

*Part of Opportunity Education's Webinar Series:
The Quest to Transform the High School Experience*

Increase Student Engagement without Sacrificing Outcomes

**Transform Student Passivity into
Curiosity-Driven Learning**

 **Opportunity Education**
www.opportunityeducation.org

Welcome!
We will begin shortly.
If you can see the
slide and hear the
music, you are all set.



Kelsey Cain

**Director of Professional Learning
Opportunity Education**

- Over the last 3 years, trained and supported over 300 teachers across the US and East Africa to support adoption of Quest Forward Learning and strengthen instructional practices.
- Teaching experience in many grades K-12 in both urban and rural school districts, as well as abroad
- B.A. in Psychology and Africana Studies; Teaching Licensure for K-6 all subjects, 6-9 Language Arts, Mathematics, and Social Studies



Marla John

**High School Teacher (Science) & Mentor Coach
Girard College**

- 9th and 10th grade Science Mentor and Mentor Coach over the last two years
- Teaching and tutoring experience in various grades and science subject matter
- BS in General Science with Teaching, PA Teaching Licensure in General Science 7 - 12



Max Shafer-Landau

Social Science Mentor

Quest Forward Academy Santa Rosa

- BA History & Classical Civilizations, MA European & Russian Studies
- Focused on the intersection of historical studies and modern social sciences
- Interested in promoting student-centered, engaging, and fun classes
- I love fountain pens, baking bread, and training my kitten



Jolene Zywica, PhD

**Senior Director of Learning Strategy
Opportunity Education**

- Leads research, design, and evaluation efforts. Provides support to school leadership and staff
- Involved in Quest Forward Learning since its inception in 2014
- Prior experiences: Post-doctoral researcher at Carnegie Mellon University, Literacy Coach in Chicago Public Schools, Teacher in Pittsburgh H.S., Afterschool and summer program designer and facilitator, researcher
- PhD in Learning Sciences and Policy

Thank you for joining us.

Please introduce yourselves in the chat box.

Your Name, Your Location and School/Organization, Your Role

The webinar will be recorded and available. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.



In the next hour, you will...

1. Learn how to build upon your daily routine to activate student agency so students are empowered to invest in their own learning.
2. Learn how Quest Forward schools help students make decisions based upon their strengths and interests and find their best-fit path.



Opportunity Education

Opportunity Education is a non-profit foundation developing and supporting life-changing learning programs for young adults worldwide. Since 2005, we have supported over 1 million students in 11 countries.

We help school leaders to shift their school's work from content instruction and testing to student skills practice and growth within a rigorous academic program that meets the highest standards.





Need: A Better Learning Model for High School

Students

From passive consumption and one-size-fits-all learning



To differentiated, student-directed, best-fit learning and growth supported by engaged teachers

Curriculum

From content-focused memorization and testing



To project-driven, student-directed academic and skills development

Assessments

From pervasive quizzes and summative grades



Authentic evaluation of both work product and work process

Quest Forward Learning™

An Integrated Solution





**SKILLS-FORWARD
CURRICULUM**

**FEEDBACK-FOCUSED
ASSESSMENTS**

**INTEGRATED LEARNING
MANAGEMENT PLATFORM**

All supported by extensive teacher professional learning and coaching, and change management support.



 Opportunity Education

Increase Student Engagement Without Sacrificing Outcomes

Transform Student Passivity to Curiosity-Driven Learning



When you became an educator,
what got you the most excited?

If you are comfortable, respond in the chat:

1. Why did you become an educator?
2. What is most exciting or rewarding to you about your work as an educator?

We didn't become educators to focus our lives on participation points, grades, tests, and behavior management.





We know you are trying to,
or want to, innovate.

We know it's hard.

Quest Forward Schools are good
examples of this innovation
working, where student take
ownership of their own learning.



Research shows...



- Engagement is a key predictor of learning and achievement.
- Engagement leads to:
 - increased satisfaction and motivation
 - decreased sense of isolation and dropout rates

Fredericks, et al., 2004; Appleton, Christenson, & Furlong, 2008;
Groves et al, 2015; Alrashidi, Phan, & Ngu, 2016

Research shows...



