Taking Home the Beacon

Coaches Corner

By Lana Hallal

Greetings,

Learning is a lifelong pursuit. You've heard the age old adage by Socrates, "An unexamined life is not worth living." The Greeks believed in the importance of a life-long education and in the liberal arts; they feared intellectual petrifaction. A liberal arts education was considered a duty of a free citizen to partake in the civic life, and included judicial service, debate, court defense, rhetoric, astronomy, geometry, arithmetic, and music. These were skills they needed to perfect constantly to live a life of excellence and gain the sought after honor that differentiated each Greek citizen. We have come a long away from the foundation built by our Greek ancestors, but the value of learning still stands true. We cannot simply rely on our past post-secondary educations or even our current work experiences. We should strive to build a community of continuous learners, students and teachers alike, who will engage in meaningful relationships to create a successful future. This community, like our own learning, must be constantly reflected upon and perfected when insight becomes available. To get students on board, we need to teach them things they can connect with. We need to help instill them a sense of purpose, and a toolkit to handle an unpredictable, yet exciting future.

Sincerely,
Lana Hallal

The Big Four

Compiled by Mona Yacqub

Content

Strategy: Concept Maps
Description: Concept mapping is a technique for representing knowledge in graphs.

Concept mapping can be done for several purposes:
- To generate ideas (brainstorming, etc.);
- To design a complex structure (long texts, hypermedia, large web sites, etc.);
- To communicate complex ideas.
- To aid learning by explicitly integrating new and old knowledge.
- To assess understanding or diagnose misunderstanding.

The difference between concept maps and mind maps is that a mind map has only one main concept, while a concept map may have several. This comes down to the point that a mind map can be represented as a tree, while a concept map may need a network representation.

http://users.edte.utwente.nl/lanzing/cm_home.htm

Instruction

Strategy: Learning Centers
Description: A learning center is a space set aside in the classroom that allows easy access to a variety of learning materials in an interesting and productive manner. Learning centers are usually designed to offer a variety of materials, designs, and media through which students can work by themselves or with others to operationalize the information learned in the classroom. Centers are designed to enhance the learning of concepts, skills, themes, or topics.

Learning centers can have any number of designs. Work with your students in creating a center they will want to use. Such shared responsibility assures that students have a sense of ownership in the center and will be more willing to engage in the resultant activities.

https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples-download/

3

The Big Four

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Formative Assessment

Strategy: Task Cards
Description: Task cards allow students to be independent learners and can be used in a variety of ways in the classroom. At the basic level, task cards are a set of cards that have tasks or questions written on them. They are one of the many teaching tools that teachers find very effective when it comes to reinforcement and assessment.

They are also an effective alternative for student worksheets that may seem to be boring at times. It is not advisable to use them when introducing a topic, because they are meant to be done during practice and review. Task cards can be implemented in many ways. Teachers can use them individually, in pairs, with small groups, or as an activity for the whole class. Individually, task cards can serve as reinforcement for students who need more time achieving the specific skill needed for a topic.

http://www.keslerscience.com/15-ways-to-use-task-cards-in-your-classroom/

Community Building

Strategy: Classify This!
Description: This exercise promotes teamwork and creative thinking, but also encourages your team to rethink how they view everyday objects. They are forced to look for commonalities in otherwise unconnected objects. This leads to discussion on how to work outside the box for solutions to problems that seen wholly unrelated.

Collect a variety of objects and put them in the center of a table. The broader the variety, the better (e.g. office supplies, dinnerware, jewelry, toys, game pieces, etc.). Aim for at least 20 different objects. The goal is to collect items that, at first glance, have no apparent connection.

Break the team into groups, giving each group a sheet of paper and pen. Make sure they have a clear view of all the objects. Instruct them to classify the objects into four groups, writing down the groupings on their sheet of paper. They should not let the team groups hear what they are doing. When the time is up, have a spokesperson for each group reveal how they classified the objects, and why. Reasons might vary, from the function of the object to how it looks, or the material it is made of.

Wormley, Rob. "An Epic List of Great Team Building Games." When I Work. When I Work, Inc., 16 Feb. 2016. Web. 15 Feb. 2017.

