

ABOUT LEARNING INC.

Aligning Instruction to 4MAT

Please keep your unit (lesson plan) in mind as you review these questions. For each criteria, rank your unit on a scale of 1 to 5, with 5 indicating "very often" and 1 indicating, "hardly ever".

QUADRANT ONE: To what degree does this unit...

_____ Introduce the subject by setting up situations that learners can recognize (from Latin "to know again) and build upon what learners already know?

_____ Set up situations that draw from learners' subjective comments and personal experiences about concepts to be studied?

_____ Include experiential learning, i.e., simulation or actual classroom experiences, where learners are involved in some happening, rather than just reading about a topic or listening to information about a topic?

_____ Include group problem-solving work to get learners engaged in a topic before the information delivery?

_____ Help learners to see patterns?

_____ Establish the WHY?, i.e., "Why do we need punctuation at all?" or "Why is Algebra important outside of school?"

Q1 Assessment Questions: Quadrant One is meaning. Look at the activities list, what jumps out as the experience that will make a connection for learners? An experience that will call forth past feelings and have meaning today? What classroom experience will bring the value of the content right into the moment? Why does the learner need to know this? What value does it hold? How does this connect to her world?

QUADRANT TWO: To what degree does this unit...

_____ Emphasize the delivery of information or expert knowledge? This can take the form of lecture, books, video, the web, etc.

_____ Emphasize the underlying rationale of concepts as well as the mechanics (in addition to the memorization of rules, the rationale underlying the rules)?

_____ Ask learners to explore the relationships among the various sections of content or concepts, inside or outside the unit?

_____ Tend to return "home" to the main concept(s) while moving through the instruction? Does the unit do this in a way that enables learners to see the grace and aesthetics of the concept?

_____ Ask learners to synthesize (overlay and connect various parts, with attention to the whole) in addition to asking them analyze (attention to the parts)?

_____ Relate content to broader social life? For example, Is this an instance of anything operating today in our culture?" or "How does the principle of inverse functions relate to telecommunications?" or "Where are the poets of this decade and what are they saying to us?"

Q2 Assessment Questions: Quadrant Two is knowledge. What is the best way for learners to become informed as to this content? Will it be text, the web, lectures,

films, videos, other people or some combination of these elements? What exactly is the learner to understand by examining this content? What is the expert knowledge? Is your grasp of the content complete enough to effectively deliver the essence of the material to learners, or do you need to do some homework of your own?

QUADRANT THREE: To what degree does this unit...

_____ Offer skills and drills that emerge organically and creatively from the main concept?

_____ Offer elements of absorption, fascination, play and wonder in its hands-on sections?

_____ Include time for learning by doing, such as field-based experience, applications, information searches that go beyond textbooks and readings to interpretation, guided practice?

_____ Require that learners test the theories and information they are learning?

_____ Offer practice strategies that lead to integrated usefulness (in life)?

_____ Include situations that require hunches about possible outcomes, i.e., where clues are used as probables, rather than the logical adding up of evidence?

Q3 Assessment Questions: Quadrant Three is skills. What are the most important skills necessary to complete the work in this unit? Are you keeping some learners from mastery by asking them to be more skilled than they presently are without supplying the help they will need to do this? How does the learner master these ideas and apply them in the real world? How does the learner „add something of himself to the new material, interpreting, extending?

QUADRANT FOUR: To what degree does this unit...

_____ Ask WHAT IF questions, create WHAT IF situations?

_____ Offer many options for learners to prove mastery and personal integration of material presented?

_____ Enable learners to redirect their activities relative to their own modified objectives? Does the unit require that the learners add their own innovations to and "spins on" the material learned?

_____ Provide opportunities for open-ended problem solving?

_____ Does the assessment of understanding include more than factual recall?

_____ Represent a merging of learner and learning?

Q2 Assessment Questions: Quadrant Four is performance. What will learners need to do? What kind of behavior, action, performance is required? Think of the outcomes, and the best ways for learners to achieve them. Think also of options, remember the diverse ways in which students learn and try to honor them. If learning happens, what will they have a better chance of becoming? What are the creative manifestations of this newly learned material?

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