

Real-World Learning: Connecting the Classroom to the World OutSide

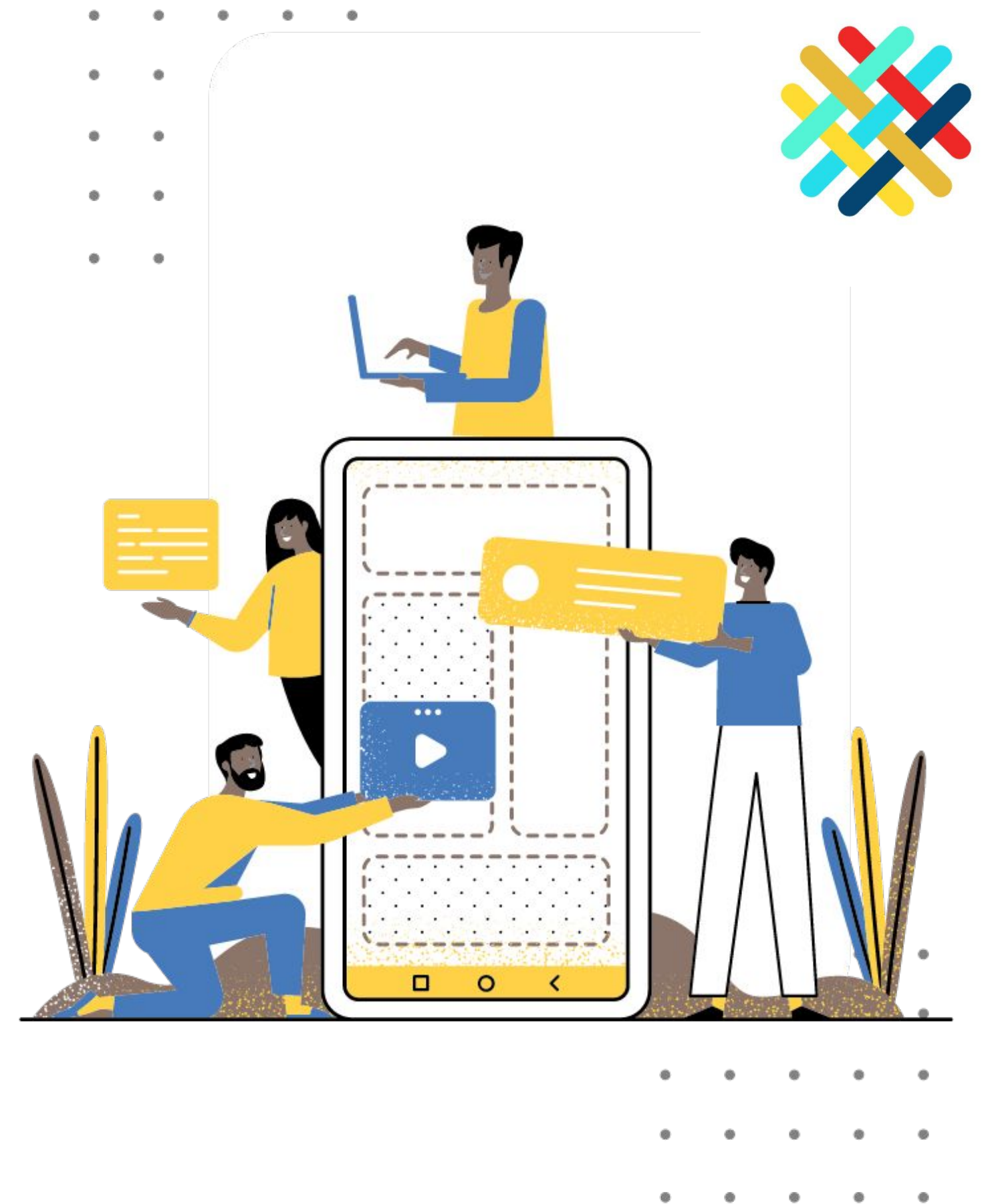


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CrossRoads ReThink team

- Audri Sander
- Ashlee Dureka
- Abigail Hoyt
- Itzel Mendez
- Kyla Revels
- Ms. Rachel Foster (session coordinator)



WHO WE ARE



Audri Sander



Ashlee Dureka



Itzel Mendez



Kyla Revels



Abigail Hoyt

THE WHY

Students will explore what Real World Learning is and discuss the benefits of implementing it in schools. They will include the effect it has on critical thinking, decision making, and life skills. Exploring these skills early on will give students an experience that is applicable to more opportunities. Schools need to better prepare students for the outside world, and help students find their place in the world beyond school.



DEFINING KEY TERMS

- The Crossroads ReThink team has defined **Opportunity-Based Learning** as learning that gives students the ability to explore their interests in a hands-on way. Students are learning without the traditional classroom setting. Opportunity-based learning provides a practical way for students to learn the skills they'll need throughout their lifetime.
- **Real-World Learning** gives students the tools to explore their knowledge in a real-world context.



