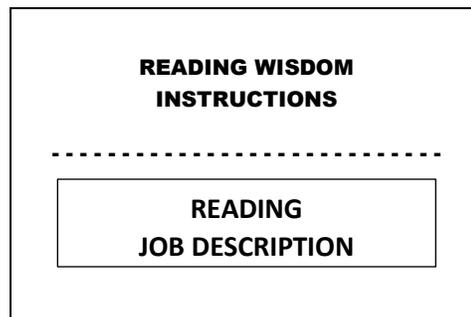
ENLIGHTEN TOOL - GROUP READING – LAST WORD DRAW CARDS AND ENVELOPE

Alexa or instructor will guide students to **find a significant quote** in the reading material. Then, group member numbers are drawn to **discuss the significance of the quote.** Last, member **will share his reasoning** and have the **Last Word.**



ENLIGHTEN TOOL - GROUP READING – READING WISDOM DRAW CARDS AND ENVELOPE

Alexa or instructor will guide each participant to **take on a job description while reading the literature** and share the results with the group following the reading of the passages.



- SUMMARIZER
- QUESTIONER
- CLARIFIER
- PREDICTOR

LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - ENGAGE

ENGAGE - As previously mentioned, "research clearly demonstrates that **as much as fifty percent of the material heard and read in class is forgotten in a matter of minutes.**" (LaBonty & Danielson, 2005). Engaging strategies **increase ownership for the content** being provided. At this step, the students continue to **compare, elaborate, problem-solve, having changes in perception and generate new thought.** By compiling the available research on effective instruction, Marzano, Pickering, and Pollock found that strategies that engage students in **comparative thinking** had the greatest effect on student achievement, leading to an **average percentile gain of 45 points.**

**ENGAGE -
COMPARISON THINKERS –
JUSTIFICATION SKILL**

Alexa or instructor will direct students, individually, with a partner, in a small group and/or class will **share and support an opinion** on a **Critical Question** from the lesson, as assigned by your teacher using the sentences stems provided.

JUSTIFICATION SKILL
Critical Question:
1. It is my opinion that....
2. What evidence do you....
3. Describe an opposing view...
4. How do these two opinions...?

**ENGAGE -
ELABORATORS – SENTENCE
STEM ELABORATION GAME**

Using the sentence stems provided, Alexa or instructor will direct **each small group to develop questions about the lesson.** Opposing teams will take turns asking and answering each other's questions for an established time period or until all questions have been played.

<p>ELABORATION GAME INSTRUCTIONS</p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>SENTENCE STEM ELABORATION GAME</p> </div>

Elaboration Sentence Stems
A. How would you describe....
B. How does a _____ compare....
C. What would the result be...
D. How would you summarize....
E. How would you apply....

LC INSTRUCTIONAL RETENTION TOOL EXAMPLES - EMBRACE

EMBRACE - Without reflection, learning ends well short of the re-organization of thinking that deep learning requires (Ewell,1997)." "Answering study questions only require low-level recognition." (Goodwin, 2014). The purpose of embracing strategies is to allow time for thinking and reflection. The end-result are **learning products that consolidate knowledge and create long-lasting connections** that can be easily recalled in the future. Learning products can **increase knowledge** and **vastly enhance understanding**.

<p style="text-align: center;">EMBRACE - REFLECTION QUESTION – REPORTER REFLECTION DRAW CARDS AND ENVELOPE</p> <p>Alexa or instructor will guide students in recognizing what will be done as differently as a result of today’s lesson? - Who, What, When, Where, Why and How? The “Who” and “What” recipients will go first.</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>INVESTIGATIVE REPORTER INSTRUCTIONS</p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>REPORTER REFLECTION QUESTIONS</p> </div> </div>	<div style="border: 1px solid black; padding: 10px;"> <p>5Ws QUESTIONS –</p> <p>Who, What, When, Where, Why and How?</p> </div>
<p style="text-align: center;">EMBRACE - REFLECTION QUESTION – MULTI-SENSORY REFLECTION CIRCLE</p> <p>Alexa or instructor will guide students to choose their topic and their multi-sensory mode of delivery for reflection - Write It (Written Description), Say It (Oral Description), Draw It (Storyboard) or Do It (Demonstration).</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>MULTI-SENSORY TOPIC INSTRUCTIONS</p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>MULTI-SENSORY TOPIC CHOICE</p> </div> </div>	<div style="border: 1px solid black; padding: 10px;"> <p>MULTI-SENSORY DELIVERY INSTRUCTIONS</p> <p>-----</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>MULTI-SENSORY MODE OF DELIVERY</p> </div> </div>

SMALL GROUP/PROJECT LEADERSHIP TOOLS

In studies comparing traditional vs project learning outcomes, project-based learning, **when implemented well**, increases the long-term retention of the content (Strobel & Barneveld). **A prerequisite to small group success is establishing leadership roles and team management routines within your small group.**

These roles and routines will play a major role in creating highly engaged small group team members in both the classroom and in the future workplace.” (Fry).