- Strategies for increasing engagement:
 - Active learning
 - Collaborative, authentic projects
 - Strong teacher-student relationships (mentoring!)
 - Discussions
- Engagement is complex. It's behavioral, emotional, cognitive, and social.
- We all play a role in helping students to engage in learning.

Fredericks, et al., 2004; Appleton, Christenson, & Furlong, 2008;
Groves et al, 2015; Alrashidi, Phan, & Ngu, 2016



When you hear the word
“engagement,”
what comes to mind?



What is engagement?

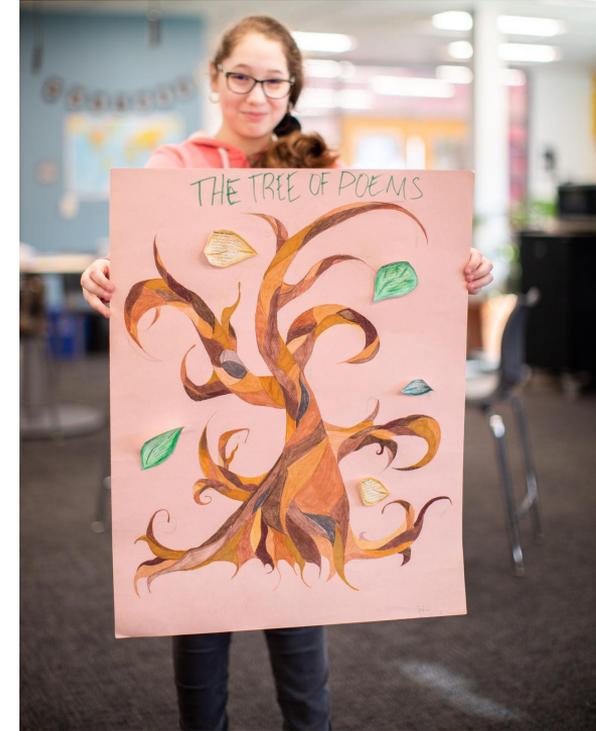
—
Students **prepare**,
focus, **contribute**,
and **invest** in their
learning.



Examples of Engagement



- Thoughtfully complete pre-work
- Have a plan and identify goals
- Focus
- Put forth effort
- Express interest and curiosity
- Express care
- Share findings, ask questions, listen
- Contribute a fair share in groups
- Invest in learning: ask for help, seek opportunities
- Go beyond the minimum requirements
- Show dedication and commitment



Engagement Feedback

- Collected in-class, typically at the end
- Teachers can add quick observations if needed
- Observations are viewed as high-frequency, low-accuracy metadata

My Students

JOURNEY STATUS ENGAGEMENT

9 SS: I. Introduction to Social Sciences | Section 4

Journey started 13 August 2020 and ends 30 December 2020.

| NAME ↓ | ENGAGEMENT |
|----------------------------|--|
| CG Carolyn George | LG  Optional. Only mentors will see this |
| CL Clinton Larson | LG  Optional. Only mentors will see this |
| HH Heath Hudson | LG  Optional. Only mentors will see this |
| JE Jasmine Erickson | LG  Optional. Only mentors will see this |
| MB Maira Bins | LG  Optional. Only mentors will see this |
| MM Mark Morgan | LG  Optional. Only mentors will see this |

Examples from Quest Forward Classrooms

It's not just about active learning
or checking through boxes, it is
about investment in learning.





Quests

Projects designed for
student-directed learning





Quests

- Anchored by a “driving question”
- Most quests center on an “artifact,” a student work product to demonstrate learning and growth
- Quests include directions from curriculum designers to teachers
- Teachers can annotate quests with instructions for students
- Each quest shows the skills students will practice

The screenshot shows a web browser window with the URL quest.questforward.org. The page displays a quest titled "Introduction to American Government" under the category "American Government: Civic Foundations Level 1". The quest is associated with "Social Sciences" and is a "Discovery Quest" created by "Diane Barnes, Frank Pape". It includes 4 activities and covers topics like "social sciences, American Government, Transition Phase, Course introduction, paths". A section titled "Just for Mentors" offers supplemental information. Below, the "What's the American Government course all about?" section includes a "Quest Goal" (to explore sources and brainstorm ideas), an "Overview" (discussing citizenship, government structure, and why things work), and an "Artifacts" section.