THE WHAT

- When first starting this project we talked about opportunity based learning and it's benefits
- As a team we noticed how most opportunities are given to students with good grades.
- Leaving students out of opportunities under prepares them for the real world.

Subtopic 1 - History

The history of real-world learning is a modern solution to a persistent problem.

Subtopic 2 - Relevance

Real-world learning presents more variety in the classroom. It can relate to everyone.

Subtopic 3 - Challenges

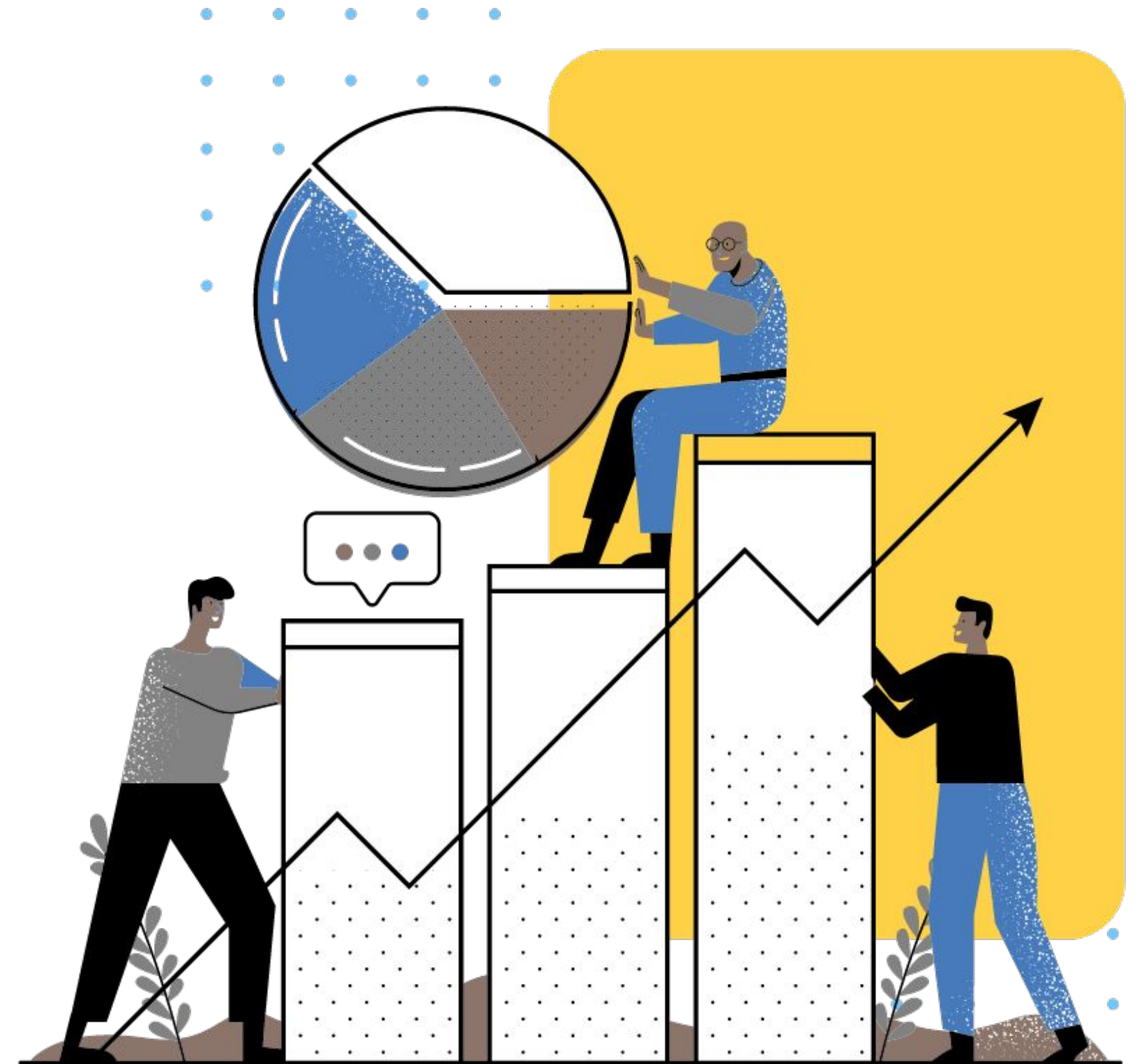
There are many challenges that come with real-world learning. It is a “messier” style of teaching and learning

Subtopic 4 - Solutions

Even tho real-world learning has challenges , there are tangible solutions to make real-world learning a peaceful experience.

