Purpose:

Students will identify and describe at least three instructional strategies, classroom activities, and assessment methods that teachers can use in the classroom to implement the communications, behaviorist, cognitivist, and constructivist perspectives to learning.

Flipchart Activity Directions:

1. Form groups
2. Each group is assigned a different learning theory and flipchart
3. Each group discusses and researches possible teaching strategies for its particular learning theory. Students may use a mobile device.
4. Each group lists the teaching strategies on a flipchart with an example of a classroom activity and assessment method.
5. Each group participates in a gallery walk (walks around the classroom to review the information on each of the learning theory flipcharts) and recommends at least two additional teaching strategies, classroom activities, and assessment methods on a post-it that is added to each of the learning theory flipcharts
6. Each group reviews the feedback that it received on their flipchart and creates a Prezi about the instructional strategies that can be used for each of the learning theories. The Prezi should describe the point of view of educational theorists about best practices for implementing the communications-based, behaviorist, cognitivist, and constructivist approaches; explain key concepts about the four approaches to teaching in the communications-based, behaviorist, cognitivist, and constructivist classroom; and address the implications of each teaching approach for developing classroom activities and assessing student learning.
7. Each group shares its Prezi presentation with the whole class.

Elements of Thought:

- Concepts
- Point of View
- Implications
The rubric for the in-class Prezi is based on four intellectual standards, namely clarity, accuracy, significance, and relevance. Note that any Prezi that receives less than a C will have to be revised and resubmitted. Each group will only have one attempt to revise its work.

The four Intellectual Standards:

1. **Clarity** is the ability to clearly convey information so that it can be easily understood by the reader. To demonstrate this intellectual standard, you should ask yourself the following question:

   *How can I elaborate more on the information that I am presenting and also provide examples?*

2. **Accuracy** is the ability to convey information that is correct and based on facts. To demonstrate this intellectual standard, you should ask yourself the following:

   *How can I verify that the information that I am presenting is true or based on facts?*

3. **Significance** is the ability to emphasize information that is important and central. To demonstrate this intellectual standard, you should ask yourself the following:

   *Is the information that I am presenting the central idea of each approach to teaching and the best practice for implementing learning theory in the classroom?*

4. **Relevance** is the ability to identify important information that is connected to the topic at hand. To demonstrate this intellectual standard, you should ask yourself the following:

   *How does the information presented relate to each learning theory and its appropriate implementation in the classroom?*
<table>
<thead>
<tr>
<th>GRADING CRITERIA</th>
<th>20 Points or A</th>
<th>16 Points or B</th>
<th>14 Points or C</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLARITY</td>
<td>The Prezi presents very clear and detailed information about the four approaches to teaching and the implementation of learning theory in the classroom. The information presented is very intelligible and easily understood by the reader. The Prezi contains very few grammatical or spelling errors (0-1).</td>
<td>The Prezi presents clear and detailed information about the four approaches to teaching and the implementation of learning theory in the classroom. The information presented is intelligible and easily understood by the reader. The Prezi contains few grammatical or spelling errors (2-3).</td>
<td>The Prezi contains some information that is unclear and lacks detail about the four approaches to teaching and the implementation of learning theory in the classroom. Some of the information presented is not intelligible or easily understood by the reader. The Prezi contains several grammatical or spelling errors (4-5).</td>
</tr>
<tr>
<td>SIGNIFICANCE</td>
<td>All information presented in the Prezi is central to each teaching approach and the implementation of learning theory in the classroom.</td>
<td>Most of the information presented in the Prezi is central to each teaching approach and the implementation of learning theory in the classroom.</td>
<td>Some of the information presented in the Prezi is central to each teaching approach and the implementation of learning theory in the classroom.</td>
</tr>
<tr>
<td>ACCURACY</td>
<td>All information presented in the Prezi is true and based on facts.</td>
<td>Most of the information presented in the Prezi is true and based on facts.</td>
<td>Some of the information presented in the Prezi is true and based on facts.</td>
</tr>
<tr>
<td>RELEVANCE</td>
<td>All information presented in the Prezi is connected to the central principles of the four approaches to teaching and includes appropriate guidelines for implementing learning theory in the classroom.</td>
<td>Most of the information presented in the Prezi is connected to the central principles of the four approaches to teaching and includes appropriate guidelines for implementing learning theory in the classroom.</td>
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