SMALL GROUP ROLE DRAW CARDS AND ENVELOPE

**Facilitator, Recorder, Reporter,
Clarifier and Timekeeper**

**SMALL GROUP
LEADERSHIP DRAW**

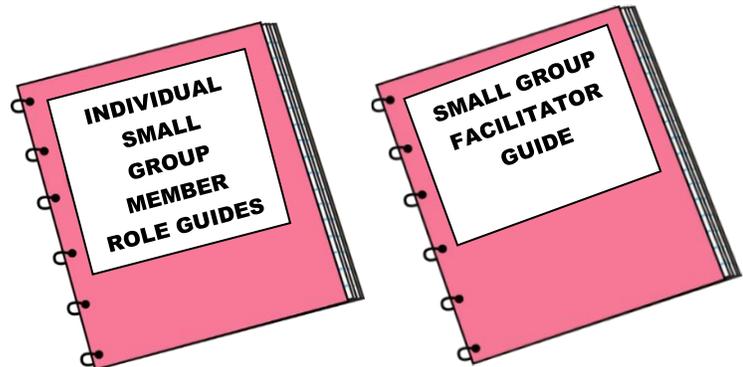
(Fold in half and staple down both sides to create a container/envelope for drawing roles.)

SMALL GROUP ROLE GROUND RULES



SMALL GROUP/PROJECT LEADERSHIP ROLE GUIDES

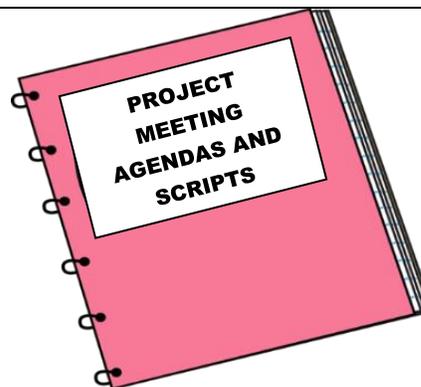
1. Determining My Leadership Quotient
2. Identifying My Leadership Role and Responsibility



PROJECT MEETING TOOLS

Establish:

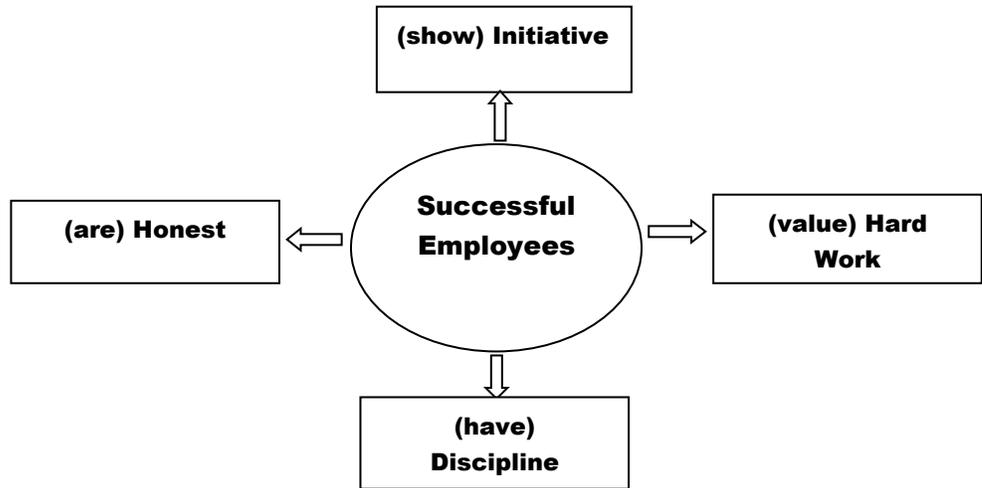
1. Project Purpose
2. Project Ideas
3. Anticipated Project Goals
4. Project Action Plans and Checklists
5. “Timed Talk” to Stakeholders
6. Personal Project Reflection
7. Project Closure Interview
8. Contributing Factors to Project Successes and Challenges