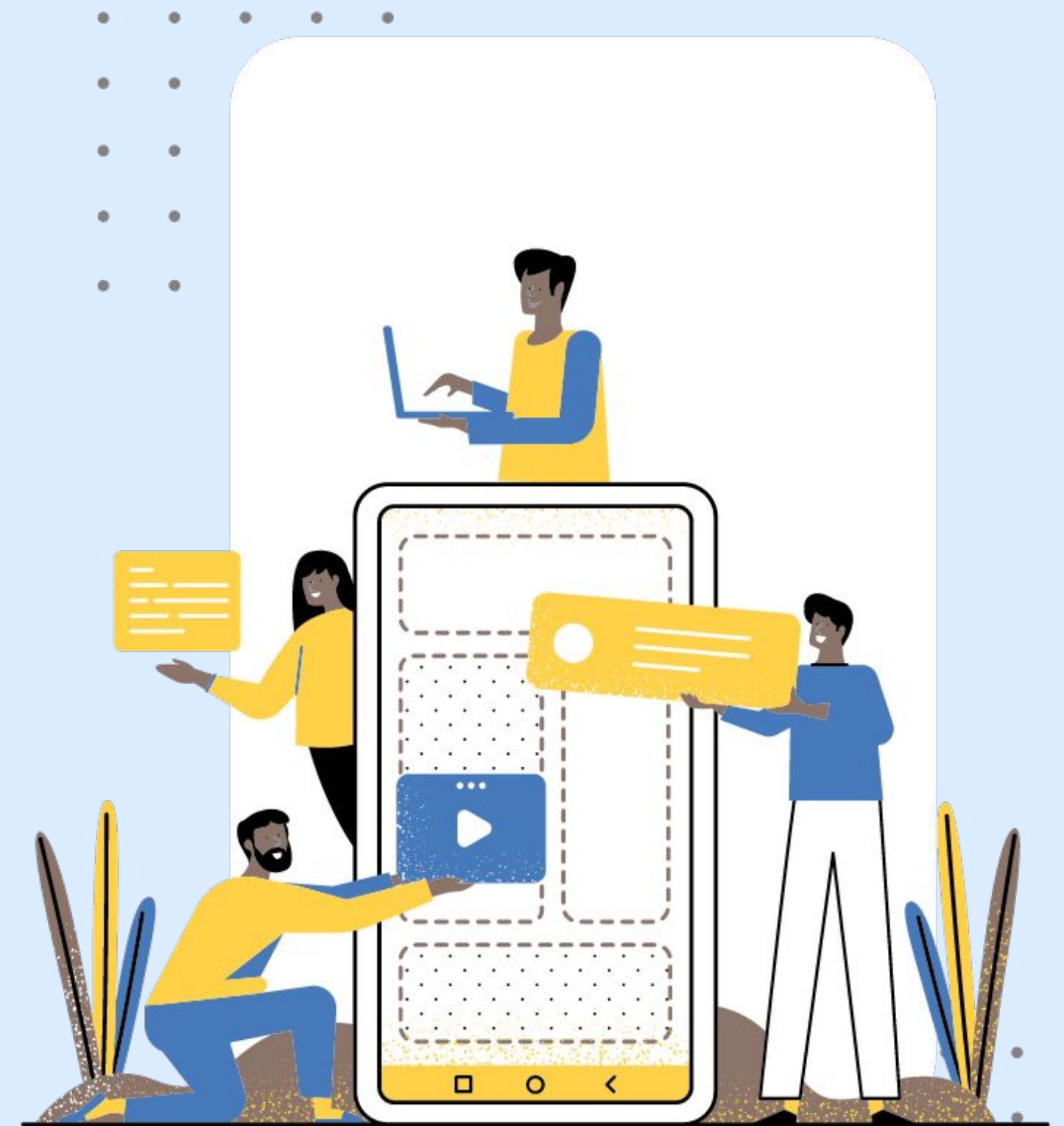
HISTORY

- Real-World learning is a modern day solution to a not so modern problem
- Real-world learning has not been as accessible..



