



# Authenticity: Transforming Your Teaching Approach with the Authentic Learning Framework



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**Time Frame** 180 Minutes

## Essential Question(s)

- How does authentic teaching engage students in meaningful learning?
- How do teachers support authentic learning in the classroom?

## Summary

This professional learning activity asks participants to reflect on meaningful learning experiences through the question, "What makes learning meaningful?" Participants build up a definition of meaningful learning as they progress through the activities. Participants will experience a lesson that models the components of the Authentic Learning Framework, look at the research on authentic learning, and then reflect on how the lesson they experienced modeled the framework's components. Participants will then consider and discuss how the Authentic Learning Framework can be applied in their own teaching practice.

## Learning Goals

- Experience a shortened version of a model lesson featuring multiple components of the Authentic Learning Framework.
- Identify and explain how the activities in the lesson demonstrate each component of authenticity.
- Apply the Authentic Learning Framework to the classroom.

## Standards

*InTASC Model Core Teaching Standards (K-12th)*

- 4:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 8:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Attachments

- [Authenticity Job Aides—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Authenticity Practitioner's Brief- Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Author Influences—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.docx](#)
- [Author Influences—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Card Matching—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework .pdf](#)
- [Card Matching—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.docx](#)
- [Components of Authenticity—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Critical Thinking Cube Net—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Notes About Vampires—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.docx](#)
- [Notes About Vampires—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)
- [Presentation Slides—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pptx](#)
- [Vampire Readings Jigsaw—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.docx](#)
- [Vampire Readings Jigsaw—Authenticity Transforming Your Teaching Approach with the Authentic Learning Framework.pdf](#)

## Materials

- Presenter slides (attached)
- Authenticity Practitioner's Brief handout (attached; optional; one per person)
- Components of Authenticity handout (attached; optional; one per person)
- Authenticity Job Aids handout (attached; one per person)
- Critical Thinking Cubes handout (attached; one per table)
- Author Influences handout (attached; optional; one per person)
- Notes About Vampires handout (attached; optional; one per person)
- Card Matching handout (attached; optional; one set per group)
- Vampire Readings Jigsaw handout (attached; optional; one per person)
- Sticky notes (two stacks per table)

- Chart paper
- Markers
- Paper and pens
- Materials for the model lesson of your choice (see list in the Explore section)

30 minutes

## Preparation

Set out sticky notes at each table. Place chart paper on the wall or board for use during the Engage section.

Download and prep the materials for the model lesson in the Explore section. If you are using the model lesson “Monster Monday: The Good, the Bad, and the Sparkly,” make a copy of the [Vampires ASN Menti](#). Prior to facilitating, you will need to update the links, access code, and QR graphic on slide 11. Also be sure that you have the Menti results link open in a new tab to share with participants in real time. Additionally, prep the Card Matching activity.

Print, cut, fold, and glue the critical thinking cubes in advance for use in the Extend section. Make enough to have one per table.

Create a Padlet with one column for each prompt in the Evaluate section or use this [link](#) to remake the provided Padlet for your session and clear the example answers. Then update the QR code on slide 44. Alternatively, you can also set up this activity using individual sticky notes or notecards.

15 minutes

## Engage

Use the provided **Presenter Slides** to facilitate this session. Introduce the session with the title on **slide 2**. Move to **slide 3** and ask participants to think about their most meaningful learning experience. Invite them to write on a piece of paper a list of characteristics or adjectives describing what made that learning experience meaningful for them. Start the [K20 Two-minute timer](#).

After two minutes, each person at a table can share their experiences and their characteristics list with their table group. After each person at the table has shared their experience, determine 3-5 common characteristics between the meaningful learning experiences that were shared.

Move to **slide 4** and have each table choose a representative who will stand up with their group's list of shared characteristics. Then, as a whole room, conduct the [Stand Up/Sit Down](#) strategy.

1. Have one standing representative at a time from each group read one item from their list.
2. Write this word on a large piece of chart paper, whiteboard, or other place that is visible for the whole room. This will serve as an [Anchor Chart](#) and be revisited later in this activity to construct a shared definition of authentic learning.
3. Have all the other representatives mark this item off their own list if it's too similar to something they already have.
4. Have the next representative read a word from their list. Write this word down on the chart paper and have all other representatives mark this word from their list if they have it as well.
5. Ask representatives to sit down when all of the characteristics they have on their list have been stated.

Go to **slide 5** to highlight the session objectives briefly. This will provide a roadmap of where they will go together during the session and will let participants know what to expect from the session.

### Facilitator's Note: Guiding the Activity

Emphasize that we are moving shortly into a model lesson where they will experience a learning activity designed using the Authentic Learning Framework as if they are the students. They may put on a student hat as they participate, but they should also keep their "teacher eye" in the back of their mind to observe some of the strategies and take note of how this approach may be different from others they've experienced or tried out themselves.

Move on to **slide 6** and play the teacher testimony video.

