

JROTC Virtual Learning

LET 1 / JROTC

Becoming an Active Learner

May 18, 2020

Lesson: May 18, 2020

Objective/Learning Target:

- Identify the thinking types and related viewpoints necessary to address typical active learner questions
- Distinguish between traits and activities of critical and creative thinkers
- Describe the difference between objective and subjective thinking
- Distinguish between active learner and passive learner traits

Bell Ringer

List some of the traits of an Active Learner and the traits of an Passive Learner

Student Learning Plan

Unit 3: Foundations for Success

Becoming an Active Learner [U3C1 L4]



What you will accomplish in this lesson:

Determine the thinking/learning skills necessary for improving active learning



Why this lesson is important:

Learners do not wait for learning to happen — they make it happen. You learned to crawl, to stand up, to walk, and many other things because you wanted to learn them. This desire to learn something made you ask the people around you for help. Active learning is an instinct with which you were born. In this learning plan, you will discover your active learning strengths and weaknesses. You will also learn how to improve your thinking and learning skills to become a more effective learner.



What you will learn in this lesson:

- Identify the thinking types and related viewpoints necessary to address typical active learner questions
- Distinguish between traits and activities of critical and creative thinkers
- Describe the difference between objective and subjective thinking
- Distinguish between active learner and passive learner traits
- Define key words: active, classify, creative, critical, generalize, objective, passive, predict, subjective, visualize



You will have successfully met this lesson's purpose:

- by creating a written Active Learning Action Plan
- when your plan describes how your personal behavior or characteristics have impacted how you learn and think
- when your plan details the thinking/learning behaviors that you are targeting for improvement
- when your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner
- when your plan lists the resources and activities you will use to help your skill development
- when your plan summarizes how you will record your progress
- when your plan describes how and when you will assess your improvement



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



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1. THINK ABOUT how the different ways you've learned new things. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. BRAINSTORM the different ways you've learned new things, how you solve problems, and how you form opinions. THINK ABOUT ways to categorize the different methods.
 3. REFLECT on the way you learn and think. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. JIGSAW the student text for the topic assigned to your team. CREATE a T-Chart that describes the characteristics of each pair of learner/thinker opposites: active learners/passive learners, critical thinkers/creative thinkers, and objective viewpoint/subjective viewpoint. Work with your team to WRITE a definition of the two terms you worked on. PRESENT your work to the class.
- _____ 2. REFLECT on the different methods people use for learning, thinking, and forming opinions. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned? ...



- _____ 1. WRITE scenarios that demonstrate the need for the type of learning or thinking assigned to your team. PARTICIPATE in the Learner-Types Quiz Game.
- _____ 2. REFLECT on what you learned from the game. ANSWER the reflection questions presented by your instructor.



Assessment Activities:



- _____ 1. COMPLETE Exercise #1: Asking Questions.
- _____ 2. COMPLETE the Becoming an Active Learner Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.

Exercise 1: Asking Questions

Directions:

1. Your name _____ Today's date _____
2. Carefully read the article your instructor provided.
3. In the column labeled "Your Notes," answer each of the questions from the "Three Question Types" column.
4. Be certain that you apply the "Related Thinking Type" and the "Related Viewpoint" when you answer each of the questions.
5. The column labeled "Notes" should help you determine what to use to answer the questions.

Three Question Types	Related Thinking Type	Related Viewpoint	Notes	Your Notes
<p>What?</p> <ul style="list-style-type: none"> • What are the facts? • What is the evidence or proof? 	Critical thinking	Objective	Facts form the basis of most of your studies.	

Three Question Types	Related Thinking Type	Related Viewpoint	Notes	Your Notes
<p>So what?</p> <ul style="list-style-type: none"> • What do the facts mean? • What conclusion can I draw? • What else do I need to know? 	Creative thinking and Critical thinking	Subjective and Creative	Use the facts to form an opinion.	
<p>Now what?</p> <ul style="list-style-type: none"> • What can I do with the information now that I have the facts? • How do the facts link to other information I have? 	Creative thinking	Subjective	Use the information to form a pattern or structure on which to build other facts.	

Performance Assessment Task

Unit 3: Foundations for Success

Becoming an Active Learner [U3C1 L4]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Determine the thinking/learning skills necessary for improving active learning



Directions

For this performance assessment task you will determine ways to improve your active learning skills. For this assessment you will:

1. Create a written Active Learning Action Plan. (The plan can be in the form of a written narrative, a flow chart, or a type of outline.)
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming an Active Learner Performance Assessment

Task Scoring Guide

Criteria	Ratings	
1. Your plan describes how your personal behavior or characteristics have impacted how you learn and think	met	not met
2. Your plan details the thinking/learning behaviors that you are targeting for improvement	met	not met
3. Your plan lists specific strategies for improving your personal behavior or characteristics to become a more active learner	met	not met
4. Your plan lists the resources and activities you will use to help your skill development	met	not met
5. Your plan summarizes how you will record your progress	met	not met
6. Your plan describes how and when you will assess your improvement	met	not met

Comments:

Name: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