Daily Class Periods that Maximize Student Engagement

- Multimedia Resources
- Daily Agenda
 - Use of QR Codes
 - Virtual vs. In-Person
- Multimodal
 - Debates, student teaching, presentations, creative writing, utilizing social media

Agenda: Wednesday, 4/7

01

Do Now

- Answer Do Now (Privately)
- Review Activity 2 (if needed)

02

Activity 3 (Artifact)

- Start Planning

03

Continue Working

- Continue working on this for next class!

Sections 1, 2 & 3

Do Now:

Open → Home Sweet Home (Journey: Habitats, Level 1)

Submit privately in chat:

Open up the 5 key factors you explored from yesterday's class. If you were to rank them from most important to least important, which factor would be at the top and why?

Reminders/Looking Ahead/Due Dates

- **Artifact & Quest Due Date:** Friday, April 9 by 11:59 PM
- **Choice Quests Due:** Friday, April 23 by 11:59 PM



Activity 4, Snell's Law

PhET Simulation

Take a picture of this QR code to have this slide with you!

1. Read Directions
2. Copy Angles to Explore (from Ms. John)
3. Fill in n_1 and n_2 based upon directions
4. Set Up Simulation
5. Measure Angles using Simulation
6. Calculate Values for θ_2 (see Snell's Law Calculator [link](#))
7. Calculate Percent Difference ($|\text{measured} - \text{calculated}| / \text{average of angles} \times 100 = __\%$

| θ_2 (degrees) |
|-------------------------|
| 20 |
| 30 |
| 35 |
| 35 |
| 40 |
| 45 |

In Their Own Words

We created this artifact that at the end we're both really proud of that showcased all that we had learned, not just about the history and the topic of social science that we were focusing on, but also this whole other form of media that we hadn't been exposed to before. It was very interesting and I really enjoy doing it.

— MADI, STUDENT
QUEST FORWARD ACADEMY SANTA ROSA





How a Mentoring Approach can Impact Engagement

- Curriculum and mentoring lead to increased engagement
 - Allows for student focus & investment
 - 1-1 check-ins
- Artifacts can cater to individual interests, passions, and talents
- Discussions can tie together coursework and personal life

Final Artifact: As a group, create a written or visual piece demonstrating your reaction to the new immigration law

Artifact Ideas:

- Letter to Congress
- Political Cartoon
- Letter to your family back home
- Diary Entry
- Protest Poster



Must Include the year, where you are from, why you want to be in America, & your thoughts on the Immigration Law

Group 1:
Nativists

Group 2:
Asians

Group 3:
N. Europeans



Professional Life

- Mary's professional career started when she left home with her sister, Eliza and her childhood best friend, Frances Blood, and started a school for women in London. The school failed shortly after started, which pushed Mary to become a governess for the wealthy and powerful Kingsborough family in Ireland.
- After realising domestic work was not for her she moved back to London to become a translator for Joseph Johnson, a progressive publisher. When Mary decided to become a writer Johnson was her publisher.



Mary in 1790, London

In Their Own Words

Through the personal connections we can all develop with our mentors, I've basically decided what I want to do with my life. And being able to independently study has really opened up a lot of opportunities for me to narrow down my career path.

— MONTANA, STUDENT
QUEST FORWARD ACADEMY SANTA ROSA





Keeping the Balance

- Vision of Academic Progress
 - Journey Planning
 - Breakdown of Quest/Unit
- Flexibility of a Skills-Forward approach
- Electives

Science

Be Creative

Examples:

- Apply the engineering design process to redesign or retest an experiment on the basis of an initial trial.
- Propose a solution to an identified problem.

Not Familiar ② Familiar ② Developing ② Proficient ② Mastering ②

The screenshot shows a game interface with a map of Greece and a turn order list. The map is labeled with regions like 'The Peloponnese' and 'The Cyclades', and the 'Aegean Sea'. A red circle highlights a specific area on the map. The turn order list is as follows:

| Character | Turn Order |
|-------------|------------|
| Hephaestus | 14 |
| Chiron | 11 |
| Clio | 11 |
| Astoria | 10 |
| Cleomenes | 9 |
| Aristagoras | 8 |
| Callope | 5 |
| Pallas | 5 |
| Achilles | 1 |

In Their Own Words

The curriculum does help when thinking about grades, but more importantly, you can comprehend the work yourself, and do it in your own way.

