



AUTHENTIC LEARNING AND TEACHING

Components of Authenticity

What are students doing?

- Making learning choices
- Sharing perspectives
- Collaborating
- Self-reflecting
- Evaluating learning progress
- Setting learning goals
- Developing a shared understanding

What are teachers supporting?

- Students' prior knowledge, cultural experiences, perspectives, and aspirations
- Student ownership and shared control
- Students' strengths
- Differentiation
- A safe and collaborative space
- Active learning

Student-Centered Learning

- Making inferences
- Generalizing and synthesizing ideas from multiple sources
- Creating explanations
- Analyzing and solving problems
- Providing and using feedback
- Making personal connections and meaning

Construction of Knowledge

Meaningful Questions	Productive Discourse
Making distinctions	Justifying and revising claims
Asking and answering questions	Considering multiple perspectives
Making claims supported by evidence	Collaborating and discussing ideas to form shared solutions
Investigating	Connecting learning to a bigger picture
Evaluating sources	
Using and developing critical thinking skills	

Inquiry-Based Learning

Real-World Connections

- Applying ideas to real-life scenarios
- Sharing products
- Communicating ideas
- Advocating for solutions
- Gaining real-world experience
- Using professional tools
- Impacting their community
- Using cultural strengths to demonstrate learning

Meaningful Questions	Productive Discourse
Learning guided by essential questions	Solution-based and understanding-oriented conversation
Complex understanding through evidence and reasoning	Use of academic language
Sustained focus on deeper learning of conceptual ideas	Dialogue that builds coherently on participants' ideas
Understanding the complex nature of ideas and concepts	
Curriculum connections	

- Students' application of learning to situations and experiences found in the community, in culture, and/or in the professional world
- Authentic lesson design
- Students finding personal meaning and significance
- Learning and teaching through multiple perspectives
- Students' use of cultural strengths to enrich their learning

- Higher-order thinking
- Manipulation of information and ideas
- Linking of prior knowledge with new concepts and experiences
- Construction of deeper meaning
- Scaffolded learning environments
- Formative assessment
- Two-way feedback



AUTHENTIC LESSON REFLECTION TOOL

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