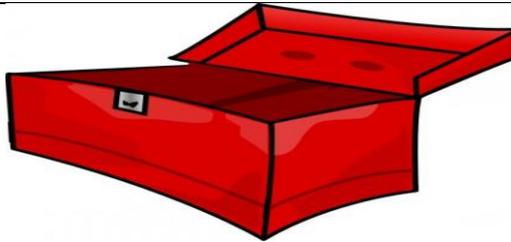
MAPPING CONSTRUCTION TOOLS

A map is basically a **“mental map of the content”**. It is a diagram that connects thoughts on paper around a central subject, very similar to how the brain links content for retention and long-term retrieval. Several tools throughout all instructional components provided are focused on **creating maps to access prior knowledge, to improve notetaking strategies and to increase reflection and retention success**. Creating **portable mapping construction toolboxes** for use by individuals, partners or small groups may save lesson planning time and repeated effort.

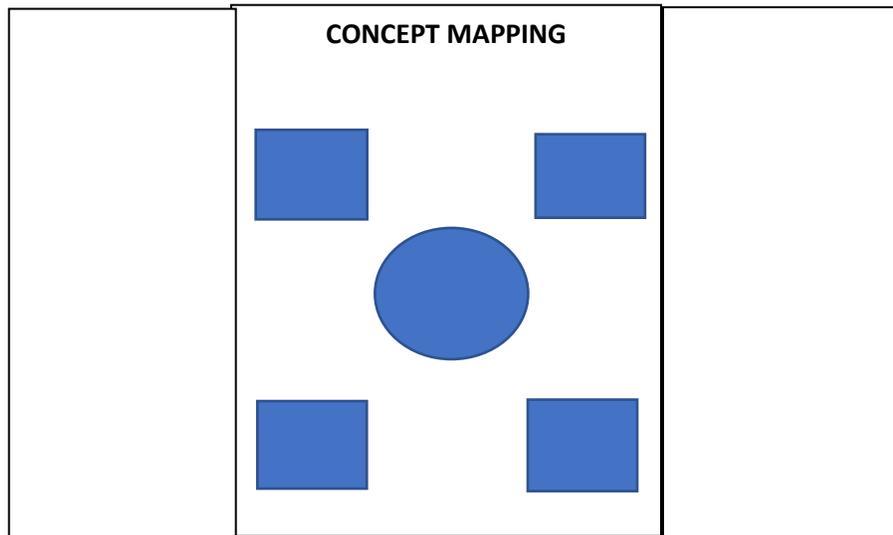
CREATION OF CONCEPT MAPS
(Individual, Partner, Small Group or Class)



SMALL GROUP MAPPING CONSTRUCTION PORTABLE TOOLBOX
(Inventory Tags Available)



SMALL GROUP TRI-FOLD MAP
(Topic, KeyPoint and Detail Squares Available)



LC CAREER STUDENT ENRICHMENT TOOL EXAMPLES

The screenshot shows the Learning Connect interface. At the top, there is a search bar with the text "Search tools here..." and a magnifying glass icon. To the right of the search bar are two dropdown menus labeled "Sequence" and "Intensity", and a "Search" button. Below the search bar, there are two suggestions for search results: "Classroom Management Tools..." and "Career Student Enrichment Tools...". A large red arrow points from the search bar down to the "Career Student Enrichment Tools..." suggestion. To the right of the search bar, there is a "WELCOME TO LEARNING CONNECT" section with a paragraph of text: "LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding scientifically, researched-based strategies into practice."

Learning Connect is about student achievement, which entails Learning Enrichment and Career Planning.

CAREER PLANNING – JOB INTERVIEW TOOLS

Five Year Capsule - Students will create a five-year time capsule by completing questions and sentence stems concerning their planned long-term career and personal goals. Students will be well-equipped to answer the interview question of **“Where do you see yourself in five years?”** is a common job interview question that can have a strong impact on their interview outcome. Please remember that *“Each goal creates a learning footprint towards a successful future and life”*- Anonymous.

