

**Quiz, Chapter 18 –  
Learning Experiences**

Name: \_\_\_\_\_

*The Skillful Teacher, 6<sup>th</sup> edition (2008)*  
Saphier, Haley-Speca & Gower  
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The thirteen attributes of Learning Experiences are source of information, resources used, personal relevance, competition, supervision, expressing the self, degree of abstraction, cognitive level, structuring, grouping and interpersonal complexity, information complexity, sensory channels and scale. Each of these attributes has several values or choices we make or don't make in planning what our students will experience. Please refer to page 412, Sources of Information, to remind yourself of these values.

**I. Source of Information**

1. We'll be using the dictionary today for our lesson on guide words.  
conventional                      constructed                      both
2. When you finish reading the chapter on the American Revolution you will each choose to be one of the important historical figures during this time and interview your partner on why you took the position you did. Make sure you pick a partner who chose a historical figure different from yours.  
conventional                      constructed                      both
3. After watching the movie on Van Gogh, you will apply the inductive model of thinking to draw conclusions about Van Gogh as a painter. Begin by using the material you hear and see in the movie.  
conventional                      constructed                      both
4. Today's lecture will be on the importance of recognizing and responding to a global economy.  
conventional                      constructed                      both

**II. Personal Relevance**

1. Students in business law are participating in a moot court competition.  
contrived                      simulated                      real
2. Students in sixth grade are constructing King Tut's tomb in a basement room in their school.  
contrived                      simulated                      real
3. Secondary students are elected to be members of the school-wide town meeting form of governance. Faculty, secretaries, custodians, cafeteria workers and bus drivers are also represented in the town meeting.  
contrived                      simulated                      real
4. At the end of the school year, kindergarten students write and illustrate a book telling entering kindergartners what they will experience and learn in their first year in school.  
contrived                      simulated                      real



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5. Students in a secondary design class design and illustrate the posters and programs for the school plays.  
contrived                      simulated                      real
6. Students in middle school chorus perform three concerts a year.  
contrived                      simulated                      real
7. High school accounting students keep the books for each school-related club and activity.  
contrived                      simulated                      real
8. Sixth graders write and illustrate books to read and give to first graders.  
contrived                      simulated                      real
9. Geometry students do 10 problems for homework.  
contrived                      simulated                      real
10. Chemistry students experiment with gas laws.  
contrived                      simulated                      real

**III. Goal Structures: Ways to structure how students will relate to each other and to the teacher**

1. In groups of four, students write their analysis of an article, read their analysis to each other, and choose the best paper which is displayed in a "best paper" area of the room.  
competitive                      individual                      cooperative
2. Students are asked to read a chapter of a novel, summarize the chapter and predict what will happen in the next chapter. These papers are handed in to the teacher.  
competitive                      individual                      cooperative
3. Students work in groups of four to reach consensus on their math homework. They give the teacher a list of those problems which the group was unable to agree upon. The teacher will solve these problems for whole class. During this time they also practice a group skill which has been chosen to be important by the class. If everyone in the group has completed his/her homework, the group gets bonus points toward a prize agreed upon by the group and the teacher. All of the groups are eligible to receive the points and the prize.  
competitive                      individual                      cooperative
4. In a recitation period, students are called on individually to answer questions asked by the teacher.  
competitive                      individual                      cooperative



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5. In third grade, students work at the learning center of their choice for additional skill practice when they finish their assignments.

competitive                      individual                      cooperative

6. In a fourth grade novel study, for homework, all students complete a worksheet on the summary of the chapter and their predictions for the next chapter. Students meet in groups of four the next day. One of the four students has prepared a list of new vocabulary words and their definitions from the chapter. A second student has prepared discussion questions for the group. A third has selected examples of simile, metaphor and comparisons and the fourth is the secretary-checker. AT the end of their discussion they hand in their individual sheets to be graded and the groups evaluation of how well they did today and what they will work to improve the next time the group meets.

competitive                      individual                      cooperative

**IV. Supervision**

In each of the six examples given above, choose whether the teacher is supervision directly, whether the teacher is facilitating the learning or whether the students are working independently. You may have more than one choice in an example.

- |    |            |             |             |
|----|------------|-------------|-------------|
| 1. | supervised | independent | facilitated |
| 2. | supervised | independent | facilitated |
| 3. | supervised | independent | facilitated |
| 4. | supervised | independent | facilitated |
| 5. | supervised | independent | facilitated |
| 6. | supervised | independent | facilitated |

**V. Expressing the Self**

In the following examples, are the students expressing themselves?

1. Second grade students take a field trip to a farm. When they return, they are asked to write and illustrate their reaction to the trip.

yes    no

2. High school students in an auto mechanics class are asked to design and construct a carburetor given a minimum selection of materials the teacher has given them.

yes    no



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3. Fourth grade students are asked to construct a model of the solar system.  
yes    no
4. Students research the cultures which existed in North America prior to Columbus in 1492 and write, draw and/or speak their reaction to the impact of Columbus on these cultures.  
yes    no

**VI. Degree of Abstraction**

1. Students are asked to form a molecule of water by forming the bonds between hydrogen and oxygen. They are then asked to draw a diagram of the molecule and finally to write it as a chemical equation.  
concrete                  representational                  abstract
2. Students write their reaction to a paper they have read.  
concrete                  representational                  abstract
3. Students and two numbers with plastic counters. They draw the counters and add them. They put the numbers under their drawing and add them.  
concrete                  representational                  abstract
4. Students go to a science museum and are able to feel the density of the fur of a stuffed beaver, bear and deer.  
concrete                  representational                  abstract

**VII. Structuring**

1. Choose a biography you are most interested in and prepare a "canned" book report on your biography.  
none    student    negotiation    teacher
2. Today you will finish your reading, complete the questions at the end of the chapter and compare your answers with a learning buddy.  
none    student    negotiation    teacher
3. From our unit on exploration, you will pick an explorer or a period of time you want to study further. Arrange to have a conference with me where we will discuss your topic, how you will research it and how you will present your results to the class and/or to me.  
none    student    negotiation    teacher