— VIDA, STUDENT
GIRARD COLLEGE HIGH SCHOOL

”



Activating Student Agency



- Student-Centered Approach
 - Student interest
 - Artifacts that prize creativity and multimedia
 - Empower students to lead themselves and teach each other



In Their Own Words

It's really amazing because the students get to pick what it is they're interested in and connect it to all these other ideas, which makes it so we can learn the most about what we want to learn about. And this also teaches self management because... like you have to figure out what your project is, you have to make the outline for it, and you have to keep yourself to your own deadlines.

— NATASHA, STUDENT
QUEST FORWARD ACADEMY SANTA ROSA





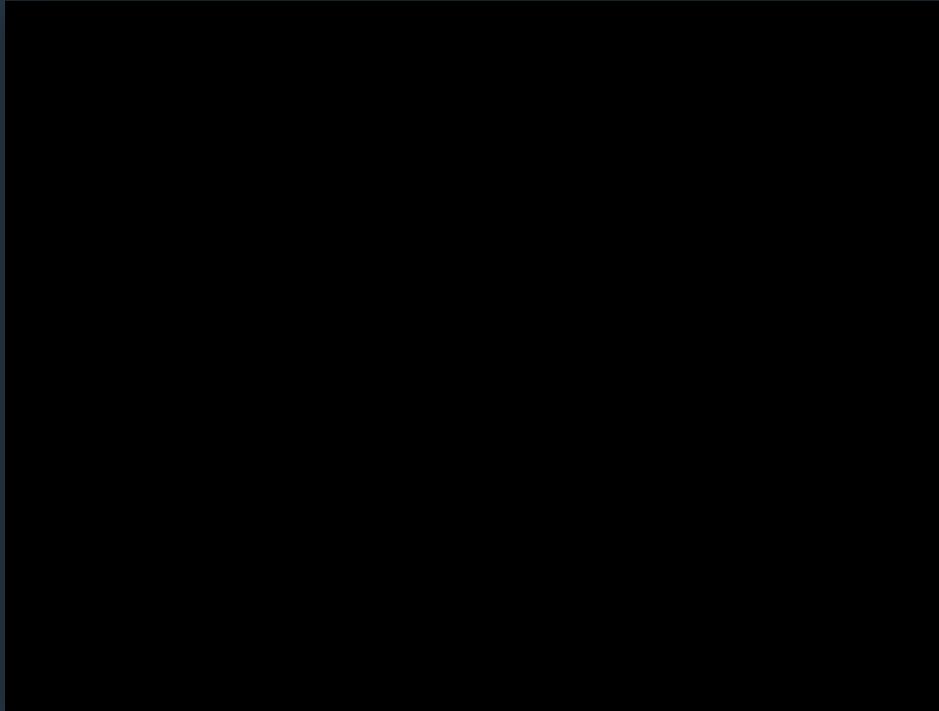
Prior to these practices, we observed:

- Less student agency and voice in the learning process
- Overly teacher-directed, rather than student-driven

But now, students are:

- Independent decision makers in their own learning path
- Working alongside mentors to determine best-fit paths
- Prepared for life beyond high school





Quest Forward Academy Santa Rosa's "Iron Chef" competition was initiated and planned by students to help them understand the different types of heat transfer.

(Can't see the video above? [Watch on Vimeo here.](#))



Parting Advice



Embrace
Flexibility





Parting Advice



Empower Students without Granular Expectations



Q&A

What would you like to learn more about?





Next Steps

1

Mark your calendars. Sign up for the next webinar on skills practice.

www.opportunityeducation.org/webinar-skills



Opportunity Education

www.opportunityeducation.org

2

Learn more about Quest Forward Learning, and how it helps high schools to transform.

www.opportunityeducation.org/transform



Opportunity Education

www.opportunityeducation.org

3

Contact us to find out if
Quest Forward Learning
could fit your unique school.

info@opportunityeducation.org

Thank you.
