**How Do We Learn?**

**Subject area:** English Language Arts, Composition 1

**Grade level/band**: 11–12

**INSTRUCTOR PROCEDURES**

1. **Task overview:**

Students narrate and analyze a significant learning experience from their life. They will read Freire’s “The Banking Concept of Education,” conduct independent research on education and learning, and then analyze their learning experience by applying Freire and their research to their learning experience, all in an effort to address the question: How do we best learn?

1. **Prior knowledge required:**

Students should be able to:

* Narrate and analyze an important learning experience from their life.
* Analyze and synthesize a variety of readings.
* Apply outside sources to their learning experience.
* Conduct independent research.
* Use MLA style, both in-text and in a Works Cited.
* Revise an analytical essay based on feedback.
1. **Common Core State Standards aligned to this task:**

[CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. **Time requirements:**

Plan about 3 weeks for this assignment. During week 1, the students can identify their significant learning experience, and then draft a narrative of that experience out of class. In class, they can discuss the learning experience. In week 2, they should read Freire’s essay out of class, and then discuss the essay in class. In week 3, the students will write their analytical essay outside of class, and then bring a draft of the essay to class for peer review.

1. **Instructor materials to use during administration:**

Freire, Paolo. “The Banking Concept of Education.” This essay is Chapter 2 in his book *Pedagogy of the Oppressed* and is available online at:

http://learning.writing101.net/wp-content/readings/freire\_the\_banking\_concept\_of\_education.pdf

1. **Instructor procedures during administration:**

One way to introduce the topic is by beginning with the big picture question: How do we best learn? Students will work in class and at home on this project: reading, writing, and researching their topic at home; discussing their learning experiences, the Freire essay, and conducting peer review in class.

Emphasize Freire’s ideas after students have written about their learning experience, using Freire’s theories of the banking concept or problem-posing as the foundation for their analysis of their learning experience. After reading and discussing Freire, the students should conduct additional research about learning and education both in and out of class.

Remind students of strategies for integrating the work of other writers into their writing. Conduct peer review in class by having students bring a rough draft of their paper to class. Students will read one another’s drafts, and then provide feedback to one another for revision. By incorporating the rubric in the peer review process, students will get practice with critical review of another person’s work based on pre-set criteria. The instructor can read the rough drafts and provide feedback as well.

1. **Student support:**

The following suggestions are examples of scaffolding that can be used to meet the diverse student needs within the classroom.

* Provide class time for research on students’ topics.
* Provide definitions of new vocabulary words ahead of time.
* For the final product, all learners will benefit from peer assistance while brainstorming their topics, as well as a peer- or teacher-edit of their papers before final submission.
* Some students will have good research skills, but some will need guidance in the determination of appropriate sources and where to look for them. It is important to spend class time in review of what constitutes an appropriate source in advance of students’ independent work time.
1. **Extensions or variations:**
* Students could present the results of their research to the class via an oral or multi-media presentation.
* If there is a particularly interesting and/or controversial topic, a debate could be organized where students choose sides on the topic and defend their views.
1. **Scoring and assessment considerations:**

EPIC developed the *College and Career Ready (CCR) Task Bank Scoring Rubric* to accompany this task. If your school or department uses a standardized rubric that would fit the content and requirements of this task, you may choose to use your existing rubric. The following notes and suggestions are meant to clarify the intent of the rubric and include considerations for the assessment of student work.

* When assigning the task, provide students with the rubric that will be used to score their final product and discuss it as a class.
* Unlike some rubrics, the *CCR Task Bank Rubric* does not predetermine “point values” for the scoring criteria. The rubric thus allows for flexibility with different instructors’ scoring systems and individual determination of the “weight” of each criterion.
* Student work that scores at the *Accomplished* level is considered to be entry-level college work.
* The *Exceeds* category on the rubric provides an example of how a student can go above and beyond the *Accomplished* level. These examples are intended to be only ONE way a work product can exceed expectations, thus allowing room for your professional judgment.
* If needed, consider including task-specific criteria as an additional scoring category to the rubric or providing a checklist of requirements for the task.