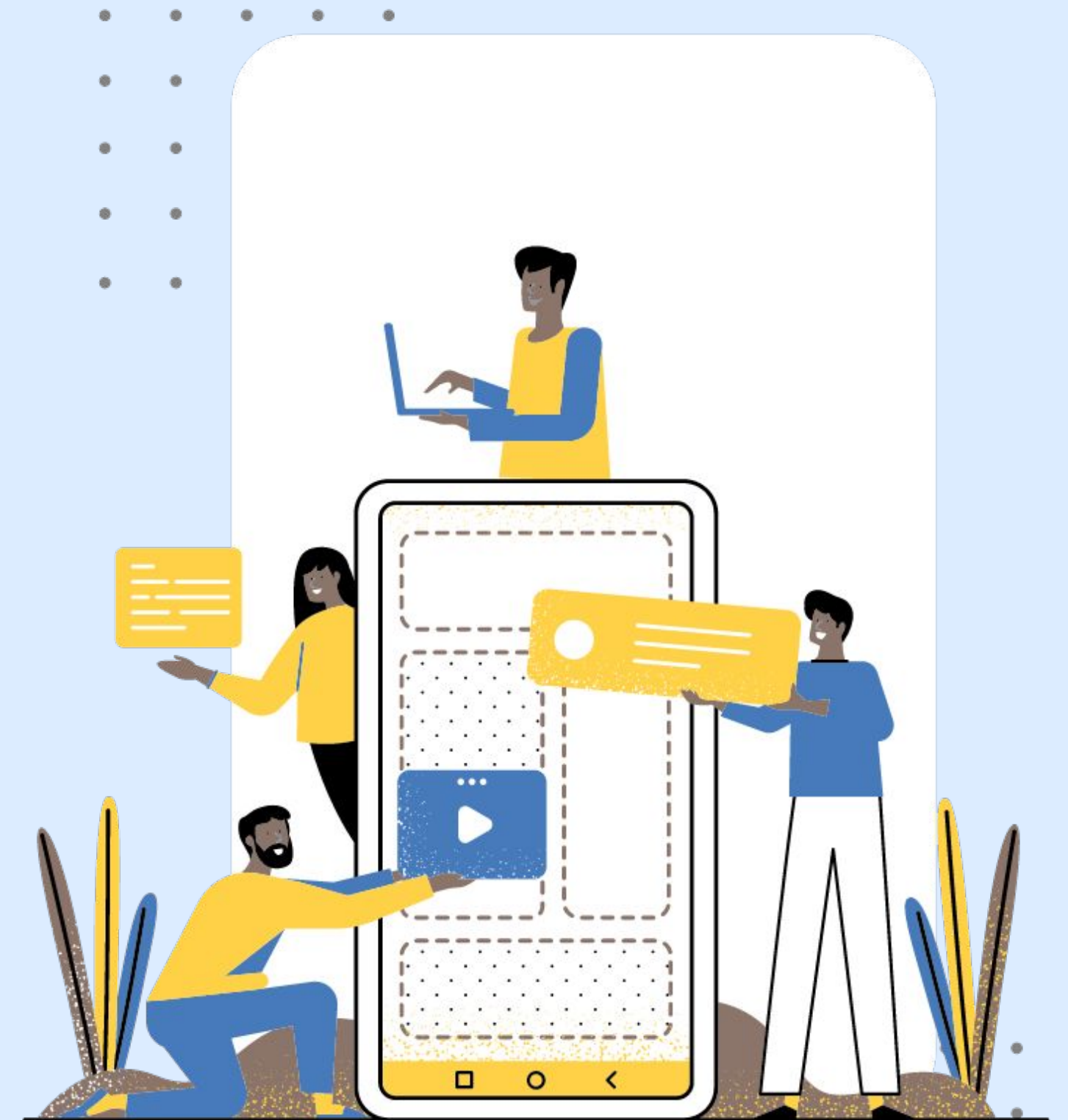
RELEVANCE - Teachers

According to 9th grade Physical Science and Chemistry teacher, Brianne Steffensmeier, “When students are given choice and opportunity on what they produce they have shown increased engagement, curiosity, and connection to the material. Whether this be out in the community, in the classroom, around their dinner tables, etc. they tend to be more active, involved, and interested beyond lessons and products than they would have been previously.”¹