Teacher Spotlight: Huda Barghouti

By Tahani Hashem

Positivity is the Key

I would like to start my story with my preferred saying "your Attitude determines your Altitude". James Allen wrote, "Man's rise or fall, success or failure, happiness or unhappiness depends on his attitude." And Norman Vincent Peale, said, "Any fact facing us is not as important as our attitude toward it, for that determines our success or failure."

This is Huda Barghouti from Palestine. I was born in Kuwait and continued my education up to university level in Kuwait. I enjoy walking on the beach which I go for almost every day. I have one daughter, Layla, who graduated from BBS and continued her higher education in Sharjah.

Teacher Spotlight: Huda Barghouti

I hold a bachelor degree in Computer Science. I worked for 4 years in Kuwait University as programmer and IT trainer. Then in 1992 I joined BBS as ES Math teacher.

Being at BBS, I have had the chance to complete my teaching certificate from College of New Jersey and my masters in Multidisciplinary Education with Certificate in Leadership from Buffalo University.

Five years ago, I got the position of IT Coach for elementary division. It is a great opportunity to work with staff and help integrating technology into teaching/learning process.

My goal for this year is to continue training teachers to be competent and comfortable in their use of technology, so that they may be able to implement it effectively. Also continue providing input/insight on ways to increase teachers' use of technology in teaching and learning which will positively impact student performance in the classroom. I am focusing on creating digital stories using iPads and applying web-based applications, such as Kahoot and QR Code, in classrooms.

Edivate Update: Running Personal Reports

By Aaron Shelby

Running Personal Reports

It's that time of year again to start adding up hours to report to the PD office to document our professional learning. Edivate can help you easily compile some of this information needed.

Access Your Personal Reports
You can use the personal reports as evidence of your professional learning. You can generate these types of reports for this year:

- *Usage Report*—This report lists all of the content you have viewed by program and segment between the dates you specify. In addition, it also lists the timestamp of how much of the content you have viewed, when you last viewed it, and your answers to the Reflection and Follow-up questions.
- *Catalog Transcript*—This transcript lists all Catalog units (e.g., courses, trainings, etc.) you have registered for and/or completed as well as the credit value associated with each unit. Signature lines are included for providing documentation for professional development credit.
- *Micro-Credential Report*—This report lists all in-progress and completed micro-credentials you have participated in. It also shows the required competencies associated with each micro-credential as well as the date they were completed.

Edivate Update: Running Personal Reports

By Aaron Shelby

Generate Your Usage Report

1. Click **Personal Reports** on your personal navigation bar, just below the system Navigation bar.
2. In the *Usage Report* section, click the **Start Date** and **End Date** boxes or the **calendar** icons and select the date range for which you want to generate the report. The date range is set to the previous three months from today by default.
3. Click one of the following report options:
   - **.pdf** produces a portable document format file that you can view and print using a PDF viewer, such as <u>Adobe Reader</u> for both Windows and Mac or Preview for Mac.
   - **.csv** produces a comma-separated value file that you can view using most spreadsheet applications.
   - **.xls** produces a file that you can view using Microsoft Excel.
2. Click **Generate Report**. The system creates the report in the format you selected, you can save the file to your computer or print it.

Generate Your Catalog Transcript

1. Click **Personal Reports** on your personal navigation bar, just below the system Navigation bar.
2. In the *Catalog Transcript* section, select the **Include incomplete items** check box to include professional learning opportunities you have not yet completed.
3. Click **Generate Report**.

Have fun!

Curriculum: Project Based Learning

By Carol Alawadi

One of the "buzzwords" for the past few years in education has been "Project-Based Learning." Many of us say that our students are engaging in Project-Based Learning, but, are they really doing *Project-Based Learning* or are they doing *a Project*? To the right is a quick and simple chart outlining the differences between a *Project* and *Project-Based Learning*. Have a look at the chart. I think that many of us are really asking the students to do *Projects* rather than authentic *Project-Based Learning*.

IS IT A **PROJECT** OR IS IT **PROJECT-BASED LEARNING?**

PROJECTS	PROJECT-BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

educationcloset

Adopt→ Adapt → Adept

1. Search for a PBL that closely aligns with your curriculum direction. **ADOPT** it with your whole heart! This PBL is like a recipe, so if you follow the guidelines, your class should have a rewarding experience, while at the same time, you are immersing yourself into the whole exciting, but sometimes chaotic, process for PBL creation. Never mind! YOU are a student now learning a new process. Go bravely forth!

