

Process Reflection

Think back over the activities involved as you completed the sample Unit of Practice and mark your responses.

	Extensively	Somewhat	Minimally
The problem posed had relevance to the real world.			
The unit addressed big ideas, essential questions, primary concepts, or knowledge that is “enduring” and worth understanding beyond the classroom.			
Collaboration of students within groups and with the whole class was encouraged.			
Students made predictions, then gathered information to confirm or disprove their assumptions.			
Students generated their own questions.			
Higher level thinking occurred during the process.			
Students engaged in experiences that challenged hypotheses and encouraged discussions.			
Students used raw data or primary sources to generate conclusions.			
Student autonomy and initiative were accepted and encouraged.			

What specific things did the trainer do that might be defined as “teacher as facilitator”?

Reflecting on this process, how might you adapt a unit that you presently teach to include some of these concepts?

What concerns or challenges do you foresee in teaching in this manner?