

# Alexandria FGA

## Online Library

*I share, you share, we all win!*

 ANALYSIS AND APPRECIATION TOOL



OF LEARNING SITUATIONS

# Plausibility and Relevance (P)

*“Could this actually happen?”*

Possible Scores				
5	4	3	2	1
Completely plausible	Plausible	More or less plausible	Implausible	Totally artificial

## Features to look for:

*If applicable, does this resource...*

1. offer a realistic situation whether authentic or simulated?
2. ring true? When faced with this situation, on average, would people ask themselves similar questions and perform similar tasks?
3. have a fluid line of questioning, coherently linking the questions, tasks and activities together?
4. present content (material or data) which is current, accurate, or at least realistic?

## “Get with the program!”

Possible Scores				
5	4	3	2	1
Excellent	Very good	Good	Fair	Poor

### Features to look for:

*If applicable, does this resource...*

1. contain tasks, questions and challenges that lead adult learners to analyse, evaluate, and create (higher order cognitive skills) rather than to simply recall or apply (lower order cognitive skills) concepts and procedures?
2. encourage adult learners to develop competencies targeted by the program through a variety of tasks and activities?
3. deal with the categories of actions (CCBE) and the subject- specific competencies (DBE) in a relevant, engaging and stimulating manner?
4. include tasks and questions that allow the teacher to gauge adult learners' progress with regards to the end-of-course outcomes, which should, by the same token, lead them towards achieving the goal of the course?
5. keep a focus on the educational aim within the specified broad area of learning?
6. include supplementary teaching resources such as guidelines, learning strategies or means of formative evaluation with regards to the compulsory elements?

**Dealing with the situation: Quality of treatment  
of the situation and its coherence with the program (QT)**

## In keeping with the spirit of the *Pedagogical Renewal* (PR)

*The learning situation is open-ended, complex and meaningful*

Possible Scores				
5	4	3	2	1
True to the spirit and very skilfully applied	In keeping with the spirit and skilfully applied	Somewhat aligned and reasonably applied	Some <i>Pedagogical Renewal</i> elements are present but may be incorrectly applied	<i>Pedagogical Renewal</i> concepts and practices are ignored

### Features to look for:

*If applicable, does this resource...*

1. lead adult learners to either raise their awareness, take a stand or a decision on an issue.  
This could eventually lead to a change in stance or to take action.
2. allow adult learners to take initiative, make decisions and be creative?
3. activate prior knowledge to help adult learners become aware of their starting point?
4. help adult learners to develop new learning strategies and use a variety of resources?
5. help adult learners to reflect on their learning process and question the effectiveness of their strategies (metacognition)?
6. ask adult learners to be critical of its contents (materials given or researched)?
7. present adult learners with complex and meaningful tasks which are open-ended rather than guided, step-by-step?

## Count me in!

Possible Scores				
5	4	3	2	1
Strong interest	Sustained interest	Raisonnable interest	Slight interest	No interest

### Features to look for:

*If applicable, does this resource...*

1. take into consideration adult learners' motivation, areas of interest or real-life context?
2. offer choices to adult learners as to how they explore the topic and options for differentiated learning?
3. make adult learners aware of the expected outcome right from the start and throughout the LS thus avoiding that it comes as a surprise ending?
4. make clever use of cultural references to stir adult learners' interest?
5. put adult learners in their zone of proximal development whenever possible?
6. give adult learners the opportunity to create something original ?

# Efficiency (E)

## *Time well spent*

Possible Scores				
5	4	3	2	1
Optimal	High	Acceptable	Low	Inefficient

### Features to look for:

*If applicable, does this resource...*

1. lead to tangible and long-lasting learning?
2. include activities and tasks that are well-integrated and tightly linked to learning which leads to the end-of-course outcomes? Does the LS avoid time-consuming activities that, albeit interesting or entertaining, deviate from the goal of the course?
3. avoid, as much as possible, repetitious tasks and activities?
4. represent a good investment of time and energy given the expected outcomes and the increase in adult learners competencies?