2. Your next step towards PBL competency would be to **ADAPT** that ADOPTED PBL once you've worked with it a few times. Your adaptations will be based on your reflections of the already done PBL, and the adaptations should be suited to YOUR curriculum, YOUR students, and YOUR community.

3. Now that you feel confident in opening up PBL opportunities for your students, you take the final step to being **ADEPT**! It's YOUR turn to design a PBL opportunity for your students, and maybe some teacher who is where you are today in terms of using PBL in the classroom will adopt YOUR PBL!

Happy PBL-ing!!

Carol

Professional Development

By Lynda Abdul Raheem

Teachers meet with Kim to discuss the Tribes process within their classrooms.

Deana meets with teachers from across BBS to share challenges and successes from trying various Tribes strategies.

BBS Media Center

By Lina Choucairi

The school library is now offering a new technology service to assist students in improving their literacy. It's a new way for us to reach our students and the reluctant readers. This technology is direct and very easy to use. All they need is a battery and ear buds. They are all in one audio books!

Around BBS

By Tahani Hashem

Ms. Wissam's KG 1 class smiles for a quick photo during their National Day celebration.

Mr. Ahmad's class represents Palestine during MS National Day festivities.

Ms. Balsam's class performed for the HS community during annual Kuwait National Day celebrations.

Around BBS

By Tahani Hashem

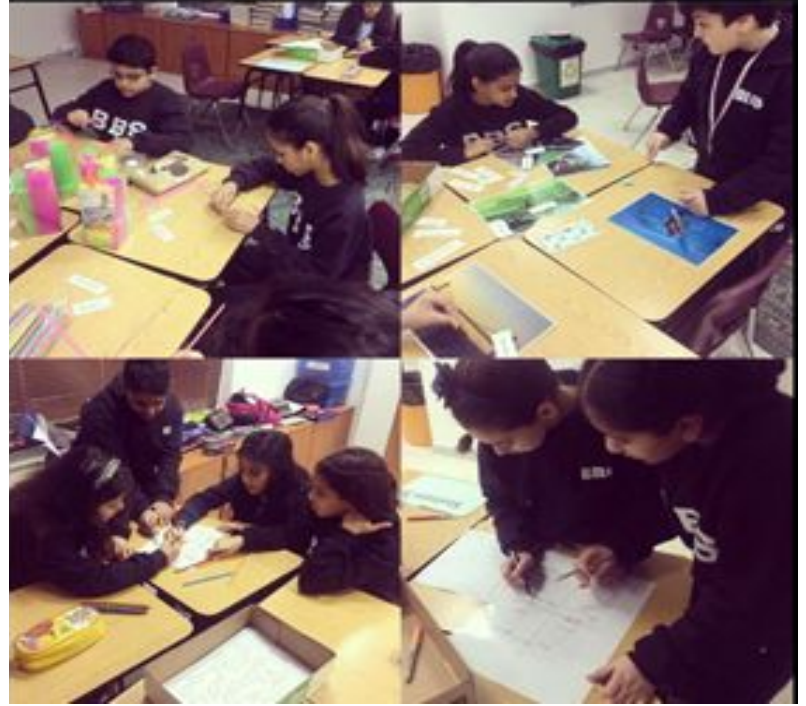ES students are excited to participate on Sports Day

Kg students are excited to participate on

Around BBS

By Tahani Hashem

KG 1 students water their plants in the garden on pajama day.

Grade 6 students work collaboratively on a geometry project outlining

Around BBS

By Tahani Hashem

Grade 11 during the English class went to Art Space and painted self-portraits.

HS students participating in the Arabic Debate Championship held in Kuwait City.

Upcoming Events

By Tahani Hashem

★ Twitter #tlcbbschat   April 9 and April 23

★ Twitter Workshop   April 9 and April 23 at 6:45am

★ Israa & Mirage hoilday   April 27

Connect with the BBS Teaching and Learning Center

Website: tlcbbs.com

Twitter: @tlcbbs

Edivate: edivate.com

- BBS Teaching and Learning Group

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