### Embedded video

<https://youtube.com/watch?v=-x-t3MCR1Yo?si=KJBpFWLeW1fD2YYx>

This brief video will provide an emotional hook into the value of using this framework. Move to **slide 7** and revisit the Anchor Chart after the video. Ask participants if they noticed any of the characteristics from our list showing up in this testimonial. Ask if there are any characteristics of note in the video that are not on the list yet.

75 minutes

## Explore

### Facilitator's Note: Model Lesson

We have included [Monster Monday: The Good the Bad and the Sparkly \(HS ELA\)](#) as our model lesson for this activity. Be sure to download and prepare the materials attached to this lesson in advance. Some of the handouts have been adapted for this Professional Development session and are already included. However, you may choose a different model lesson to fit your participant needs if you are working with teachers who are all in a different content area, teach a different age level, have already seen this lesson, or are working under different time constraints. All of these might be reasons to select a different model lesson. Here is a list of model lessons that have been vetted as exemplars of authenticity from a variety of subject areas, age levels, and different audiences/situations:

- [What is a GMO?](#) (Middle School Science)
- [What is History?](#) (High School History)
- [How Eggeceptional Are We?](#) (Middle School Science)
- [Unlocking Answers](#) (Middle School ELA)
- [Born This Way](#) (High School Social Studies)
- [Going Viral](#) (Middle School Math)
- [Keep Your Eye on the Ball](#) (High School Physical Education)
- [Traditional Transformations: Part 1: Translations: Seminole Patchwork](#) (High School Geometry)
- [Learning About the Past: Comparing Primary and Secondary Sources](#) (Elementary History)
- [The Three Little Purposes: Using 'The Three Little Pigs' to Teach Author's Purpose](#) (Elementary ELA)
- [Multiplying the Three Sisters](#) (Elementary Math)

Begin the model lesson with the title on **slide 8** and remind participants that the content is designed for high school students. The topic is not as important for them to focus on so much as the approach that is being used to teach the topic. Move on to **slides 9** and **10** to introduce the essential question and learning objectives for the model lesson.

Begin the Menti version of the [Always, Sometimes, Never](#) activity on **slide 11**. If needed, unhide **slides 12-16** for the non-Menti version of this activity. In this activity, participants will respond to statements about vampires as if they are always true, sometimes true, or never true. The purpose of this activity is to activate prior knowledge. They will see responses from the entire room so that they can compare their own assumptions about these tropes with the group's assumptions as a whole. They might be surprised that everyone has different experiences or impressed that the whole group has had very consistent experiences informing them about vampires.

Then, move to **slide 17** and review the definition of "trope." This will lead into the next activity on **slide 18**, where participants will follow the [Affinity Process](#) and write as many characteristics as possible of vampires that they can think of on one piece of paper in three minutes. Start the [K20 3-Minute Timer](#). Once they've run out of ideas and the three minutes are up, move to **slide 19** so that participants can compare their notes with those of an [Elbow Partner](#) and see if there are some broad categories into which they can fit their combined characteristics. They can use another blank piece of paper to label the categories of tropes they identified. Start the [K20 3-Minute Timer](#). Once the timer has run out, move to **slide 20** and, using the [K20 5-Minute Timer](#), have each set of partners at a table compare their categories and determine how they can combine them together into groups. Move to **slide 21** and have participants share their group's categories, reminding them that they will use those in the next activity.

Move on to **slide 22** and pass out the **Notes About Vampires** handout. Explain that many of the tropes brainstormed in the last activity will be visible in action as they watch a few movie and television show clips as well as read excerpts from novels about vampires. As they watch or read each piece, start the [I Notice, I Wonder](#) strategy by asking participants to jot down the tropes they notice.

Pass out the **Author Influences** handout to each participant (or per pair) then play the videos on **slides 23-25**. Be sure to pause for a moment after showing each clip and ask participants to review their handout and read about the author of that work. Once all the clips have been viewed, move to **slide 26** and have participants complete the "I Wonder" column. Encourage them to make note of any connections the participants wonder about between the author's influences and the way they wrote their vampire characters and used these tropes in their work.

Display **slide 27** and pass out the **Vampire Readings Jigsaw** handout having groups of three [jigsaw](#) the readings. This means that each person in the group will read a different excerpt and then share their notes with their group members. Use the same instructions on taking notes in their graphic organizer for the readings as for the videos.

Once the groups have finished taking and sharing notes on the readings, move on to **slide 28**, and begin to hand out the set of cards from the **Card Matching** handout for the timeline [Card Sort](#). Have participants group the cards based on what year in the timeline they believe they fit into.

1. Arrange title covers by date they were published. (Publication dates are on the organizer.)
2. Place vampire tropes under the title cover that it matches. (Some tropes may be used more than once.)

The goal for this activity is for participants to take what they have learned about vampire tropes to this point and combine it with potential political, economic, and historical influences on how vampires have been represented through literature and media. Once groups are finished sorting, share the answers on **slide 29**.