## SOME MORE SPARKS

*Igniting your creative sparks...*

*Are you looking for examples or additional information to use the grid?*

*Do you have more questions?  
If so, the following pages*

***“have more answers...”***



# Plausibility and Relevance (P)



***“Could this actually happen?”***



***Context is MORE than simply setting the scene***

“Presenting adult learners with real-life situations often leads to more meaningful learning.” This can lead to the assumption that each compulsory element must be contextualized. This is not necessarily true. One must keep in mind that some elements are purely theoretical and do not need to be put into context. For instance, trying to fit some elements of poetry or a mathematical concept, such as a homothetic transformation, into a real-life situation may create a forced and artificial context, which in the end loses all credibility in the eyes of the adult learner.

***Authenticity of materials and tasks***

When we talk about plausibility, we are referring to the context: the facts, questions, and tasks that you could find in real-life. If adult learners had to perform this task in real life, would they do so in the same way as suggested in the learning situation?

**For example:**

- To paint a room, would one buy paint by the litre or by the millilitre?
- When buying lumber, what unit of measurement is used (cm<sup>3</sup>, inches, feet or yards)?
- When reading, is it necessary to circle all the indefinite articles in order to understand the text?

***Fluid and logical line of questioning***

When the line of questioning is fluid and logical, adult learners can better understand why certain questions are asked, when and in what order they appear, and the reasoning behind the tasks at hand. Knowing the *why*, *when*, and *how* of the steps within the learning situation helps adult learners understand the pedagogical intention.



## “Get with the program!”



### How we deal with the situation

The learning situation skillfully addresses the compulsory elements of the program:

- CCBE/SVI (class of situations, categories of actions, operational competencies, essential knowledge);
- DBE (family of learning situations, subject-specific competencies, subject-specific content: knowledge and cultural references).

How do the tasks, activities and whatever is ultimately produced at the end of the learning situation help adult learners to reach the goal of the course?

### Effectiveness of the situation

Having adult learners use or create a variety of resources to accomplish the tasks can increase the effectiveness of the learning situation.

It is also important to have meaningful links, tying the tasks to one another.

To solidify learning, to increase “stickiness”, the learning situation should lead the adult to analyze, evaluate and create content, bringing them beyond memorizing and applying simple procedures.

Bloom’s Taxonomie: [recit.org/bloom/Accueil](http://recit.org/bloom/Accueil)

[tinyurl.com/taxonomie-bloom](http://tinyurl.com/taxonomie-bloom)



— Is there a better way? —

**For example:** In Math, instead of asking adult learners to fill in the empty spaces on a budget template, ask them to find a way to save or reduce expenses, or even to set up their own budget. This approach would bring adult learners closer to addressing the goal of the course, which is to help them manage their finances.

Along the same lines, in English, only asking comprehension questions does not allow for the expression of an opinion on the subject. To encourage adult learners to develop a standpoint, ask them to express their opinion, drawing on the content and the point of view of the text.

**Dealing with the situation: Quality of treatment of the situation and its coherence with the program (QT)**

# In keeping with the spirit of the *Pedagogical Renewal* (PR)



***“The learning situation is open-ended,  
complex and meaningful.”***



## ***Complex Situation***

*Complex*  
≠  
*Complicated*

A learning situation is complex when it challenges adult learners, requiring them to make use of several resources and to combine skills. They will be asked to use learning strategies, background knowledge, personal experiences, work habits, several types of text and refer to a network of people (classmates, teachers, experts, etc.). This element of complexity will help to trigger moments of clear understanding for adult learners, inciting them to take a stance, and possibly motivating them to make changes in their lives.

## ***Meaningful and open-ended situation***

The learning situation is meaningful when adult learners understand the goal and the required steps to attain it. The situation instructs adult learners to choose resources and strategies in order to come up with their own solutions. The teacher lays out the pedagogical intent, but allows adult learners to follow their own path towards the goal, using a variety of tools. The teacher oversees and supports adult learners throughout the situation, assuring that they constantly keep the end-of-course outcomes in mind.