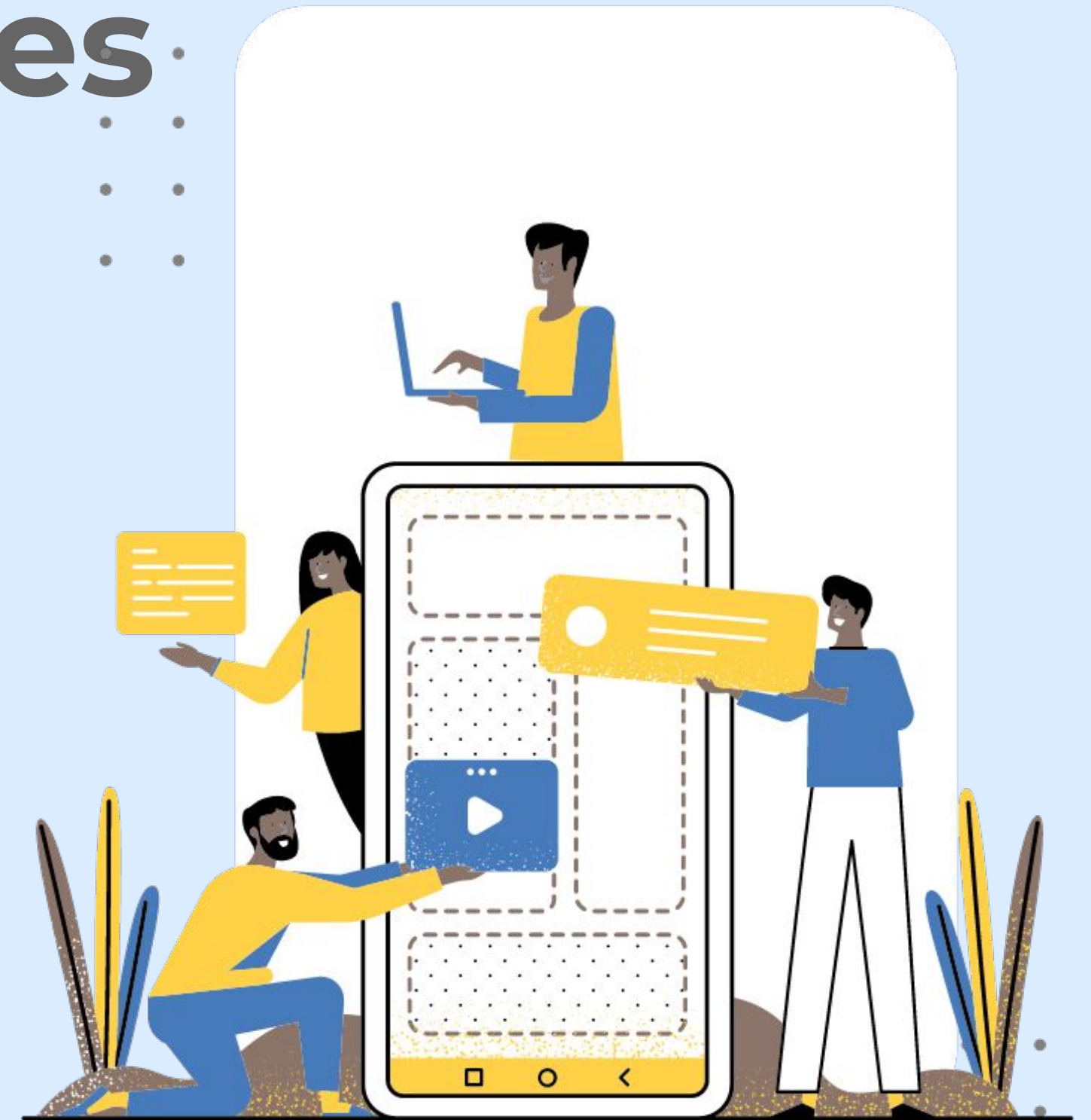
RELEVANCE -Students

A tenth grade student shared “The difference from opportunity- based learning and traditional learning is you learn at your own pace. With opportunity-based your more responsible for completing your assignments. I find it harder to focus with opportunity- based learning.”¹.



RELEVANCE - Families

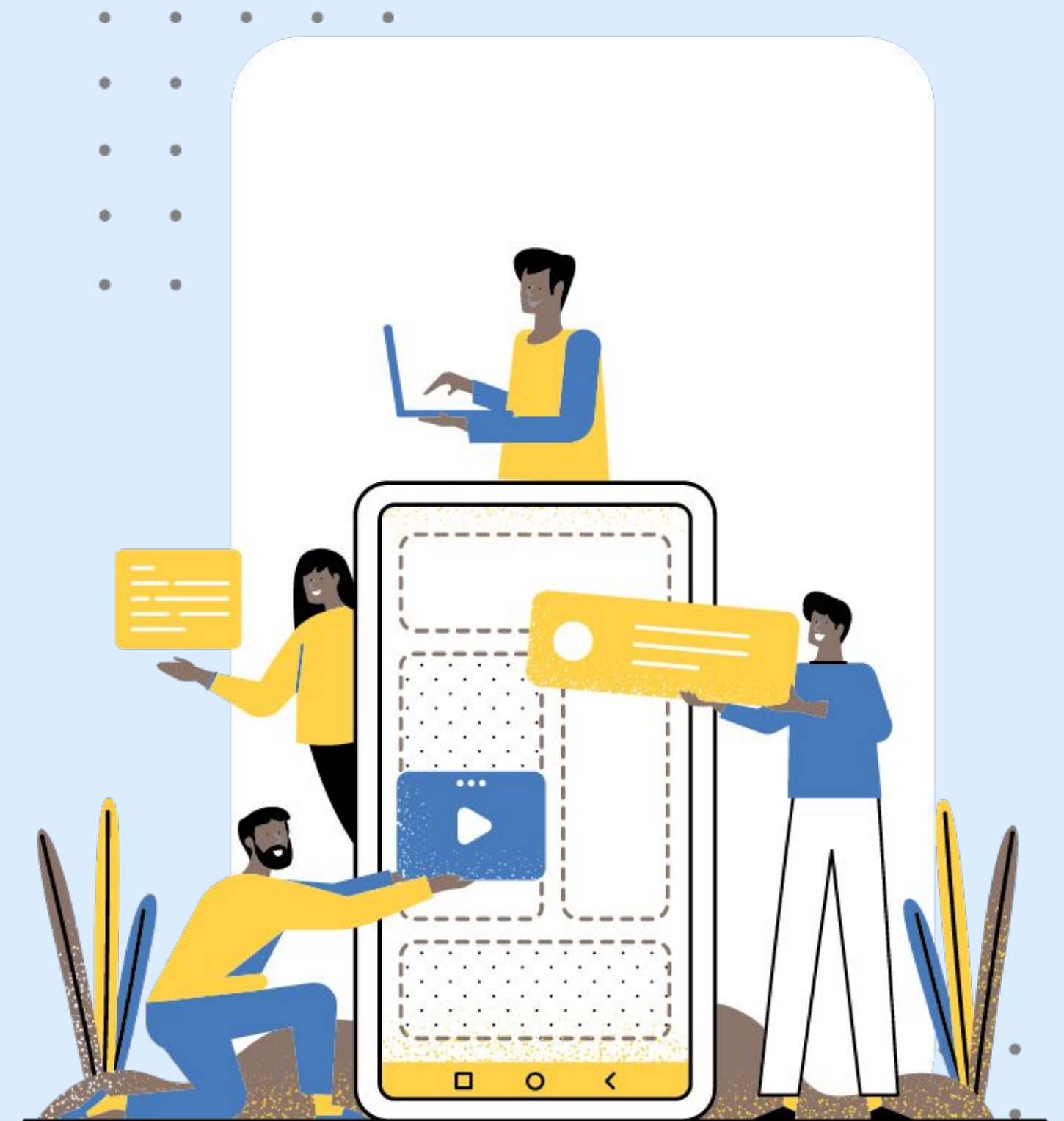
- By transitioning to real-world learning, we are preparing student's future families.
- Families may have more time commitments (volunteer for trips, dropping students off at locations.)