Tool Examples:

- Five-Year Time Capsule**
- Job Interview Prep Tools (Fall 2019)
- Job Shadowing Request and Appreciation Letters (Fall 2019)
- Job Shadowing Student Documents/Forms (Fall 2019)

CAREER PLANNING – ENTREPRENEURSHIP TOOLS – For 2019, the Learning Connect Enrichment Component has added **career enhancement tools focused on ENTREPRENEURSHIP** for students who are excelling and excited about learning. (For more information, refer to the Starting **“My Own Small Business” Portfolio File**, which serves as an Entrepreneurship Enrichment Student Contract.) **One of the most exciting outcomes consist of a life-like diorama, depicting the layout and store front of the student’s business, down to the smallest detail.**

The purpose of this program is for **students to begin the journey of constructing their own personal “Small Business Portfolio”, brick by brick.** Each Entrepreneurship tool selected in the student contract will guide the learning encounters for attaining business success. Since this Entrepreneurship series are enrichment tools, **the number of tools completed can be very flexible.** Some students may only complete a few tools and others may complete several tools over a one or two-year enrollment span within an occupational program. These Entrepreneurship tools are applicable to most industries or occupational career goals. **Whether completing one or two tools or twenty tools, students can be benefit by visualizing their Entrepreneurship dream.**

LC CLASSROOM MANAGEMENT TOOL EXAMPLES

The screenshot shows a search bar with the text "Search tools here" and a magnifying glass icon. To the right are two dropdown menus labeled "Sequence" and "Intensity", and a "Search" button. Below the search bar, a red arrow points to a search result for "Classroom Management Tools...". Below that is another search result for "Career Student Enrichment Tools...".

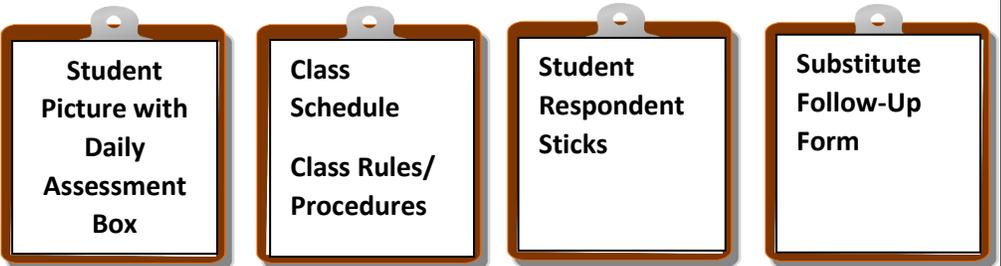
WELCOME TO LEARNING CONNECT

LEARNING CONNECT is a computerized student-driven instructional system for raising student achievement in the classroom. It provides a consistent, systematic process for embedding scientifically, researched-based strategies into practice.

Learning Connect is about student achievement, which entails Learning Environment and Community Relations.

LEARNING ENVIRONMENT - Substitute Planning Guide

Students spend approximately one year with a substitute during their k-12 school experience, this time of learning should be as effective as possible.



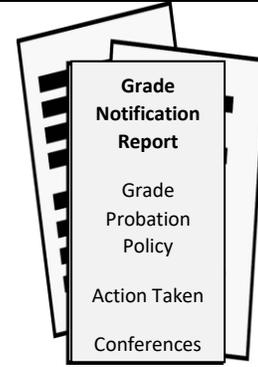
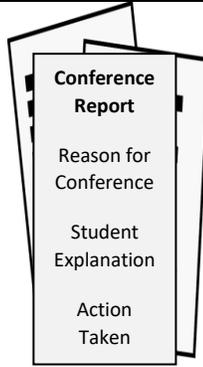
LEARNING ENVIRONMENT – Student Behavior Contract (Similar to Industry)

In this contract, the student will generate their own strategy for overcoming a challenge immediately or within a set timeline.



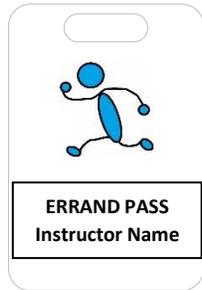
LEARNING ENVIRONMENT – Student Reports

- A. Teacher Student Conference Report
- B. Grade Notification Report
(A contribution by Amy Jenkins, Great Plains Technology Center, Lawton, Oklahoma)



LEARNING ENVIRONMENT – HALL PASSES

Professional, customized **Hall Passes to target student destinations** using conference nametags are provided to enhance learning environment.



COMMUNITY RELATIONS – FIELD TRIP TOOLS

Examples:

- Field Trip Forms/Documents **(The Forgotten Intricate Details)**
- Field Trip Requests and Appreciation Letters (Fall, 2019)
- Field Trip Curriculum Integration Tools (Fall, 2019)



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