## ***Thinking about learning***

Metacognition:

- At various times during the learning situation, we can ask adult learners to reflect on their learning. What has worked well? What strategies should be reconsidered?
- The journey is as important as the destination.
  - What did I learn?
  - How did I learn it?
  - What can I do with what I have learned?
  - Do I learn better this way or that way?
  - What helped me? What hindered me?
  - Will I act differently because of it?
  - Has my way of thinking changed in any way?



## Count me in!



### Interest

Is the problem found within the learning situation interesting enough to get adult learners involved in working towards a solution?

Do adult learners have the opportunity to choose how they will approach the situation?

Is there a hook at the beginning to spark interest (a video, an image, a story, a song, an article on current events, etc.)?

### Motivation

A few factors that have an impact on motivation:

- Do I have to do this?** | **The perception of relevance.** Is this task worthwhile? Does it make sense to adult learners? There is a built-in motivational factor for adult learners when the learning situation addresses a need, a want or an interest “for me – in the here and now”.
- Am I capable?** | **The sense of being able to complete the tasks.** Are the tasks within adult learners’ zone of proximal development? Are they made to feel they can accomplish the tasks? The tasks are neither too difficult nor too easy; but are challenging enough to foster the development of new competencies. Do adult learners, who can solve the problem right from the start, really need to work through the whole situation?
- Do I have a choice?** | **The sense of control.** Are adult learners given enough freedom to choose a path that best fits their needs, interests, and learning style?
- Are mistakes seen as punishments or opportunities to progress?** | **The sense of security.** Can adult learners ask for help without being judged? Are mistakes perceived as failures or as opportunities to provide valuable feedback; thus helping adult learners to improve and progress towards the end-of-course outcomes?

## Interest, Fun and Level of Involvement (I)

# Efficiency (E)



## *Time well spent*



### *Positive outcomes*

When adult learners understand what they are doing and why they are doing it, this often leads to more tangible and long-lasting learning. As a result, it may be applied or adapted to other contexts.

In the presence of repetitious exercises, one must ask: Are they key to resolving the situation at hand? If the answer is no, could they then be put in an appendix at the end of the learning situation or handed out separately?

### *Planning*



Is the time invested in the learning situation well-spent?

If the learning situation, in a fifty hour course, takes 10 hours to complete does the acquired learning represent one fifth of what is outlined in the end-of-course outcomes? This allotment may vary depending on the degree of complexity.

### **For example:**

When adult learners spend a considerable amount of time learning to use software programs, in an English class, is it a good investment? It may be worthwhile if the acquired learning is tangible and long-lasting, and can be transferable to various aspects of their lives.

# ★ APPRECIATION GRID

Ref.#: \_\_\_\_\_

Title: \_\_\_\_\_

On a scale of 1 to 5, give your appreciation for each rubric.

Rubric	Appreciation	Guideline						
<b>P</b>		1	2	3	4			
<b>QT</b>		1	2	3	4	5	6	
<b>PR</b>		1	2	3	4	5	6	7
<b>I</b>		1	2	3	4	5	6	
<b>E</b>		1	2	3	4			

Final score

## COMMENTS

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## MY TO-DO LIST



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## NOTES

A large, empty, light blue rectangular area for taking notes.

# OUR LATEST TOOLS TO DISCOVER...



LS of the  
up-and-coming



Multilevel  
LS



Interdisciplinary  
LS



Canvas  
Tool



Tool  
Box



Activities  
Exercises

## A SPECIAL THANKS

This tool is the fruit of a collaboration between teachers, educational professionals and administrators that work in the different realms of education in Quebec. A special thank you to the following organisations for their valuable contribution:

- » PROCÉDE
- » DÉAAC
- » CS DES AFFLUENTS
- » CS DE LA CAPITALE
- » CS DU LAC-SAINT-JEAN
- » CS DE MONTRÉAL
- » CS DE LA POINTE-DE-L'ÎLE
- » CS DE LA RIVIÈRE-DU-NORD
- » CS DE LA SEIGNEURIE-DES-MILLE-ÎLES
- » RECIT PROVINCIAL SERVICE FOR GENERAL ADULT EDUCATION