RELEVANCE - Crossroads + KC

CrossRoads prep academy is working to make our school more real-world based. Our principal, Ms. Brown-Persley said “Real-world learning has always been a desire for our school.”

- Students are more involved in their community in KC. They are given direct connections to business and people in KC through real-world learning.



CHALLENGES

Challenge 1

Prior learning experiences do not prepare students for real-world learning

- **Students may feel anxiety because learning is less structured.**
- **Students need access to councilors and teacher support.**
- **If this challenge is left unsolved, students will not complete projects.**

CHALLENGES - CONTINUED

Challenge 2

Lesson planning takes longer and is often more difficult than traditional learning.

- **Real-world learning is a more involved form of education, so it requires more planning.**
- **Educators can focus on guidelines and let students develop their own learning.**
- **Real-world learning won't be accessible for many schools and students.**

CHALLENGES - CONTINUED

Challenge 3

How and what to assess students on is often a worry.

- **Real world learning is often not assessable the same way a classic curriculum is**
- **Students and teachers need to know alternatives to the standard paper test**
- **Students and teachers may feel anxious about this approach to learning**

SOLUTION 1

- All students should have access to student counselors. Students should have adequate time and teacher support to complete a project. Unfortunately, we can not tell a student not to be anxious. We can only give them the tools to confront their anxiety.

SOLUTION 2

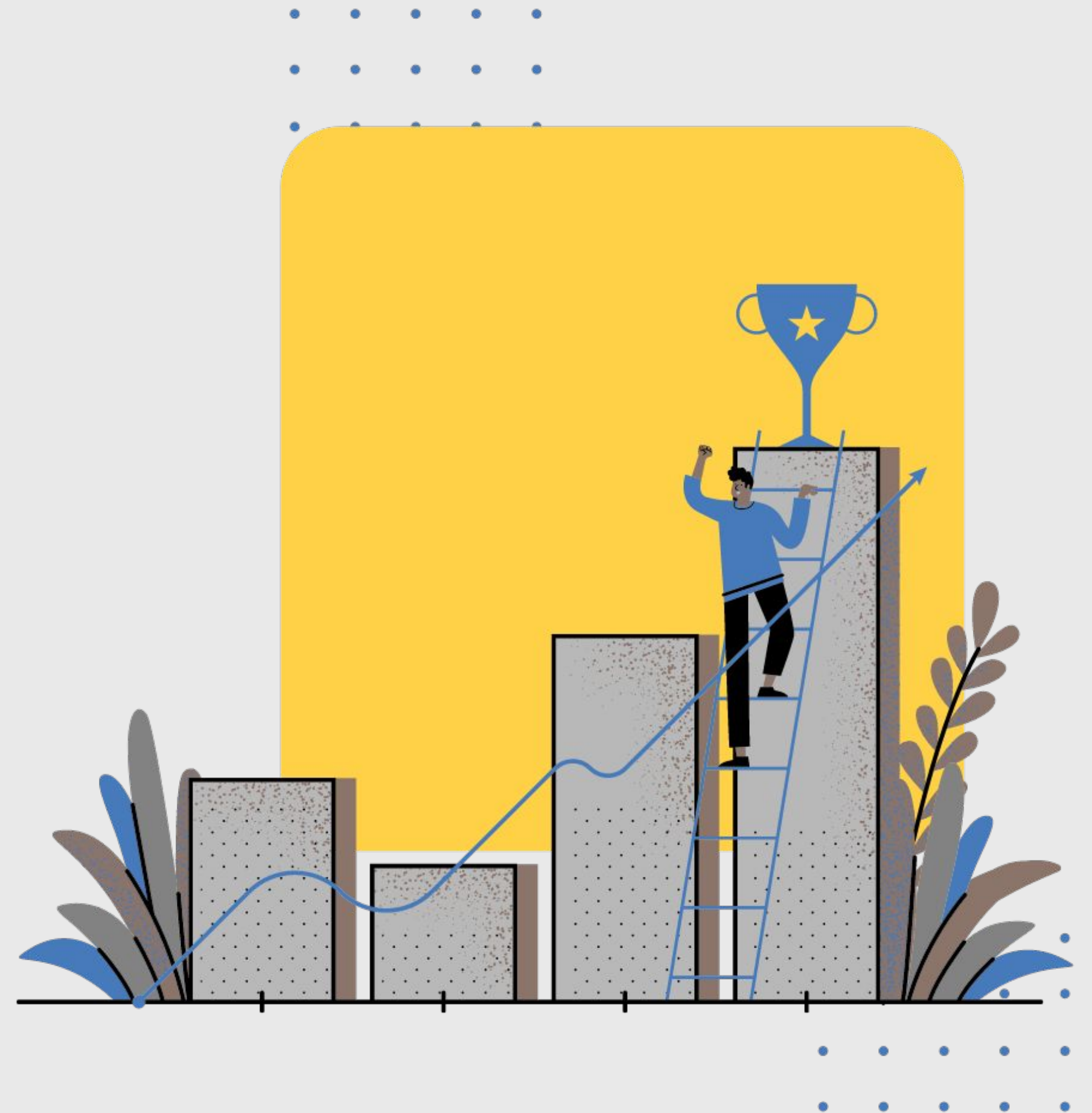
- Because project/work/opportunity based learning is made to work with and around students, teachers don't need to focus as much on lesson planning and rigid guidelines or tests. Instead, students can lead and develop their own education with only loose help and engagement from their teachers.

