



# Designing Contextualized Instruction

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**Building Strategic Partnerships**  
*November 2013*

**Designing Contextualized Instruction**  
*December 2013*

**Integrating Career Planning & Counseling  
into Adult Education**  
*January 2014*

**Sustaining Adult Career Pathways:  
Funding, Leadership, Policy, & Professional  
Development**  
*February 2014*

**Using Data for Continuous Improvement**  
*March 2014*

**Business Engagement in Supporting the  
Education Pipeline**  
*April 2014*

**Developing Effective Bridge Programs**  
*May 2014*





## Lyn Velle

- Career and Technical Education Coordinator, Campbell County Board of Cooperative Higher Education Services.
- SME; OVAE Career Pathways Initiative
- Keynote speaker & workshop presenter
- Previously practitioner
  - National, state and local grant writer
  - Instructor; secondary & postsecondary level
  - Career Academy designer





## Topics for discussion

- Definition of Contextualized Instruction
- Student and teacher engagement using contextualized teaching and learning
- Instructional design and development
- Designing and delivering engaging projects using teaching and learning in context
- Integration with Career Pathways Design
- Resources and support for concerning contextualized teaching and learning strategies



## Definition(s) of Contextualized Instruction

- “What is Contextual Teaching and Learning?”
  - Texas Collaborative for Teaching Excellence,  
[www.texascollaborative.org](http://www.texascollaborative.org)
- “What is Contextual Learning?”
  - Cord: Center for Occupational Research and Development,  
[www.cord.org](http://www.cord.org)
- “A Case for Contextualized Teaching and Learning: A Faculty Primer”
  - California Community Colleges (Funded by the Chancellor’s Office of the California Community Colleges)



# Student and teacher engagement using contextualized instruction

## ➤ Building relationships

- Figure ways to build trust
- Actively support and reinforce each other
- Listen to each other
- Honor commitments
- Praise and flatter each other
- Allow the learning process to take place



## Student and teacher engagement using contextualized instruction (The Why)

- The learning process
  - CE: Concrete Examples /Experiences
  - RO: Reflective Observation
  - AC: Abstract Conceptualization
  - AE: Active Experimenting

*Adapted from Wayne Zako: "Integration: A Matter of Effort and Skill"*



4. This is the time to integrate your experience of the practice activity with what you knew before the lesson began. At the end of the unit, what we have learned.

1. Personal interest and a reason or motivation for learning begins here. Each of us wants to know why we are learning new things and how it relates to our lives.

3. In order to see if something makes sense, we all have a need to try using what we learned to see if it works. Labs, experiments and hands-on activities facilitate action.

2. If learning is to continue, we must gather all the important facts about a concept or topic. This is where research, direct teaching may take place.





**4. Active Experimenting (AE).**  
Integration, demonstrating what you know, transfer to new situations, processing.

**The students are active.**

**3. Abstract Conceptualization (AC).**  
Practice, experiment, try. Celebrate mistakes.

**The students are active.**

**1. Concrete Examples (CE).** All learning begins here. Generating interest and motivation.

**The teacher is active. Beginning of the process.**

**2. Reflective Observation (RO).** Teach the information, students reflect.

**The teacher is active.**





## Instructional design and development

- Identifying the stakeholders
  
- Conceptualize how the coursework will need to be changed or designed
  
- Addressing the standards:
  - National, such as Common Core
  - State, such as Career and Technical Education
  - Local, such as “District Student Performance Assessment”



- *Begin with brainstorming*
- Think about the major concepts and or units covered in your curriculum. Also community issues or needs that you or your students might address. Think about outside opportunities or possible partners.
- Use any method that works for you and your students.
  - Do a mind-map or diagram
  - Make a list
  - Write a narrative





## Project description or summary

- Write up notes for a preliminary description or overview of your project
- Keep the emphasis on what students will know and do.
- Describe grade levels or disciplines, courses, and major concepts to be covered
- Think about how you will assure academic rigor, relevance and adult connection
- Identify the learning outcomes



- Design and deliver engaging projects utilizing contextualized teaching and learning (PBL)
- Using the six “A’s” of Project Design
  - Academic Rigor
  - Authenticity
  - Active Exploration
  - Applied Learning
  - Adult Relationships
  - Assessment





## Academic Rigor

1. What is the central problem or “Essential Question” addressed by the project?
2. Which standards will be addressed by this project?
  - Common Core State Standards
  - Common Career Technical Core (NASDCTEc)
  - State Career and Technical Education Standards



## Authenticity

3. Where in the “real world” might one see the problem or question addressed by the project tackled by an adult at work or in the community?
4. How do you know that the project is meaningful to students?
5. What type of audience might be appropriate for the student’s work?



## Active Exploration

6. What field-based activities does the project require students to conduct?
7. What methods and sources of information are students expected to use in the project?
  - Interviewing
  - Observing, documenting and/or surveying
  - Video or audiotaping
  - Gathering and reviewing published information
  - Searching on-line and electronic databases



## Applied Learning

8. How will students apply the knowledge they are learning to a complex or semi-structured problem?
9. What competencies does the project provide students with opportunities to develop?
10. What self-management skills does the project require students to use?



## Adult Relationships

11. Do students have access to at least one other adult with expertise relevant to their project who can address problems and provide feedback?
12. What roles will adults outside of the classroom play in this project and how will students connect with these individuals?



## Assessment

13. What criteria will be used to measure student growth in each area?
14. Will the students be asked to review or help establish project criteria?
15. Do students prepare a culminating exhibition, performance, or demonstration at the completion of the project that shows their ability to apply the knowledge and skills they have gained?



## Implementing contextualized learning, project-based or experiential learning

### ➤ Consider:

- Relationships with students
- Relationships with instructors
- Relationships with administrators
- Relationships with parents
- Relationships with the community
- Relationships with business and industry





## Integrating contextualized instruction into Career Pathway design (continued in the next webinar)

### ➤ Career Pathways

- National Career Pathways Network (NCPN)

### ➤ Career Academies

- National Career Academy Coalition (NCAC)
- National Standards of Practice





## Resources and support

- Michelle Swanson, Swanson and Cosgrave Consulting, “Rigor and Relevance: Designing and Delivering Engaging Projects”
  - [www.swansonandcosgrave.com](http://www.swansonandcosgrave.com) or [michelle@swansonandcosgrave.com](mailto:michelle@swansonandcosgrave.com)
- Wayne Zako, Human Options, Rapid City, South Dakota
  - [www.humanoptions.com](http://www.humanoptions.com) or [www.waynezako.com](http://www.waynezako.com)
- National Career Pathways Network (NCPN)
- National Career Academy Coalition (NCAC)
- Association for Career and Technical Education (ACTE)
- Association of State Directors of Career and Technical Education Consortium (NASDCTEc)



### *Our Short Time Together....*

- Definitions/purpose
- Engagement
- Instructional Design
- Roles & responsibilities
- Designing Projects
- Career Pathways/Academies

### Next Steps:

- Post webinar
- Additional Resources
- Additional Discussion
- [lvelle@ccsd.k12.wy.us](mailto:lvelle@ccsd.k12.wy.us)

