



# AUTHENTIC LEARNING AND TEACHING

## Components of Authenticity

Student-Centered Learning	Construction of Knowledge	Inquiry-Based Learning		Real-World Connections
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### What are students doing?

<ul style="list-style-type: none"> <li>Making learning choices</li> <li>Sharing perspectives</li> <li>Collaborating</li> <li>Self-reflecting</li> <li>Evaluating learning progress</li> <li>Setting learning goals</li> <li>Developing a shared understanding</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences</li> <li>Generalizing and synthesizing ideas from multiple sources</li> <li>Creating explanations</li> <li>Analyzing and solving problems</li> <li>Providing and using feedback</li> <li>Making personal connections and meaning</li> </ul>	<b>Meaningful Questions</b> <ul style="list-style-type: none"> <li>Making distinctions</li> <li>Asking and answering questions</li> <li>Making claims supported by evidence</li> <li>Investigating</li> <li>Evaluating sources</li> <li>Using and developing critical thinking skills</li> </ul>	<b>Productive Discourse</b> <ul style="list-style-type: none"> <li>Justifying and revising claims</li> <li>Considering multiple perspectives</li> <li>Collaborating and discussing ideas to form shared solutions</li> <li>Connecting learning to a bigger picture</li> </ul>	<ul style="list-style-type: none"> <li>Applying ideas to real-life scenarios</li> <li>Sharing products</li> <li>Communicating ideas</li> <li>Advocating for solutions</li> <li>Gaining real-world experience</li> <li>Using professional tools</li> <li>Impacting their community</li> <li>Using cultural strengths to demonstrate learning</li> </ul>
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### What are teachers supporting?

<ul style="list-style-type: none"> <li>Students' prior knowledge, cultural experiences, perspectives, and aspirations</li> <li>Student ownership and shared control</li> <li>Students' strengths</li> <li>Differentiation</li> <li>A safe and collaborative space</li> <li>Active learning</li> </ul>	<ul style="list-style-type: none"> <li>Higher-order thinking</li> <li>Manipulation of information and ideas</li> <li>Linking of prior knowledge with new concepts and experiences</li> <li>Construction of deeper meaning</li> <li>Scaffolded learning environments</li> <li>Formative assessment</li> <li>Two-way feedback</li> </ul>	<b>Meaningful Questions</b> <ul style="list-style-type: none"> <li>Learning guided by essential questions</li> <li>Complex understanding through evidence and reasoning</li> <li>Sustained focus on deeper learning of conceptual ideas</li> <li>Understanding the complex nature of ideas and concepts</li> <li>Curriculum connections</li> </ul>	<b>Productive Discourse</b> <ul style="list-style-type: none"> <li>Solution-based and understanding-oriented conversation</li> <li>Use of academic language</li> <li>Dialogue that builds coherently on participants' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Students' application of learning to situations and experiences found in the community, in culture, and/or in the professional world</li> <li>Authentic lesson design</li> <li>Students finding personal meaning and significance</li> <li>Learning and teaching through multiple perspectives</li> <li>Students' use of cultural strengths to enrich their learning</li> </ul>
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Full works cited list can be found at [k20center.ou.edu/ideals/authenticity/works-cited](http://k20center.ou.edu/ideals/authenticity/works-cited)

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# AUTHENTIC LESSON REFLECTION TOOL

Components Of Authenticity	Reflection Question <i>In what ways does the lesson...</i>
<p><b>Student-Centered Learning</b> <i>Learning is active rather than passive and provides students with choices about their learning.</i></p>	<ul style="list-style-type: none"> <li>Place students in the role of active rather than passive learners?</li> <li>Allow students to make choices about their learning environment (for example, choosing content, process, product)?</li> <li>Recognize and use students' prior knowledge, cultural backgrounds, values, perspectives, interests, and opinions?</li> <li>Acknowledge students' individual needs and scaffold learning tasks accordingly (such as providing bidirectional feedback, chunking, using graphic organizers, supplying learning rationales, etc.)?</li> <li>Allow students to reflect on and evaluate their own work?</li> </ul>
<p><b>Construction Of Knowledge</b> <i>Learning calls for the use of higher-order thinking to convert information into organized knowledge.</i></p>	<ul style="list-style-type: none"> <li>Link prior knowledge and experience with new concepts to construct deeper meaning?</li> <li>Provide students with opportunities to develop and use higher-order thinking skills (like synthesizing, critical thinking, problem-solving, reasoning, making inferences, creative thinking, investigating, etc.)?</li> </ul>
<p><b>Inquiry-Based Learning</b> <i>Learning deepens knowledge through a guided process, including meaningful questions, research, analysis, and productive discourse.</i></p>	<p><b>Meaningful Questions</b></p> <ul style="list-style-type: none"> <li>Use meaningful questions to frame instructional activities and guide student learning?</li> <li>Invite students to ask questions about what they are learning and challenge them to find the answers?</li> <li>Provide an appropriate structure to help students work systematically toward a complex solution or explanation?</li> <li>Ask students to construct an explanation or argument with supporting evidence and reasoning to show their learning?</li> </ul> <hr/> <p><b>Productive Discourse</b></p> <ul style="list-style-type: none"> <li>Create opportunities for students to share ideas and respond to the ideas of others?</li> <li>Guide students to seek understanding through productive, solution-based conversation?</li> <li>Ask students to collaborate with others to gain a shared understanding of ideas from multiple perspectives?</li> </ul>
<p><b>Real-World Connections</b> <i>Learning holds relevance beyond the classroom.</i></p>	<ul style="list-style-type: none"> <li>Facilitate guiding activities that encourage students to find personal meaning and significance in their learning?</li> <li>Address a topic or problem that holds value beyond the lesson itself (at home, in the community, in culture, or in students' future careers)?</li> <li>Encourage students to think about ways in which the lesson applies to a larger audience beyond the classroom?</li> <li>Ask students to employ skills and tools used in real-world professional settings?</li> </ul>

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