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Guiding Learners on the Core Learning Path

1 Focus on Scaffolding Core Learning Skills

Use the Preview, Explore, Review model described in the **Blended Learning Options**.

- The path is self-paced and each activity is structured to build understanding.
- Further comprehension by reviewing vocabulary with students.
- Then complete the activity together using a class account.
- Finally, invite students to investigate individually using the personal Core Learning Path on the EduGuide platform.

2 Review the Guided Discussions document in the Team Library

Determine ways the **Guided Discussions** document in the Team Library can be adapted to lead students to comprehension. Print it as an offline guide for learners and create a hybrid experience with the Core Learning Path:

- Lists essential words for building understanding and vocabulary building
- Outlines the Core Learning Path curriculum with links to videos and images
- Summarizes questions students are responding to within each activity
- Shares challenges that students are attempting to put into action
- Extra questions added for further discussion about the content

3 Use Resources in the Team Library

The Team Library Index document lists supplementary documents for getting started, leading students in discussions, and putting skills into action.

- Review objectives, index of activities, and complete an offline activity as a class before students begin the Core Learning Path on their own.
- Go further with a targeted investigation of specific activities, a focus on practicing mentoring, a call for action on EduGuide challenges, an exploration of the Path Journal for deeper reflection, or in the creation of group projects.

4 Create Sample Student Account for Each Group

Use a projector to review activities in a whole class lesson and guided discussion. Hearing different perspectives, widens our outlook and thinking.

- Model the learning process for students by sharing out own personal reflections. Demonstrate the methods to give students an example for practicing, monitoring, and refining metacognitive abilities and reflection skills.
- Invite students to share insights and opinions to connect with one another. Participation in a group discussion sharpens Core Learning Skills. Working through the activities as a class challenges automatic perceptions and creates a broader understanding of ourselves, one another, and the world.

5 Personal Path Journal

Class accounts and Core Learning Path activities are archived in an online journal.

- Return to previous activities as a whole group or individually as the year progresses and discuss patterns of growth with students.
- Add thoughts and comment on developments in the class accounts and individually.
- Share strengths and understand spaces for growth is an essential part of learning.

6 EduGuide Notebook

Encourage students to keep an offline EduGuide journal where they can take notes.

- Use individual, partner, small group, or whole class reflection to accommodate all learning styles. Encourage students to capture thinking in each type of exploration.
- Capture observations with a combined method of online and offline writing journals.
- Students can reference notebook writings from group work during individual exploration on the Core Learning Path.

7 EduGuide Vocabulary Builder

Assist students in using the online EduGuide Vocabulary Builder. Regularly review words.

- Click on any word in the Core Learning Path to define and translate vocabulary.
- Click on 'Glossary' in the Path Menu of the Core Learning Path for a personalized list.
- Invite students to review and share their work with the class.
- Build a common reference and vocabulary for all to aid in communication.

8 Mentor to Build Relationships

Build relationships with students to assist them in cultivating leadership skills.

- Regularly engage with students on the Core Learning Path with the mentoring tool.
- Focus on consistent, strong coaching by asking students **open-ended questions** to:
 - Check for Comprehension
 - Deepen Metacognition
 - Further Thinking
 - Understand Perspectives
 - Challenge Positions
 - Develop Insight and Awareness
- Encourage students to participate in the exchange by questioning the Team Coaches.

9 Accommodate Writing

Adjust the word count to modify the level of challenge for the activities.

- Raise the minimum word count for a greater challenge and encourage more writing.
- Remove barriers from learning by lowering the word count or removing if necessary.

10 My Pages

- Communicate individually with students, share personalized information, and encourage further writing engagement through class questions on Personal Dashboard space.

Strong Coaching

Before Starting EduGuide

Preview the **Coaches Getting Started** and **Students Getting Started** packets

- Ensure students know what to expect as they begin the Core Learning Path.

Review the **About EduGuide** from the **Students Getting Started** packet

- Discuss the goals of the program, why it's important, and how to get started.
- Confirm with students that the Core Learning Path is a personal space. No other students can read what they write.
- Remind students they control what they choose to share in response to questions on the Core Learning Path. Questions are helping them to think about their thinking.
- Let students know Team Coaches will communicate with them in the Core Learning Path. They will be asking them questions to get them to engage in an online dialogue.

Review list of vocabulary words in the Core Learning Path with students from **Students Getting Started** packet:

- Read each word aloud with the class, and encourage students to repeat the word.
 - Ask students what they think about each word.
 - Have they seen the word before?
When?
Where?
In what kind of situation?
 - Why do they think it is important to understand this word?
- Create T-Charts for the list of 'Words I Know' and a list of 'Words to Learn' from EduGuide. This can be done individually, through group work, and then as a class.
- Assign words to groups of students to lookup the dictionary definition, and then have them share what they found with the whole class.
- Track progress by adding new words from each Core Learning Path activity to a classroom EduGuide Vocabulary Chart to encourage comprehension and create a common framework for young learners to reference within the classroom.

Preview the Core Learning Path list of activities with students from the **Students Getting Started** packet.

- Read the title of each activity aloud with students.
 - Ensure understanding of vocabulary, describe the activity using the synopsis given, and add a brief personal description of what will be taught.
- Have students select activities they are looking forward to doing.
 - What do they hope to learn?
 - Why is this important to them?

While Using EduGuide

Create a Sample Student Account for Whole Class Reflection

- This class journal is where all students share their thoughts together as a group as the teacher leads the discussion on an overhead screen.
- Guide students through the path together as a group before they encounter the online content through individual investigation.
- Use a 3-step process to scaffold student learning:
 - **Preview vocabulary in the Core Learning Path activity.**
Add the words to an EduGuide list posted in the classroom.
Invite students to add the list of EduGuide vocabulary words to their online Vocabulary Builder by using the Glossary Tool on the platform.
 - **Preview the activity together as a class using the sample student class account.**
Encourage students to take notes individually, in groups, and as a class in a separate notebook that they can reference as they do the activity later on their own.
 - **Students complete the activity in the Core Learning Path online.**
Engage with student writing online using the online mentoring tool. Check on understanding and deepen learning by creating a dialogue. The next time the student returns to the Core Learning Path activity comments will be shared first.

Ask Open-Ended Questions

Use the online mentoring tool to ensure comprehension of the content, further critical thinking, and encourage students to take action and put the skills to use.

- Engage multiple mentors, so students have many different educators communicating with them in their Core Learning Path.
- Motivate students to go back in their Path Journal to review what they had written, reflect on personal growth, and add to original comments.

Reflective Writing on Personal Dashboard

Each student has a personal space on the EduGuide platform under **My Pages**. They cannot see one another's Personal Dashboard, but Team Coaches can use this as another tool for communication. All writing is archived within this space too.

- Continue practicing reflection skills by inviting students to add content through targeted personalized learning questions asked in class.
- Post websites, documents, videos or other content to students Personal Dashboard to support them in continuing to make connections between their work in the Core Learning Path, school, and personal learning goals.
- Give students time to share new words they are learning from the Core Learning Path activities from the Glossary Tool outlining a personal list of words students have selected.