SOLUTION 3

- Students and teachers should communicate about what other options there are when it comes to assessment. The more students and teacher collaborate the easier it will be to come up with alternatives.

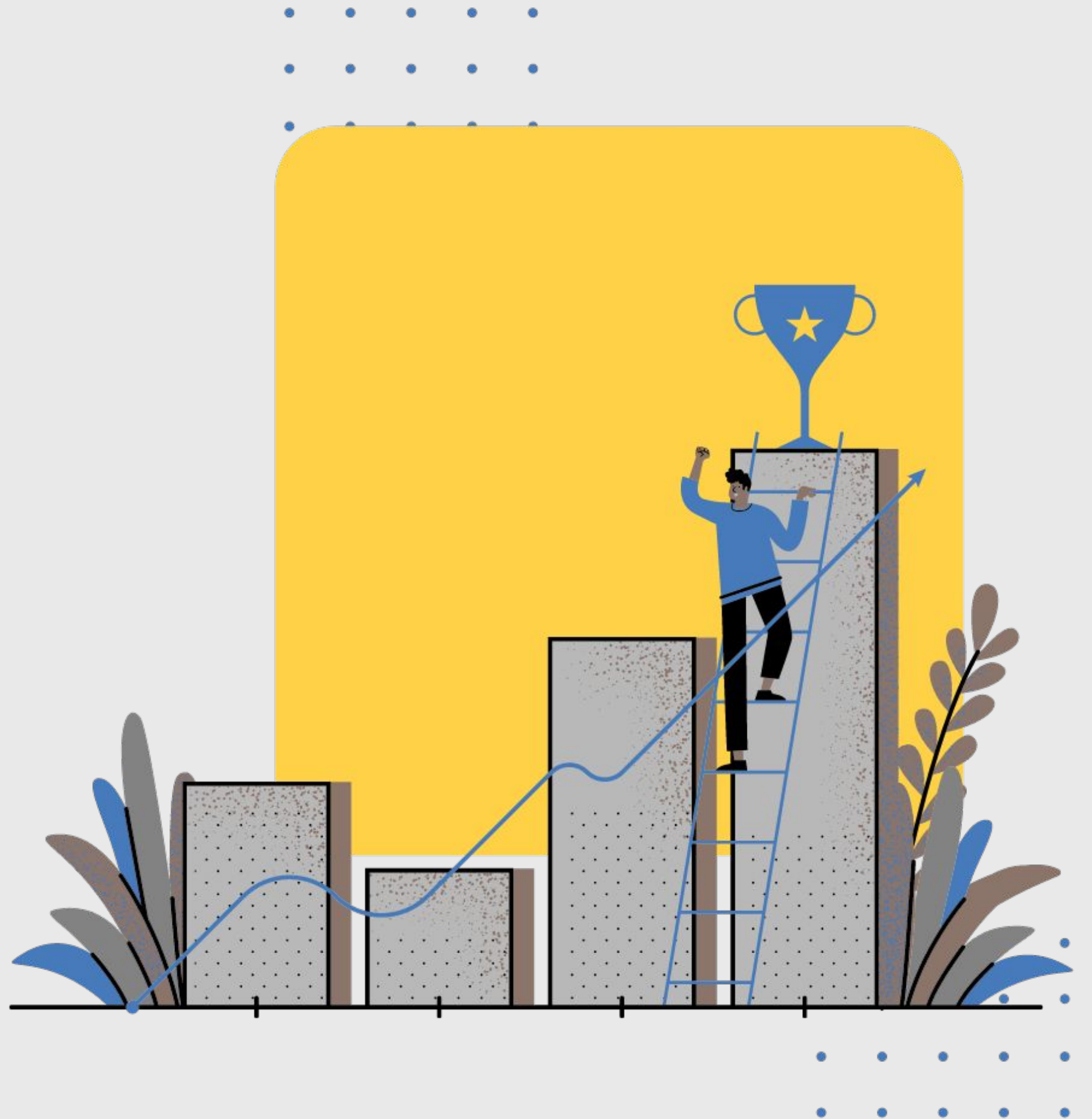
THE HOW

- Much like in Ohio there could be a system where students present their project idea to the school allowing them to have a say in their education. This would be practical for the school. It allows students to take ownership of their education.