Display **slide 30**. Depending on how time is going, have participants complete the [One-Pager](#) activity or describe it to them as a final assessment of learning (unhide **slides 31-34** to display example products of this activity). If time permits, have participants create a poster on chart paper or digitally that illustrates and answers the questions, "How do these authors address the same topic?" and "How did these authors reach different conclusions due to the time period in which they wrote?"

If you choose not to conduct the One-Pager activity, use the [Exit Ticket](#) on **slide 35** to take an assessment of learning.

### Facilitator's Note: Digital Version

Unhide **slide 36** which contains a link to a digital version of the reading and timeline activities.

Note the end of the model lesson by showing the standard that was addressed on **slide 37**.

45 minutes

## Explain

Move on to **slide 38** to show the four components of the Authentic Learning Framework and provide a very brief overview. At this time, distribute the **Authenticity Job Aids** handout and the reading material of your choice for the authenticity framework (recommended: either the **Authenticity Practitioner's Brief** handout or the **Components of Authenticity** handout, both attached to this session).

Have participants form groups based on which of the four components they read. As a group, they will create a [Frayer Model](#) poster about the component they have been assigned.

- Student-centered Learning
- Construction of Knowledge
- Inquiry-based Learning
- Real-world Connections

Display **slide 39** with the instructions for the activity and provide each group with a piece of chart paper and marker(s). Each group will make a poster demonstrating their component through four main segments of information:

1. Definition: Write their own definition for the component.
2. Main characteristics: List 3-5 characteristics that are essential to this component.
3. Draw a picture: Sketch a scene or symbol that represents their component.
4. Describe: Give an example from the model lesson where they saw this component represented.

Provide about fifteen minutes for groups to create their posters. Have groups that covered the same topic get together, compare their posters, and synthesize the most significant aspects of their component.

Display **slide 40** and explain the process for a [Gallery Walk/Carousel](#). Each group stops at each other's set of posters and takes notes using the [Exclaim and Question](#) strategy. At this point, they may begin to notice that activities done during the lesson covered more than one component and that aspects of each component support one another. Each group can share one thing that stood out and one question they have with the whole room.

Have participants review the "Authentic Lesson Reflection Tool" on the back of their Authenticity Job Aids handout and go through each component, having someone share something from the model lesson and how it supported that component until all of the components are covered.

Finally, revisit the Meaningful Learning Experiences Anchor Chart from the beginning of this session and transition to **slide 41** to explain the process. Have each table group pick something from the list and share which component of authenticity it fits into and their reasoning for why. Display **slide 42** and have each group share the reflection of their group's poster.

30 minutes

## Extend

Transition to **slide 43**. In table groups, have participants take turns rolling the provided **Critical Thinking Cube** and answer the question it lands on. Provide enough time for each person to have a turn or two. Start the provided [K20 4-Minute Timer](#).

Prompts provided for this [Critical Thinking Cube](#) are:

- **Describe:** What are students doing in an authentic classroom?
- **Apply:** How do you see authenticity used in your role at your school?
- **Compare:** How is authenticity different from non-example practices of authenticity in your role?
- **Analyze:** What steps need to be made to develop authenticity in your role? (How do you currently plan your lessons? What resources/school climates need to be considered?)
- **Synthesize:** In your role, brainstorm activities that would be authentic experiences for your students.
- **Arguments:** What reservations do you have about implementing authenticity?

After all the turns have been completed, hold a whole table discussion where, as a group, participants summarize what they discovered about authenticity during this activity.

15 minutes

## Evaluate

Move to **slide 44**. Either access the [Padlet](#) you created earlier, a board with sticky notes, or individual note cards that can be shared verbally using the [Mirror, Microscope, Binoculars](#) strategy. Each participant will answer the following three prompts on their own:

- **Mirror:** How has the authentic framework changed your thinking about meaningful learning?
- **Microscope:** (pledge): How can the authentic framework be applied to your classroom/practice?
- **Binoculars:** How can the authentic framework affect your school or community?

Discuss the board posts as a whole group.

## Research Rationale

At its heart, authentic learning aims to infuse learning with purpose and meaning so that students develop the skills necessary to fully engage with the world at large. Authentic learning experiences increase positive emotions around learning, garner higher perceptions of relevance and long-term understanding, and activate student engagement in learning and intrinsic motivation to learn (Nachtigall et al, 2022; Parsons et al., 2021; Jeter et al, 2019; Kuhlthau, et al., 2015). Students with more positive attitudes toward learning see improved achievement (Freedman, 1997), and when students put more effort into their learning, it improves their long-term retention of the content (Schmid & Bogner, 2015). Authentic practices create a school setting that integrates with the real world to make the transfer of skills easier for learners when they enter the workforce (Osher et al., 2020).

## Resources

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- K20 Center. (n.d.). Anchor charts. Strategies. <https://learn.k20center.ou.edu/strategy/58>
- K20 Center. (n.d.). Card sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
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