Design a Learning Center

In the *Learner-Active, Technology-Infused Classroom, learning centers* guide students to grapple with core concepts and skills. *Learning centers* could be activities that revolve around limited resources, activities that involve an independent hands-on experience, or activities that involve materials that are best kept together (such as tactile pieces).

In *learning centers*, directions are clear and require the students to take specific actions, which will decrease their need to ask for assistance from the teacher. If the *learning center* is a limited resource, students can sign up for a period of time to complete it and add it to their schedule. Signing up in advance for a *learning center* will help students coordinate the use of the resources with others.

Use this tool to design a *learning center* to teach, re-teach, or move beyond a certain skill.

***Directions*:** Follow the step-by-step directions below to develop a *learning center*.

Step 1: Write down the skill/concept you will address with this *learning center*.

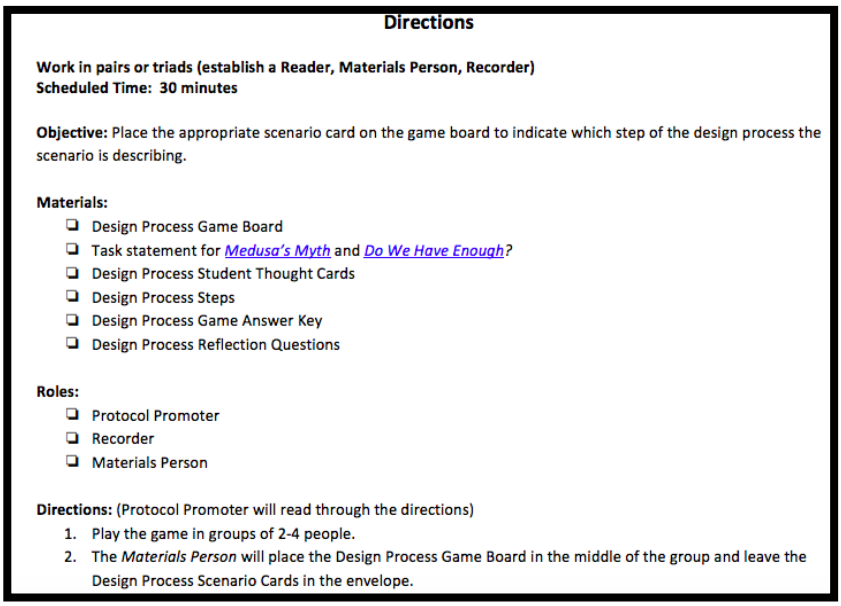
Step 2: What resources and/or manipulatives will you use to engage students in the *learning center*? Remember to brainstorm physical as well as digital options.

Step 3: What steps do students need to carry out in order to be successful? Remember that students should be able to follow directions independently. Be as clear and concise as possible, presenting information one step at a time.

Step 4: How will students reflect on their learning after they complete the *learning center*? What questions can be asked to ensure that students walk away with an understanding of the skill/concept?

Step 5: After gathering ideas for the *learning center*, it is time to design the directions. The *learning center* directions should include sections to describe the following:

- ❑ Work mode (pair, trio, etc.)
- ❑ Time frame
- ❑ Objective or purpose
- ❑ Materials
- ❑ Roles (if designed for pairs/groups)
- ❑ Step-by-step directions



Directions

Work in pairs or triads (establish a Reader, Materials Person, Recorder)
Scheduled Time: 30 minutes

Objective: Place the appropriate scenario card on the game board to indicate which step of the design process the scenario is describing.

Materials:
- ❑ Design Process Game Board
- ❑ Task statement for *Medusa's Myth* and *Do We Have Enough?*
- ❑ Design Process Student Thought Cards
- ❑ Design Process Steps
- ❑ Design Process Game Answer Key
- ❑ Design Process Reflection Questions

Roles:
- ❑ Protocol Promoter
- ❑ Recorder
- ❑ Materials Person

Directions: (Protocol Promoter will read through the directions)
1. Play the game in groups of 2-4 people.
2. The *Materials Person* will place the Design Process Game Board in the middle of the group and leave the Design Process Scenario Cards in the envelope.

© 2021–2024, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only.