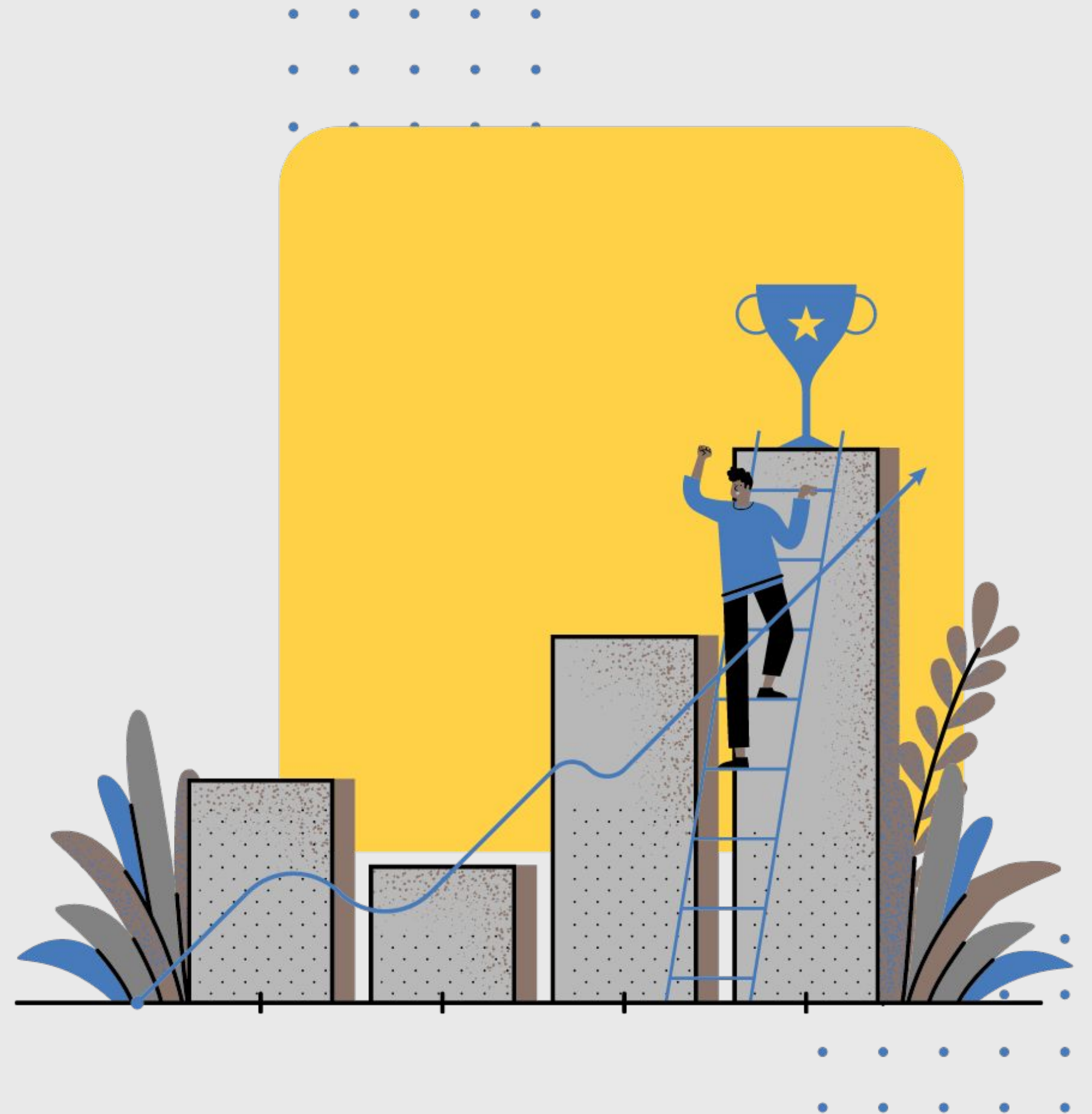
THE HOW

- The school board and educators would need to be involved to implement our plan.



THE HOW

- This conversion from classical education to practical education will take time and planning. It may also require partnership with the community



CLOSING QUOTE

“There's typically increased engagement with opportunity-based learning. It feels more relevant to students, and provides immediate benefits, as well as a variety of opportunities and ways to demonstrate mastery. I think it can also potentially increase scholars' sense of control and confidence.” - Valencia Gorman, 9th and 10th grade Humanities and English 10 teacher

